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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Writing Ability

Writing ability is a specific ability which helps writer put their thought into words in a meaningful form and to mentally interact with the message. Writing skills help the learner gain independence (when they are able to write without much assistance), comprehensibility (what they write can read and understood by themselves and other), fluency (when they can write smoothly and easily as well as understandably), and creativity (when they can write their own idea) in writing. If learners have mastered these skills, they will be able to write.

In writing, the students should master certain skills that will enable them to write in academic level. Dealing with Hughey (1983) stated three kind of writing skills; first, Comprehensibility skills included understanding that writing is communicating message or information. Second, Fluency skills included recognizing linear sequence of sounds, mastering writing motions and letter shapes, and recognizing the group of words. Last, creativity skills included the ability to write freely anything the learner wants to write.

Futhermore, Brown (2003) stated the skill of writing can be divided into macro and micro skills. Macro skill involve: Using the rhetorical form and conventions of written discourse, appropriately

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accomplish the communicative function of written texts according to form and purpose, Distinguish between literal and implied meaning when writing, Correctly convey culturally specific references in the context of written text. While micro skill involve: produce graphemes, orthographic pattern. Use acceptable grammatical system, express particular meaning and use cohesive devices in written discourse. In conclusion, writing ability of students means the capability of mastering the skill of writing because skills of writing are important.

## 2. The Purpose of Writing

Writing deals with the way of expressing feeling/opinion/purpose in written form. In line with the statement above, Ur (2009) stated “writing is the expression of idea, the conveying of a message to the reader”. A writer will conduct a piece of writing with special purpose, also students in the school will write based on their purpose. It will help students to focus on the topic and develop their ideas. Therefore, students need to identify a purpose of their writing. Dealing with Syafii (2013) stated the purposes of the writing to persuade or to convince the audiences of the correctness of the writer point of view on a particular issue. The purpose of a piece of writing will determine the rhetorical form chosen for it.

In reference to Grenville (2001), there are three general purposes of writing. First, Writing to entertain, means that it does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to entertain is also known as creative writing or imaginative writing. The

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examples of creative writing are novels, stories, poems, song lyrics, etc. Second, Writing to Inform. means the content of writing tells the reader about something informational. The examples of writing to inform are newspapers, reports, articles, procedures, etc. Third, writing to persuade, means to convince the readers about something. This writing tries to make the reader agree with the writer's opinion. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

In conclusion, it is necessary to students for having clear purpose of a writing. Clear purpose will help students to write focus on the purpose. Especially in writing a report paragraph, their purpose inform the readers something imformational.

### 3. The Process of Writing

Making a writing product is not easy, it need a process. In references to Brown (2001) claimed that writing is a thinking process. Furthermore, he stated that writing can be planned and given with an unlimited number of revisions before its release. This statement is supported by Grenville (2001), the process of writing has roughly six steps; Getting the idea, choosing, outlining, drafting, revising, and editing.

On the other hand, Syafi'i (2013) the process of writing divided into 3 stages. First, prewriting can be defined as a plan to make an essay or writing. Prewriting stage included several steps, they are: Choosing and narrowing a topic and Brainstorming is very crucial in writing activity.

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There are some basic considerations that should be taken before developing an essay or writing. The consideration is directed to some prominent aspects, such as understanding the assignment, choosing the interesting subject, narrowing the subject into specific topic, collecting ideas, and considering the audiences. Brainstorming is activity to collect generate idea and detail process writing. Futhermore a writer can make as many as question dealing with the topic in term of what, when, where, who, why, and how.

Second, planning. In the planning stage, writer needs to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from a brainstorming list. Third, writing and revising draft. The next step is writing a through draft. The drafting stage is where you really begin writing. Writing through draft quickly can be done without stopping to think about grammar, spelling or punctuation. It can be seen many errors in through draft, but finally the errors should be revised. The most important thing here is to get the words into paper. It means writing as much as possible without much caring about grammatical devices because all errors can be revised at the next steps.

Fourth, Writing the final product. In this step, a writer can write neatly and legibly, and rewriting until a writer satisfied with the final product. From the explanation above, it can be concluded that a writer should pay more attention in the process of making a writing in order to developt and deliver idea clearly.

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#### 4. The Aspect of Writing

In conducting a piece of writing, a writer needs to know what aspect include in writing. It will help them to make a good writing. In relation to the aspects of writing, Syafi'i (2013) illustrated five aspects that should be directly involved in writing performance, namely: Content (the substance of writing; the idea expressed), Form (the organization of content; involving a writer's ability to organize the sentences into coherence and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive), Grammar (the employment of Grammatical forms and syntactic patterns), Style (the choices of structures and lexical items to give a particular tone or flavor to the writing), and Mechanics (the use of the graphic conventions of the language).

Furthermore, related to the aspects writing, Hughes in Pratama (2012), there are five components of writing which are needed to make better writing. First, Content. It discusses about how the writer is storming and developing the ideas in his mind to create a creative writing creatively. The writer needs to present all of information in written language communicatively. Second, Organization. It tells about the systematic of text types. Third, vocabulary. Vocabulary has a big place in writing. It influences the affectivity of writing. Fourth, Language use is the creation or interpretation of intended meanings or the dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation. Fifth, Mechanics is one of components in writing that tells

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about punctuation, capitalization, and spelling. This component is required writer to recognize the basic rules of writing in producing right meaning. In conclusion, all of the writing element are very important to be mastered by a writer especially students.

### 5. Report Text

Report is a genre that intends to classify and describe the natural, cultural, and technological phenomena in our world. Priyana, et.al (2008) stated that report text is a text describes the way things are. A report text is used for many purpose. According to department of Education and Childrens' service of australia, the purpose of a report text is to provide accurate and relevant information. Based on definition above, it can be concluded that report text is a text used to provide factual information and describe the phenomena about natural, cultural, technological and socialin our environment.

*Generic Structure:*First, General clasification (Introduces the topic of the report).Second, Description: Provide detail of topic such as physical appearance, etc.*Language Features;*Generalised participants, Impersonal objective language, Use simple present tense, Technical term, Paragraph with topic sentence.

### 6. Assessing Writing Ability

After a student make a pieceof writing, it is necessary for teacher to assess students' writing.Pertainning to Brown (2003) stated "Assessment is on going process that encompassess a much wider domain". In assessing

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writing, a teacher need scale. Supported by Weigle (2002) stated that the scale of writing assessment can be divided into three; rating, holistic, and analytical scale. First, Rating Scale is the Specific writing assignment and essays according to the degree of success with which the writer has carried out the assignment. Second, Holistic scale is assessing a single score to a script based on the overall impression of the script. Last, analytic scale is rated on several aspects of writing or criteria rather than given a single score, the rating will give score in several aspects of writing.

In conclusion, to assess students' writing, a teacher or rater should pay more attention and follow the rule of writing assessment. Because it makes the score objective. In this research, researcher used analytic scale to assess students' writing.

## 7. Introvert and Extrovert Students

In teaching and learning process, personality of students become one aspect that teacher should pay more attention. Because different personality type will have different way in learning and receiving the knowledge from the teacher. Erton (2010) stated that "In order to develop strategies for learning and teaching purposes, personality should be studied by the language teachers to provide a more fruitful learning and teaching environment both for himself and the learners, because there is a close connection between the personality of the student, the style and the strategy that the student develops in order to learn and the success (academic

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performance) achieved from a particular course at the end of the semester. It can be concluded that personality is one of the important aspects to be considered.

#### a. Introvert Students

Some experts have given clear definitions of introverts, usually they refer to a student who prefers to be a passive student, they will think first before they speak. In line with Eysenck in Nezhad (2014) stated that introverts tend to be quiet, introspective and reserved except to intimate friends.

Dealing with Brown (2000) stated "Introvert is a person who derives a sense of wholeness and fulfillment apart from a reflection of the self from other people". Introvert is a person who needs time to be alone, spending time on individual activities such as reading and they have a few but intimate friends. They prefer to be quiet when meeting new people, because they do not really care about the condition of the environment. They will be very careful to choose a friend. In the learning process, an introvert person prefers to speak and share their ideas in a small group rather than a larger group discussion. In reference to Boroujeni et al (2015) said that an introvert worries about error so that they anticipate and reflect before becoming involved in an action but they think best and develop more ideas.

Moreover, Dornyei (2005) states that introverts have better ability to consolidate learning, their less distractibility and better study habits may help them to obtain better results in learning than extroverts.

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Eventhought they are usually passive students but they have good ability in learning so they also get better score or have better skill than extrovert. A study conducted by Baradaran (2015) showed the result that introvert significantly outperformed than extrovert in term of writing. In conclusion, it can be said that introvert is a quite, passive, and very careful students in learning process but they usually have better ability in some aspect than extrovert

#### b. **ExtrovertStudents**

Extroversion is someone character influenced from heredity factor, it can be found in every human being. It refers to where people prefer to focus their attention and get their energy from outer world of people and activity or their inner world of idea and experience. Eysenck in Premuzic-Chamoro (2011) stated extrovert tend to enjoy the company of others and express their feelings and emotions. They are energetic and optimistic, outgoing and confident. In addition Eysenck explained that Extrovert who have a greater need to compensate for their lower level of arousal, tend to seek external stimulation and more comfortable and able to deal with distracting environments or arousal activities.

Extrovert In learning process, extrovert tend to have good acquisition of basic interpersonal communication skills. Extrovert like to communicate in a large group, they share their idea and usually they will speak spontaneously. In line with Brown (2000) said that extrovert usually have something to say.

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Furthermore, Belojevic et al (2001) Extrovert perform better in noise condition, because they have low cortical arousal so they are constantly seeking stimulation in order to achieve success in the tasks. In learning process, extrovert tend to be better than introvert because of their willingness to interact with others and because of their reduced inhibitions. Even extrovert like to talk and share in a large group but they are not always talkative and they need other people to position themselves in society. Eysenck in Zainuddin (2016) stated “ the typical extrovert is friendly, has many friend, need to get friends to speak to, likes parties, and avoids reading or studying by himself”. This characteristic make them easy to socialize and ommunicate with other.

## 8. The Comparison between Introvert and Extrovert Students' Writing Ability

Every student has different personality that affect their way in learning and the result of their learning process. This statement is supported by Cumming (2006) stated “Emphasizing the role of personality plays in writing ability”. So, English teacher should pay attention to the student personality during learning process especially in writing. Both introvert and extrovert give the impact of students' writing ability. This statement support by a research conducted by Ismail Sangkala entitled *the correlation between students, extraversion personality and their writing skill at Muhammadiyah University of Makasar*. This research found that there is a positive correlation between students' extrovert personality and

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their writing ability, sangkala predicted that the students activate their extraversion personality when the students write, because of teaching methods or style teachers is good criteria.

On the other hand, a research conducted by Wildara Sri Fany entitled *The Correlation between students' Introversion dimension of personality and their writing ability at state junior high school 10 Pekanbaru*. This research showed the positive correlation between introvert personality and students' writing ability. this result because an introvert prefer writing than speaking, so they will enjoy writing and influence their writing ability.

On the other hand, Deporter and Herancki (2002) stated that writing is a brain activity that needs memory, accuracy, and skills to combine the words in accordance with the accepted languages rules and costumes. Dealing with this statement, both extrovert and introvert will perform differently. First, from the memory, an introvert student has long term memory;denoted demostration of memory after a retention interval of 10-20 minutes. In contrast, an extrovert has short term memory; short term memory is usually last for about 30 seconds before it dissipates, an

Second, in accuracy, both extrovert and introvert perform differently in accuracy. Acording to Eysenck (1985) Extrovert will perform quickly but less correctly. In contrast, Introvert will perform lower but more accurate. The last, Writing needs some skills that should be mastered by the students. Brown (2003) stated that skill of writing can

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be divided into two; micro and macro skill. Micro skill includes producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, produce an acceptable core of word and use appropriate word order patterns, use acceptable grammatical system, express a particular meaning in different grammatical form and use cohesive devices in written discourse.

Different type of personality will influence the students writing ability, it is supported by Baradaran (2015) he found that the introvert out perform than introvert in writing. Moreover, Zainudin (2016) also found that Introvert EFL learners did better than extrovert EFL Learners in constructing sentence. Besides, Sanjaya (2015) found that there was a significant difference between extrovert and introvert in their writing achievement in term of content, syntax and mechanic. In line with Sanjaya, Zainudin (2016) found a significant difference on students score for syntax, introvert did better than extrovert. In contrast, other researcher found that there was no differences in writing ability both introvert and extrovert. Nezhad (2014) found that introvert-extrovert give no impact on Students writing ability of Iranian Students.

Based on the explanation above, the researcher concludes that it is possible for both introvert and extrovert to have different in writing ability because of their characteristic, focusing the attention and develop the ideas.

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## B. Relevant Research

In making this research, the researcher was considering some previous research which related to this research. First, The comparative design in title *the difference between extrovert/introvert EFL learners cooperative writing*. It is written by Dr. Abdullah Baradaran and Muhammad Reza Allavi. The research was conducted in Iran at 2015. This research was conducted to find out the difference between extrovert/introvert learners in cooperative writing. Initially 150 intermediate learner were asked to participate in the study, and 90 homogenous learners, in term of language proficiency, were asked to fill Eysenck personality inventory Questionnaire, based on the result 30 introvert and 30 extrovert were randomly assigned in two experimental group. Both group receive cooperative learning. In the end, they were asked to write two different topic of descriptive text. The result of the test was analyzed by using independent sample t-test, the result showed that introvert learners significantly outperformed than extrovert learners. This result indicated that despite the fact that iranian learners are mostly individualistic, some cooperative learning methods could be helpful and accepted by them.

Second, The comparative design in title *comparing the performance of extrovert and introvert intermediate female efl learners on listening and reading tasks*. It was written by Behdokht Mall Amiri and Nazanin Nakharie in soodeh language school and kish institute. This research was conducted to find out whether there is a significant difference of introvert and extrovert personality in listening and reading performance. The participants were 150

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students of introvert and extrovert. The results showed that there is a significance different on listening performance. In listening performance introvert perform better than extrovert while in reading performance there was no significant different between extrovert and introvert.

In conclusion, the similarities this research with two relevant research is that this research will conduct to find out the difference between the introvert and extrovert. Beside, this research have a difference with two relevant research above; in this research, researcher compared introvert and extrovert students' personality on their writing ability.

### C. Operational Concept

This research is a comparative study which is focused on the comparison on students' writing Ability between Extrovert and Introvert students' personality at second year students of State Islamic Senior High Scool Rengat Indragiri Hulu Regency. This research consist of  $X_1, X_2$  and Y variables, in which extrovert and introvert personality are independent variable while students' writing ability at Eleventh Grade of Nature Science State Islamic Senior High Scool Rengat is dependent variable. To operate the investigation on the variables, the writer worked based on the following indicators.

#### 1. Eysenck in Dorneyi (2005) stated the indicator of variable $X_1$ (Introvert)

are as follows:

- a. Students tend to be passive in teaching and learning process

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- b. Students are unsociable in classroom because they are the reserved students.
- c. Students are hopeless in doing task.
- d. Students need time to be alone to recharge their energy.
- e. Students prefer individual activities than social gathering.

**2. Eysenck in Dornyei (2005) stated the indicator of variable X<sub>2</sub>(Extrovert) are as follows:**

- a. Students tend to be active in teaching and learning process
- b. Students are sociable and easygoing in classroom.
- c. Students have optimistic in doing task
- d. Students get energy from other people
- e. Students prefer social gathering than individual activities.

**3.The indicator of variable Y (students' writing ability)**

Jacob et al (1981) stated the indicators of variable Y (Students' Writing Ability) are follows:

- a. The Students are able to write with correct grammar, vocabulary, punctuation, and spelling.
- b. The students are able to write the idea clearly.
- c. The students are able to write coherent paragraph.
- d. The students are able to use simple present tense in writing Report Paragraph.

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**D. Assumption and Hypothesis****1. Assumption**

In this reseach, researcher assumes that the higer students' introvert level the better their writing ability.

**2. Hypothesis****a. The null hypothesis ( $H_0$ )**

There is no significant difference between introvert and extrovert students' personality on their writing ability

**b. The alternative hypothesis ( $H_a$ )**

There is a significant difference between introvert and extrovert students' personality on their writing ability