

CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the introduction, namely background, research problem, research purpose, research hypothesis, significance, research scope and limitation, and definition of key terms.

A. Background of the Study

English is the maximum commonly studied foreign language. Greater than a quarter of the sector's population speaks English. From many years in the past, English become the number one language of training, trade, faith, and authorities inside the Western world. Murcia (2001:6) said that English is a second or overseas language that is often appeared because the most determining of all language potential. English is the principle gear for humans to talk every different the world over in all quarter together with social, tradition, technology, information, and technology. It makes English is needed in recent times. We recognize the significance of English as a global language. English has area in Indonesia, it makes English becomes one of the maximum crucial topics from number one school through college stage. However, maximum students still warfare to provide the language fluently, either in written or spoken form.

Writing, reading, listening, and speaking are the four major skills of English. To improve one's English as a foreign language, these four main skills are required. Literacy becomes a priority scale that students must master at all levels of education. According to Elite Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study.

Writing is one of English language skill has an important role, not only formal situation, but informal one. Sometimes people cannot verbalize their opinion, ideas, or feeling orally can but they can express them through writing. Writing is a process allowing writer to explorer thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection. When though is written down, ideas can be examined, reconsidered, added to, rearranged and changed. The other reason why people need to write is that writing can help to sort and organized, clarify what they think, develop their ideas to make other people understand easily.

Concerning about writing, there are some types of text that can be written. One of them is narrative text. According to Anderson and Anderson (1997: 8), narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. Narrative text also is a spoken or written text to communicate a massage, which is used to interpret its meaning in the story.

Extraversion is for some persons, a new term which is rarely heard in their daily life. Usually people are familiar with the terms of extraversion or introversion. If there is a person who interacts often with other people, mostly orally, not because of their job but of willingness, can be an extrovert. Meanwhile, if someone is busy with himself reading books and less talk with others, can be an introvert.

These days, a few students were given some troubles once they write a writing. it's far came about due to the fact it's miles tough for them to find the idea, the proof, facts and the lack of awareness. This is in line with Erlina et al. (2018) who states that the lack of understanding on how to write is one of the pupil's problems in writing. This is probably brought approximately the lack of knowledge that a bit of writing may additionally have its personal scheme depending upon the concern.

Besides that, another element that motivated students' writing is personality. Marwa and Thamrin (2016) mentioned that personality affects the talent language fulfillment effects. Consistent with Brown (2000), introversion is related to person who's greater centered on internal feelings inside themselves. However, extraversion is a measurement related to someone's consolation degree while interacting with different humans. The term of extroversion is described by using Brown (2000) as how high an man or woman has a deep-seated to acquire an extended ego, self-esteem, and feel of wholeness from others in place of getting those affirmations from in the person himself. In quick, it can be said that humans who've excessive stage of extraversion want someone to feel better or energized.

As a consequence, based totally at the statements above, it may be said that writing is not handiest inspired by way of aspects of writing capability inclusive of vocabulary, grammar, writing's subject matter, pupil's sources fabric, however is also influenced by using the level of students' extraversion. It is able to be demonstrated from observe by way of Sangkala (2012). He determined that there's sizable correlation between students' extraversion character and their

writing talent. It way that students who are in the excessive level of extraversion tend to be better at writing ability. Meanwhile, Zaswita and Ihsan (2020) observed that scholars who are in the low extraversion (introvert) have better writing than excessive extraversion (extrovert).

In relation to the purpose of this study, the researcher will choose the tenth grade students of SMAN 1 Ngunut Tulungagung because they should be familiar with narrative text and already learned it. Then, from the problems occurred above, it is assumed that the level of extraversion has correlation with students' writing skill of narrative text. Therefore, this study was intended to investigate whether or not there is any significant correlation between students' extraversion personality and their writing skills of narrative text at tenth grade of SMAN 1 Ngunut Tulungagung.

B. Formulation of The Research Study

Based on the background that has stated above, the researcher formulated the research question as *“Is there any correlation between students' extroversion personality and their writing skills of narrative text at the tenth-grade of SMAN1 Ngunut Tulungagung?”*

C. Purpose of The Study

The purpose of the study is to find out whether any correlation between students' extraversion personality and their writing skills of narrative text at the tenth-grade of SMAN 1 Ngunut Tulungagung.

D. Significance of The Study

The result of this study hopefully can be beneficial either theoretically or practically. It is expected to give a contribution to the teacher, the students, and

the next researcher as follows:

1. For The English Lecturers or Teachers

This study sheds light on how personality traits, specifically extraversion, influence students' writing abilities. By exploring this relationship, educators can better understand the diverse factors that affect student performance in writing, leading to more personalized teaching approaches. Identifying a correlation between extraversion and writing skills can help teachers tailor their instructional strategies. For instance, extraverted students may benefit from collaborative writing activities and group discussions, while introverted students might thrive in solitary writing tasks. This understanding can enhance classroom dynamics and improve overall student engagement. Understanding the link between personality traits and writing skills can aid in identifying students who may need additional support. For example, if extraversion is positively correlated with better writing skills, teachers could provide targeted assistance to less extraverted students to help enhance their writing capabilities. By recognizing the role of personality in academic performance, educators can also foster emotional and social development. Encouraging students to leverage their personality traits in positive ways can promote self-awareness, confidence, and collaboration among peers.

2. For The Students

Students can gain valuable insights into their own personalities and how these traits influence their writing abilities. Understanding their level of extraversion may help them recognize their strengths and weaknesses, fostering self-awareness and encouraging personal growth. By identifying

how extraversion affects writing skills, students can develop personalized writing strategies. For instance, extraverted students may find group brainstorming sessions beneficial, while introverted students might prefer solitary writing time. This awareness can lead to more effective writing practices that suit their individual styles. If the study finds a positive correlation between extraversion and writing skills, it may encourage more collaborative writing activities in the classroom. Extraverted students can take the lead in group projects, while all students can learn to appreciate different perspectives and approaches to writing. Knowing that their personality traits can influence their writing skills may help students feel more confident in their abilities. If extraversion is linked to better writing outcomes, students can be encouraged to leverage their social skills and outgoing nature to enhance their writing.

3. For The Next Researcher

This study provides a foundational framework for future research in the fields of psychology, education, and writing studies. Researchers can build upon its findings to explore related areas, such as how other personality traits (e.g., introversion, openness) impact different aspects of writing or academic performance. Future researchers may use this study as a springboard to examine the broader impacts of personality on learning outcomes. Investigating how various personality traits influence not just writing skills but also other academic areas can contribute to a more comprehensive understanding of student success. The findings can guide researchers in designing targeted educational interventions or programs that address the

needs of students with varying personality traits. Future studies can investigate the effectiveness of these interventions in improving writing skills and overall academic performance. This study can inspire longitudinal research that examines how the relationship between personality and writing skills evolves over time. Understanding how students develop their writing abilities in relation to their personality traits can provide deeper insights into educational trajectories. The research may lead to the development of new methodologies for assessing personality and writing skills. Future researchers can refine data collection techniques, such as using more nuanced personality assessments or diverse writing evaluations, to gain more comprehensive insights. In conclusion, the significance of this study for future researchers lies in its potential to expand knowledge in various areas related to personality and education. By exploring and building upon its findings, researchers can contribute to a more nuanced understanding of how personality traits, particularly extraversion, influence writing skills and broader academic outcomes.

E. Formulation of Hypothesis

Related to research question, the researcher formulates the research hypothesis of study as follows:

- **Ho (Null Hypothesis):** There is no correlation between students' extraversion personality and their writing skills of narrative text.
- **Ha (Alternative Hypothesis):** There is correlation between students' extroversion personality and their writing skills of narrative text.

F. Scope and Limitation

This study will be carried out in SMAN 1 Ngunut Tulungagung with the population of the research is tenth grade students. The limitation of this research is limited to the correlation between students' extraversion personality and their writing skills of narrative text. The writing is focused on narrative text only with the theme "*The Legend of a Place*".

G. Definition of Key Term

1. Correlation

In this context, correlation refers to a statistical relationship between two variables: students' extraversion personality and their writing skills. This relationship indicates how changes in one variable may be associated with changes in another. A positive correlation suggests that higher levels of extraversion are linked to better writing skills, while a negative correlation implies the opposite.

2. Extroversion Personality

Extraversion is one of the five major personality traits in psychology, characterized by sociability, assertiveness, and a tendency to seek stimulation in the company of others. Extraverted individuals are generally outgoing, enjoy engaging with people, and are often more comfortable expressing themselves verbally.

3. Writing Skills

Writing skills encompass the ability to effectively communicate thoughts and ideas through written language. This includes elements such as

organization, clarity, creativity, grammar, and style. In the context of narrative text, writing skills specifically involve the ability to craft engaging stories with coherent plots, well-developed characters, and vivid descriptions.

4. Narrative Text

A narrative text is a type of writing that tells a story or recounts events. It typically includes elements such as characters, a setting, a plot, conflict, and resolution. The purpose of narrative writing is to entertain, inform, or convey a message through storytelling.