

**THE CORRELATION BETWEEN STUDENTS' EXTROVERSION
AND INTROVERSION PERSONALITY TOWARD THEIR
ABILITY IN WRITING RECOUNT TEXT AT THE
ECOND SEMESTER OF THE SEVEN GRADE IN
SMPN 3 JATI AGUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2021/2022**

A THESIS

**AHMAD MATIN
NPM : 1711040185**



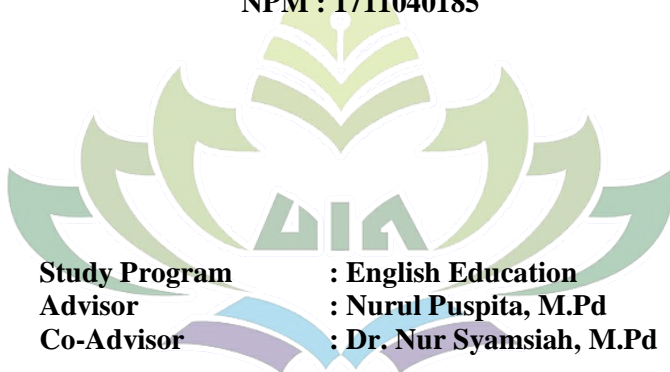
**ENGLISH LANGUAGE EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2024**

**THE CORRELATION BETWEEN STUDENTS' EXTROVERSION
AND INTROVERSION PERSONALITY TOWARD THEIR
ABILITY IN WRITING RECOUNT TEXT AT THE
ECOND SEMESTER OF THE SEVEN GRADE IN
SMPN 3 JATI AGUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for the S-1
Degree

**By:
AHMAD MATIN
NPM : 1711040185**



**Study Program : English Education
Advisor : Nurul Puspita, M.Pd
Co-Advisor : Dr. Nur Syamsiah, M.Pd**

**ENGLISH LANGUAGE EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2024**

ABSTRACT

In this research, the researcher focused on the correlation between students' extroversion and introversion personality toward their ability in writing recount text. The objective of the research was to know whether there was a correlation between students' extroversion and introversion personality and their ability in writing recount text at the second semester of seven grade in SMPN 3 Jati Agung Lampung Selatan in the academic year of 2021/2022.

The researcher used correlational research design in this research. The population of the research was the students at the second semester of seven grade in SMPN 3 Jati Agung Lampung Selatan especially in class 7B that consisted of 35 students. The sample was chosen by doing purposive sampling. The sample of the research was taken 33 students. In collecting data, this research used questionnaire that consisted of 15 items for personality test and asked students to create their own paragraph based on their teachers' instruction of the text.

After giving the test, the researcher analyzed the data using SPSS with Pearson Product Moment formula. After doing the hypothesis and significant test, it was obtained that Sig (P-value) is 0.007, which means $\text{Sig} < \alpha$. Based on this research, there is correlation between students' introversion personality and their ability in writing recount text at the second semester of seven grade in SMPN 3 Jati Agung Lampung Selatan in the academic year of 2021/2022.

Keyword : *Extroversion Personality, Introversion Personality, Writing Ability, Recount Text.*

DECLARATION

The researcher was a student with the identification as follows:

Name : Ahmad Matin
Student Index Number : 1711040185
Thesis Title : The Correlation between Students' Extroversion and Introversion Personality Toward Their Ability in Writing Recount Text at the Second Semester of the Seven Grade in SMPN 3 Jati Agung Lampung Selatan in the Academic Year of 2021/2022

Hereby states that this undergraduate thesis was absolutely my own work. The content of this undergraduate thesis is completely by myself. The opinion of another writers or experts even finding included in this undergraduate thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, 22th December 2023



Ahmad Matin
NPM. 1711040185



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmih Sukarame 1 Bandar Lampung 35131 Telp(0721)703260

APPROVAL

Title : The Correlation Between Students' Extroversion and Introversion Personality toward Their Ability in Writing Recount Text at the Second Semester of the Seven Grade in Smpn 3 Jati Agung Lampung Selatan in the Academic Year of 2021/2022

Student's Name : Ahmad Matin

Student's Number : 1711040185

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, the State Islamic University, Raden Intan Lampung

Advisor,

**Nurul Puspita, M.Pd
NIP. 198907172015032004**

Co-advisor,

**Dr. Nur Svamsiah, M.Pd
NIK. 2018010119860603492**

**The Chairperson of
English Educational Program**

**M. Ridho Kholid, S.S, M.Pd
NIP. 198505122015031004**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin, Sukarame 1 Bandar Lampung 35131 Telp.(0721)703260

ADMISSION

A thesis entitled **The Correlation Between Students' Extroversion And Introversion Personality Toward Their Ability In Writing Recount Text At The Second Semester Of The Seven Grade In Smpn 3 Jati Agung Lampung Selatan In The Academic Year Of 2021/2022**, by: **Ahmad Matin, NPM: 1711040185**, Study Program: **English Education** was tested and defended in the examination session held on: **Friday, December 22th 2023**.

Board of Examiners:

The Chairperson : M.Ridho Kholid, S.S, M.Pd

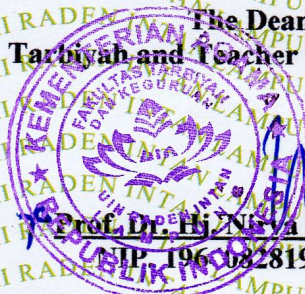
The Secretary : M. Nawawi, M.Pd

The Primary Examiner : Nunun Indrasari, M.Pd

The First Co- Examiner : Nurul Puspita, M.Pd

The Second Co- Examiner : Dr. Nur Syamsiah, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nis' a Diana, M.Pd.

NIP. 196 08 28 1988 03 2002

MOTTO

اللَّهُ لَا إِلَهَ إِلَّا هُوَ لِيَجْمَعَنَّكُمْ إِلَى يَوْمِ الْفَيْصَةِ لَا رَبَّ فِيهِ وَمَنْ أَصْدَقُ مِنَ اللَّهِ

حَدِيثًا

Meaning :

87. Say : “Allah! There is no Allah save Him. He gathered you all into a Day of Resurrection where of there is no doubt. Who is more true in statement than Allah?”. (Q.S. An-Nisa :87)¹



¹ Abdullah Yusuf Ali, *The meaning of Holy Al-Qur'an*, (Maryland: Amma Publication, 1987), p. 70

DEDICATION

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to :

1. My beloved parents, Mr. Aris Budi Pramono and Mrs. Yunarsih who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you mom and dad.
2. My beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The name of the researcher is Ahmad Matin. He is called by Matin. He was born on 04 August 1999, in the Seputih Mataram. He is the last child of Mr Aris Budi Pramono and Mrs. Yunarsih. He has a brother named Wahyu Wicaksono and a sister named Septi Mega Sari. He studied at the first time in Kindergarten of Tk Gpm in 2002 and graduated in 2004. He continued in Junior High School of SMPN 1 Seputih Banyak and finished in 2014. Then, he continued his study in Man 1 Metro and finished in 2017. In 2017, he entered at The State Islamic of University Raden Intan Lampung and took an English Education as his major.



ACKNOWLEDGEMENT

First of all, all praise is to Allah SWT, the Most Merciful, and the Most Beneficent for His Mercy and Blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger Prophet Muhammad SAW, who always brings us from the stupidity to the cleverness.

This thesis is presented to the English Education program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis :

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who has given an opportunity to the researcher when on going the study until the accomplishment of this thesis.
2. Prof. Dr. Muhassin, M.Hum the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Nurul Puspita, M.Pd, the first advisor for his guidance and help to finish this thesis.
4. Dr. Nur Syamsiyah M.Pd, the co-advisor for giving guidance and supervision to finish this thesis.
5. Dra. Rd Emi Sulasmi, M.Pd, the Headmaster of Junior High School SMPN 3 Jati Agung Lampung Selatan who supported me in creating this thesis.
6. Mrs Ita Meiriyanti, S.Pd and also her students in VII grade class who available in doing a research until this thesis was done.
7. All lecturers of English Education Department in UIN Raden Intan Lampung who taught the researcher since the first year of her study.
8. My Parents, Mr. Aris Budi Pramono and Mrs. Yunarsih who always support me. .

9. All of English Education that has been being my biggest support since 2017 until now.

Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, September 12th 2023
The Researcher

Ahmad Matin
NPM. 1711040185



TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
A. Title Affirmation.....	1
B. Background of the Problem.....	2
C. Identification and Limitation of the Problem.....	12
D. Formulation of the Problem.....	12
E. Objective of the Research.....	12
F. Significances of the Research.....	12
G. Relevance Studies.....	13
H. Systematics of the Writing.....	16
CHAPTER II FRAME OF THEORIES AND HYPOTHESES	
A. Concept of Writing.....	17
1. Definition of Writing.....	17
2. Writing Process.....	18
3. Purpose of Writing.....	19
4. Aspects of Writing.....	20
B. Concept of Text.....	21
1. Definition of Text.....	21
2. Types of Text.....	21
C. Concept of Recount Text.....	4
1. Definition of Recount Text.....	24
2. Social Function of Recount Text.....	25
3. Generic Structure of Recount Text.....	28
4. The Language Feature of Recount Text.....	28
5. Types of Recount Text.....	28
6. Students' Ability in Writing Recount Text.....	31

D. Concept of Personality Trait	32
1. Definition of Personality.....	32
2. Types of Personalities.....	34
E. Concept of Extroversion	42
F. Identifying Extrovert and Introvert Students	43
G. Conceptual Framework	45
H. Hypothesis	47

CHAPTER III RESEARCH METHOD

A. Place and Time of the Research.....	49
B. Research Design	49
C. Population, Sample and Data Collecting Technique	50
D. Operational Definition of Variables.....	52
E. Research Instrument.....	52
F. Scoring Procedure	60
G. Validity and Reliability of the Instrument	61
H. Data Analysis	64
I. Hypothetical Test	65

CHAPTER IV RESULT AND DISCUSSION

A. The Result of the Research	69
1. The Result of Students' Personality.....	69
2. The Result of Students' Ability in Writing Recount Text	74
B. Data Analysis.....	71
1. Result of Reliability Test.....	71
2. Result of Normality Test	71
3. Result of Homogeneity Test	78
4. Result of Hypothetical	82

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	87
B. Suggestions	88
a. For Teachers.....	88
b. For Students	88
c. For Further Researcher	88

REFERENCES.....	89
APPENDICES	88

LIST OF TABLES

Table 1.1	Students' Score and Range in Writing at the Seven Grade of SMPN 3 Jati Agung	6
Table 2.1	Aspect of Extroversion and Introversion	37
Table 2.2	The Differences of Extrovert and Introvert.....	42
Table 3.1	Class Distribution of the Seven Grade Students	50
Tabel 3.2	The Scoring of Writing Recount Text	54
Table 3.3	Criteria of Writing Ability	56
Table 3.4	Criteria of Reliability.....	58
Table 3.5	Table of r Score Interpretation.....	59



LIST OF FIGURES

Picture 1	Interview with the English Teacher and Headmaster at SMPN 3 Jati Agung	124
Picture 2	Interview with the Students of VIIB Class Via WhatsApp	125



LIST OF APPENDICES

Appendix 1	Students' Writing Score	95
Appendix 2	Students Data Class VIIB	97
Appendix 3A	Teacher Interview Guideline	98
Appendix 3B	The Interview Result of the English Teacher	98
Appendix 4	Questionnaire for the Students in Preliminary Research.....	100
Appendix 5	The Result Interview for Students in the Preliminary Research	101
Appendix 6	Eysenck Personality Questionnaire Revised- Short Form	107
Appendix 7	Instrument of Writing Test.....	110
Appendix 8	Expert Validation Form for Writing Test.....	111
Appendix 9	Writing Assessment Rubric.....	115
Appendix 10	Syllabus of Junior High School.....	118



CHAPTER I INTRODUCTION

This chapter presents background of the problem, identification of the problem, limitation of the research, objectives of the research, the uses of the research, and scope of the research.

A. Title Confirmation

In this sub-chapter, the writer will explain the purpose of this proposal title in order to not make misunderstanding for the readers in understanding the title. The thesis proposal title is “The Correlation between Students’ Extroversion and Introversiion Personality toward Their Ability in Writing Recount Text at the Second Semester of the Seven Grade in SMPN 3 Jati Agung Lampung Selatan in the Academic Year of 2021/2022.”. The explanation below is for understanding some of terms contained in this thesis proposal. Here as follows :

Writing ability is an ability to develop their idea and opinion in a written form of language by considering the five aspects of writing. Such as content, vocabulary, mechanics, language use, and organization. So, the students’ writing ability is an ability of students to express their ideas, thought and opinion by considering the five aspects of writing itself. That contain of vocabulary, content, mechanics, language use, and organization.

A recount text is one of the text that explain about the past event or experienced which happen in the past. It means that this text consists of writer’s arguments about something occurs in her/his life currently. The purpose of this text is certainly to retell the events of the writer itself that happened in the past. Then, students’ ability in writing recount text is students ability to explain about how can the event or something occurs in written form. In this activity, the students should be able to deliver their ideas and opinions about past event not only to keep attention of the generic structure of the text but also by considering the five aspects of writing skills itself. Such as content, vocabulary, mechanics, language use, and organization.

Personality is an individual that produces an organization, dynamic, and unique characteristics together as a combination of behaviours, cognitions, motivations that compose an individual human

being. Talking about personalities, it can be divided into two types. Those are extroversion and introversion personality. Extroversion personality is an arrangement of psychophysical systems which make the individual different from others, they have their own characteristics and usually more talkative, easy going and easier to interact with others people in the environment. While, introversion personality is a person who tends to be alone a lot and prefers solitary activities. The introversion tends to withdraw from stress and usually spend a lot time. Personality can give a positive role in writing recount text. Students' with their particular personality will decide their characteristics in facing an activity in daily lives. Whereas students' with introversion personality usually have an addition point in writing because their habit to spend their time to do various of activities than to express their ideas directly to the interlocutor.

Based on the explanation above, the writer would like to do the thesis proposal entitled "The Correlation between Students' Extroversion and Introversion Personality toward Their Ability in Writing Recount Text at the Second Semester of the Seven Grade in SMPN 3 Jati Agung Lampung Selatan in the Academic Year of 2021/2022."

B. Background of the Problem

Writing is one of the tools in communication. It is as a means to convey and express our idea, knowledge, feeling and opinions to others people through pour it in a piece of paper. The skills of writing is a tool of indirect communication, that is without face to face interaction. Writing is a skill which is used to communicate indirectly, without face to face interaction. According to Olsthain as quoted by Murcia viewing writing is an activity of a person to communicate with other through interactive process that happen via text as a media between the writer and the reader itself. So, it means that both of the writer and the reader have an important role in written communication.

The process of writing requires a set of competencies.¹ As Brown stated writing is a complex activity involving many skills to determine and transfer the ideas into a piece of a paper clearly and comprehensibly for the reader.² In addition, to be able to write well and effectively, it requires some competencies such as grammar, vocabulary, background knowledge, critical thinking ability and etc. Therefore, writing may become a challenging skills for students. It is also considered as the most complex activity among the four language skills in English. Based on the explanation, it can be concluded that writing is an activity to discovery of ideas and thinking about how to express them, by making a clear paragraph that can be read by the reader. And by writing it can be a source of communication between the writer and the reader.

Unfortunately, even though writing is considered as one of the important skills which should be mastered in learning language, there are still some problems faced by students to expressing their ideas. Based on Schultz and Sydney those problems come from external and internal factors.³ External factors involve what students need to help their writing such as vocabulary, grammar, and writing techniques, while internal factors come from the students themselves such as motivation, intelligence, interest, learning styles and personality.

To know about the reason of students who have the low score in English it can be seen from some of aspects. One of them is about the material. According to the syllabus of junior high school, there are many of texts taught by the English teacher on the school of SMPN 3 Jati Agung Lampung Selatan. It consists of narrative, recount, argumentative text, hortatory text, news item, anecdote, spoof, analytical exposition, explanation, procedure, etc. From all of those text, the researcher will use recount text as one of the text taught by the teacher in the seven grade class. According to Anderson, recount is defined as a piece of text that retells events aimed to give the

¹Douglas H. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (London: Addison Wesley Longman, 2007), 2nd ed., p.391

² Ann Brown, *Teaching and Learning Communication, Language and Literacy*, (London: Paul Chapman Publishing, 2007), p.81

³ Duane P. Schultz and Sydney E. Schultz, *Theories of Personality 9th Edition*, (Wadsworth:

Cengage Learning, 2009), p. 8.

audience a description of what occurred and when it occurred.⁴ It means that recount text is a text to retell the story or events that happen in our lives, which described on a written form of a language. The recount text itself not only describing about the events, but also story, news, or even experienced that occurs in the past. The purpose is to tell past events and give information to the readers. It begins with an orientation that gives the background of knowledge for the readers in order to understand about the text, such as who was involved, where it happened, and when it happened. Then, recount text unfolds with a series of events. At the last stage there may be some personal comment on the event which called reorientation. Thus, it can be concluded that a recount text has three elements : orientation, events and reorientation.

In fact, most of students face some difficulties in writing recount text. Based on the Diana's research that some of students are difficult to write recount text. The problems are firstly, the students are difficult to use scientific words because in writing a recount text must use scientific words in order the readers can believe and understand about it.⁵ Secondly, the students are also difficult to convey their arguments because their limited of ideas. Thirdly, the students are also felt confused in using grammatical to write a recount text. It can be concluded that there are three problems that faced by the students in writing a recount text are the students are limited scientific words, the students are difficult to develop their ideas and still confused in using grammatical to write a recount text.

This problem also occurred in SMPN 3 Jati Agung Lampung Selatan. Based on preliminary research, interviewing with the English teacher in SMPN 3 Jati Agung Lampung Selatan, that located at Karanganyar, Jati Agung, Lampung Selatan on February, 24th 2022. She is Mrs. Ita Meiriyanti, S.Pd, the teacher of English who teach at VII grade has the same statement with Diana's research that one of the

⁴ Anderson, Mark and Kathy Anderson. *Text Types in English 1*. South Melbourne: Macmillan Education, 1997), p. 34.

⁵ Diana, *An Investigation of Students Problem in Writing Recount Text At the First Semester of Eight Grade of SMPN 4 Bandar Lampung in the Academic Year of 2016/2017*, (A Thesis for the Degree of Sarjana Pendidikan in State Islamic University Lampung, 2017), 2, accessed on February 19th 2022.

problems in English is the students' ability of writing⁶. Especially in writing recount text. The problem of students who cannot develop ideas in writing. Such as students have difficulty in writing, and as for the factors due to lack of development of the ideas they have, lack of mastering vocabulary, making it difficult for students to write. The problem they face is that many of them are confused about what to write/ what they will write, many of them are willing to get ideas or thoughts about what they are going to write, hardness in composing words or sentences that are good and right, and they have not enough vocabulary in making a sentence. Coincidentally with Mueen that stated some factors which affect students performance in writing. Such as lack of adequate and appropriate vocabulary, confused, and difficult to deliver ideas.

The researcher also interviewed some of the students⁶ in SMPN 3 Jati Agung Lampung Selatan who also taught by Mrs Ita in VII grade class. Some of students was interviewed by the researcher about their interest in english lesson and writing recount text. According to theirs, writing is the hardest material in English they have ever met. Moreover they are actually like English because English is one of the important skill that will be use in the future job. They also stated that when writing recount text, they confused how to write the good sentences about that material, and can not deliver their ideas into a piece of writing because lack of grammar, vocabulary, and so on. Eventhough, in writing recount text they also should write their last event happened that is make sure they have to know well about grammar of past tense. So, the researcher took the conclusion of their statement that writing is one of the hardest skills in English lesson that they had learned during at school.

The other data to approve those statement are the observation of student's score in writing recount text. The researcher assumes that the students find it difficult to comprehend the lesson that given by teacher in the class. That is evidenced by the average score for the lowest is 25 and the highest is 100. While the average/KKM writing in the class is 70. It happens not just because the students lack of English

⁶Interview with Mrs. Ita Meiriyanti S.Pd, on 24 January 2022 in SMPN 3 Jati Agung, Lampung Selatan..

competencies, yet they have problem in organizing or expressing the idea of the writing. The ideas of writing can be obtained from many sources and activities such as from reading books or blogs, real life experience or some movies. Mrs Ita also said that only a few students got score above the criteria of minimum mastery (KKM), while many students got score under the KKM. The researcher assumed that the students' ability in writing recount text is still low. Here the researcher decides to measure students' writing assessment by using Hyland's theory. According to Hyland, there are five components generally recognized in scoring writing. They are; content, organization, vocabulary, language use, and mechanic. In each components of writing there are 7 standards of scoring, they are; excellent, very good, good, average, fair, poor, and inadequate.⁷ Below the result of the students' score which is still low and facing difficulties in writing:

Table 1.1
Students' Score and Range in Writing at the Seven Grade of
SMPN 3 Jati Agung Lampung Selatan

No	Range	Qualification	Class					Total of Students	Percentage %
			7A	7B	7C	7D	7E		
1	91-100	Excellent	1	2	4	1	1	9	5.29%
2	81-90	Very Good	1	3	6	4	2	16	9.41%
3	71-80	Good	4	1	5	16	2	28	16.47%
4	61-70	Average	1	5	2	3	10	21	12.35%
5	51-60	Fair	1	17	8	1	11	28	16.47%
6	41-50	Poor	16	4	5	1	3	29	17%
7	Less than 40	Inadequate	9	3	4	7	7	30	17.64%
Total			33	35	34	33	35	170	100%

Source: Documentation from English teacher of SMPN 3 Jati Agung Lampung Selatan in academic year 2021/2022.

⁷ Ken Hyland, *Second Language Writing*, (Cambridge University:New York, 2004), p.32

From the data in Table 1.1, it can be seen that from 7A, 7B, 7C, 7D, and 7E of SMPN 3 Jati Agung Lampung Selatan, the total number of students were 170. From 170 students, there were 9 students (5.29%) who got score in criteria excellent, 16 students (9.41%) who got score in criteria very good, 28 students (16.47%) who got score in criteria good, 21 students (12.35%) who got score in criteria average, 28 students (16.47%) who got score in criteria fair, 29 students (17%) who got score in criteria poor, and 30 students (17.64%) who got score in criteria inadequate. It means that most of students still faced difficulties in writing ability. It can be seen that many of students have score low of kkm. Only a few of them have a good score. It means that they should be able to write well in composition of the text.

Based on the teacher and students problems above, it can be concluded that there were some problems occurred in writing, almost students were feeling hard to write because they were still limit of vocabulary and grammatical use of recount text. Then, the students could not develop their ideas in making some explanation of recount text. In addition, the teacher should be known the factors of students problems in writing whether as internal or external factors.

Learning is a long unlimited process which keep developing according to ability and motivation coming from within or outside of the person. Every students is different. Students' problems in writing could not just be seen as external factors. Such as lack of vocabulary, hard to express ideas, and etc.

According to Goerge, there are two factors that can be seen from the students while writing a text. That are external and internal factors.⁸ External factors concerns physical aspects such as shape, size, strength, and endurance of body. Meanwhile, internal factors includes psychological aspect such as intelligence, ability, interest, emotion, personality and so on.⁹

⁸ George C. Boeree, *Personality Theories: Melacak Kepribadian Anda Bersama Psikolog Dunia*, trans. Inyik Qodir Shaleh, (Jogjakarta: Prismsophie, 2010), p. 11-12.

⁹ M. Nur. Ghufon, and Rini Risnawita, S, *Gaya Belajar Kajian Teoretik*, (Yogyakarta:Pustaka Belajar, 2014), p.8

Based on Schultz and Sydney those problems come from external and internal factors.¹⁰ External factors involve what students need to help their writing such as vocabulary, grammar, and writing techniques, while internal factors come from the students themselves such as motivation, intelligence, interest, learning styles and personality. Personality factors of the student has an important role to support the success of language learning. Students have different personality characteristics which make them prepared to facing the different worldviews, and it also certainly include of world in education. In general, personality is classified into extrovert and introvert. Extroverts usually often to talkative, they need other people to communicate or finding the new information. So, students' with extroversion personality often to talk to the other students about their experiences, story or event of the day as directly. On the other hand, introverts feel comfortable to be alone than should being in crowded people. Moreover, many search found that introverts have an innerstrength of character to develop their idea while extroverts do not have.¹¹ Meanwhile, introvert usually feel easier to express their idea in a piece of a paper because they spend their time mostly on reading book than the extrovert one.

This factor also can caused the problem of difficulties in producing a sentences. It occured in VIIB grade of SMPN 3 Jati Agung Lampung Selatan. Based on the preliminary research that have been conducted there, one of the factor that can caused students' difficulties in writing recount text is students' personality. Every students there came from various background, habits, and lifestyles. Some of them admitted that they like of speak to others, being have fun, dominant to live in crowded, doing as a group that classified on the characteristics of extroversion personality. Some questions have shared to each students at VII grade SMPN 3 Jati Agung Lampung Selatan to know their personality as a general. There were 12 questions have been shared, while the result showed that students at VIIB grade class have different personality (*see on Appendix 12*). From totally 35 students,

¹⁰ Duane P. Schultz and Sydney E. Schultz, *Theories of Personality 9th Edition*, (Wadsworth: Cengage Learning, 2009), p. 8.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition*, (New York : Longman, 2000), p.155

there are 18 students (51.4%) have the extrovert personality which describe students in this personality love to their activities with direct interlocutor than alone. While there are 17 students (48.57%) that have in introvert personality which describes they often to do their activities alone than with the other people, it including of writing recount text. The result of students personality as general can be inserted on the table below.

Table 1.2
Result of Students' Personality in Preliminary Research

No.	Class	Personalit y	Tota l	Percentage
1.	VIIB	Extrovert	18	51.4%
		Introvert	17	48.57%

In fact, the introvert person that can be seen have a good in ability to writing. As Nafisah Luk Lukatun in her thesis entitled “The Correlation between Students’ Introversion Personality and Their Writing Ability (A case of the Tenth Graders of SMA Muhammadiyah 2 Demak in the Academic Year of 2016 /2017)” stated that students with introversion personality has the big opportunity to develop their idea indirectly¹². The data were statically analyzed by using descriptive analysis and Pearson product moment Formula in SPSS 16. From descriptive analysis, it was known that 2 sample has lower level, 5 have lower middle, 7 have middle, 11 have upper middle, and 3 have upper, while for writing ability, it was found that 3 have very poor, 10 have poor, 7 have fair, 7 have good, and 1 has very good. From the correlation analysis revealed that coefficient was 0.603, while significance value was 0.000. It means that H1 was accepted. Based on the result of the study, the conclusion is that there was a correlation between students’ introversion personality and their writing ability of the tenth graders of SMA Muhammadiyah 2 Demak in the academic year 2016/ 2017.

¹² Nafisah Luk Lukatun, The Correlation between Students’ Introversion Personality and Their Writing Ability A case of the Tenth Graders of SMA Muhammadiyah 2 Demak in the Academic Year of 2016 /2017, downloaded 21TH January.

Not only that, the other study was conducted by Aprilia Putri Handayani in her thesis “The Correlation Between Students’ Extrovert Introvert Personality and Their Speaking Ability At the Second Semester of the Speaking Class of English Education Study Program of State Islamic University Raden Intan Lampung in the Academic Year of 2020/2021¹³. She stated that In this kind of quantitative research, the researcher employed correlation research design. The population of this research was the second semester of speaking class of English Education Study Program. The sample were 3 classes: A, B, C consisting of 60 students from those three classes. To collect the data of students’ extrovert introvert personality, there were 15 items. The 15 items were valid and reliable with 7 aspects: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, responsibility. It was conducted online by using google form. For the students’ speaking ability the score from test was used to collect the data. It was oral test about short speech. The topics were about education, sports and events they were instructed to make a video about 5 minutes and sent it via personal WhatsApp. After collecting the data of both variables, the data were analyzed by using SPSS with Pearson Product Moment formula. After doing the hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (P-value) is 0.487, means Sig < α . Based on this research, there is correlation between students’ extrovert introvert personality and their speaking ability at the second semester of the speaking class of English Education Study Program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021.

The last, Achmad Qomaruddin in his thesis entitled “The Correlation between extraversion personality and English Writing skill” stated that students in extroversion personality has the same opportunity to develop their idea indirectly¹⁴. Although they did not have a higher percentration result as the introversion personality, but

¹³ Aprilia Putri Handayani, *The Correlation Between Students’ Extrovert Introvert Personality and Their Speaking Ability At the Second Semester of the Speaking Class of English Education Study Program of State Islamic University Raden Intan Lampung in the Academic Year of 2020/2021*, downloaded 21TH January.

¹⁴ Achmad Qomaruddin, *The Correlation between Students Extroversion Personality and English Writing Skill*, (A Thesis of Sarjana Pendidikan in Ponorogo Faculty, 2010), downloaded 21TH January.

extroversion also significantly give a correlation for the students in writing. The benefit of students' with extroversion personality mostly have many of vocabularies to express their idea such as their interact with others. It is just they usually need more time to write a text than introvert one. Not only that, The other study was conducted by Soraya Hakim, Elaheh Hejazi, and Masoud Gholamali Lavasani. the research aimed at studying the relationships between personality traits and academic achievement among students. Participants were 285 students (191 female and 94 male). Instruments used were NEO Big Five Personality Factors and Students' GPA. Results revealed personality traits were significantly related to academic achievement. Stepwise regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement was the most important predictor variable. Finally MANOVA and t-test indicated there was no significant gender differences in the personality characteristics and academic achievement.

From the research that has been done, the difference with my research is in this research will be aimed to know whether or not there is a correlation between students' extroversion personality and their writing ability in recount text at grade VII of SMP Negeri 3 Jati Agung Lampung Selatan in the Academic Year of 2021/2022. The research design in this study will be descriptive quantitative which used correlational design. There are two instruments will be given to the students. The instruments are a questionnaire about extroversion and introversion personality and a test of recount text. It's focus on the correlation between students' extroversion and introversion personality toward their ability in writing recount text. Therefore the writer is interested to do a research on title: **“The Correlation between Students' Extroversion and Introversion Personality toward Their Ability in Writing Recount Text of VII Grade in SMPN 3 Jati Agung Lampung Selatan”**.

C. Identification and Limitation of the Problem

Seeing the background of the problem above, the researcher identified the problems of the research as follows :

1. Students had not understand about recount text;
2. Students score in writing recount text was still low.
3. Students have difficulties in finding, organizing and arranging the correct sentences of news item text.
4. The teacher should know students's personality.
5. The different characters of students behaviour in the learning process.
6. Some students were too active in the learning process and they are not interest in writing activities.

Considering the problems identified above, the writer would like limit the research problem of students' extroversion and introversion personality toward their writing ability in recount text at the seven grade of SMPN 3 Jati Agung, Lampung Selatan.

D. Formulation of the Problem

Based on background the problem identified, the researcher formulates the problem as follows :

1. Is there any correlation between students' extroversion and introversion personality toward their ability in writing recount text at the second semester of seven grade in SMPN 3 Jati Agung Lampung Selatan in the Academic Year of 2021/20122?

E. Objective of the Research

In line with the problem above, the objective of this study is to know and describe about whether or not there is a correlation between stunts' extroversion and introversion personality toward their ability in writing recount text at the second semester of seven grade in SMPN 3 Jati Agung in the Academic Year of 2021/20122

F. Significance of the Research

The finding of this study will be expected to broaden the writer's understanding of students' personality in particular and the readers in general. It will also expected to be useful for students to identify and

differentiate their own personality. By acknowledging personality, students could adapt themselves in learning process. This study can also inform teachers that students' personality are important in the learning process. Teachers should teach using various strategies in order to adjust to students' needs. In addition, it could be used as a reference for further research focusing on the same or related study.

G. Relevancy of the Research

According to data the researcher collected there are three views regarding extraversion introversion personality and its correlation with acquiring second language. Here are the relevance studies related to the research :

1. The Correlation between Students' Introversion Personality and Their Writing Ability (A case of the Tenth Graders of SMA Muhammadiyah 2 Demak in the Academic Year of 2016 /2017) by Nafisah, Luk Lukatun.

The aim of this study was to find out whether there is or there is no correlation between students' introversion personality and their writing ability. This study is designed as a quantitative research, especially correlational study. The population of this study was the tenth graders of SMA Muhammadiyah 2 Demak in the academic year 2016/ 2017 and the samples of the study was class X-1 consist of 28 students. Questionnaire and writing test was used to collect the data. The questionnaire was used to analyze the students' introversion personality, while the writing test was used to measure the writing ability. The data were statically analyzed by using descriptive analysis and Pearson product moment Formula in SPSS 16. From descriptive analysis, it was known that 2 sample has lower level, 5 have lower middle, 7 have middle, 11 have upper middle, and 3 have upper, while for writing ability, it was found that 3 have very poor, 10 have poor, 7 have fair, 7 have good, and 1 has very good. From the correlation analysis revealed that coefficient was 0.603, while significance value was 0.000. It means that H1 was accepted. Based on the result of the study, the conclusion is that there was a correlation between students' introversion personality

and their writing ability of the tenth graders of SMA Muhammadiyah 2 Demak in the academic year 2016/ 2017.

2. The Correlation Between Students' Extrovert Introvert Personality and Their Speaking Ability At the Second Semester of the Speaking Class of English Education Study Program of State Islamic University Raden Intan Lampung in the Academic Year of 2020/2021 by Aprilia Putri Handayani. The objective of this research is to find out whether there is any correlation between students' extrovert introvert personality and their speaking ability at the second semester of the speaking class of English Education Study Program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021.

In this kind of quantitative research, the researcher employed correlation research design. The population of this research was the second semester of speaking class of English Education Study Program. The sample were 3 classes: A, B, C consisting of 60 students from those three classes. To collect the data of students' extrovert introvert personality, there were 15 items. The 15 items were valid and reliable with 7 aspects: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, responsibility. It was conducted online by using google form. For the students' speaking ability the score from test was used to collect the data. It was oral test about short speech. The topics were about education, sports and events they were instructed to make a video about 5 minutes and sent it via personal WhatsApp. After collecting the data of both variables, the data were analyzed by using SPSS with Pearson Product Moment formula. After doing the hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (P-value) is 0.487, means $\text{Sig} < \alpha$. Based on this research, there is correlation between students' extrovert introvert personality and their speaking ability at the second semester of the speaking class of English Education Study Program of State

Islamic University Raden Intan Lampung in the academic year of 2020/2021.

3. The Correlation between Personality Type and Their Reading Comprehension Skill at English Language Department of IAIN Kediri, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute for Islamic Studies (IAIN) Kediri. By Mukminin M, 2020.

This research is aimed at investigating the correlation between students' personality type and students reading comprehension in the second semester students of IAIN Kediri. This research employs correlational research design. There are two kinds of instrument used for data collection. The first is a questionnaire adopted from Carter (2005) for collecting students' personality type data (introversion extroversion). The second is a TOEFL Reading Test adopted from Longman used for gathering the data of reading comprehension. There are 55 students of the second semester of IAIN Kediri as the sample. To investigate the correlation, *Kendall tau-b* correlational statistic is employed because the distribution of the data is not normal.

The finding of this research revealed that there is significant correlation between students' personality type and students' reading achievement. The obtained significant value (p) was lower than significant level ($p = .000 < .05$). Then according to the significant correlation index, the correlation level between students' personality type and students' reading comprehension is moderate ($r = -.563$). Because of that negative attribute, it means that personality has opposite direction. When the students are getting low result of reading test, they tend to be extrovert. So, it means that the higher students' personality is or the more introvert students is, the lower reading achievement is.

H. Systematic of the Research

In this thesis proposal consists of three chapters as follows :

1. Chapter 1 is introduction consists of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance studies and systematics of the writing.
2. Chapter 2 is review of related literature consists of concept of writing ability, text, recount text, students' ability in writing recount text, personality trait, extroversion, introversion, differences extroversion and introversion, frame of thinking, and hypothesis.
3. Chapter 3 is research method consists of time and place of the research, research design, population, sample and sampling technique, operational definition of the variable, research instrument, data collecting technique, scoring procedure of writing ability, and data analysis.



CHAPTER II

FRAME OF THEORIES AND HYPOTHESES

This chapter explains some theories related to the research. The discussion focuses on students' extroversion and introversion personality toward their ability in writing recount text which consist of concept of writing, concept of text, personality, concept of all parts of recount text, theoretical framework, and hypothesis.

A. Concept of Writing

1. Definition of Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹⁵ It means that writing is how to express an idea to facilitate the reader by making it into a paragraph. Moreover, Ploeger asserts that writing is the activity where individual attempt to discover things that they know and feel; also, it is the activity through which writers have communications with readers about the things they know and feel.¹⁶ Based on Ploeger's view above, writing can be considered as an activity which covers two steps,. Discovering things, which can be in the form of ideas, feelings, etc, and communicating those things to the readers in the written form. For instance, as individuals are willing to write about the Turkish culture, they must recognize anything that they know or feel about Turkish culture, for instance from its language or the way the Turkish people behave; then when they have already had those knowledge or feeling about Turkish culture, they write them down into a piece of paper in order to it can be read by their readers.

Furthermore, Langan states that writing is a skill that can be learned as well as it is a process of discovery which is

¹⁵ Gita Yolanda, Muhd. Al-Hafizh, "*Teaching Writing A descriptive Text By Using Toothpick Game to Junior High School Students*:", (English Department: Faculty of Language and Arts, state University of Padang, september 2014), p. 52

¹⁶ Katherine Ploeger, *Simplified Paragraph Skills*, (Lincolnwood: NTC Publishing Group, 2000), p.5

required a number of steps.¹⁷ This definition gives a view about writing that it is a skill which can be learnt by anyone, certainly through continuous practices, whereas it is considered as a process of discovery because to get a good final draft of writing, individuals are required to follow a number of steps through editing or revising until they find their work has served its needs.

Based on the explanation above, it can be concluded that writing is a work of discovery of ideas and thinking about how to express them, by making a clear paragraph that can be read by the reader. And by writing it can be a source of communication between the writer and the readers.

2. Writing Process

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. According to Barbara Fine Clouse, in the process of writing, the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.¹⁸

There are some process of writing, they are :

1) Prewriting

This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be stated.

¹⁷ John Langan, *Exploring Writing : Paragraphs and Essays*, (New York: McGraw-Hill, 2008), p. 7-9

¹⁸ Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for Writers*, (New York: McGraw-Hill, 2015), p.5-6

2) **Drafting**

Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized. Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

3) **Editing**

Editing is the last process of writing. In this process, the writer should hunt for errors, especially in grammatical errors. The writer should edit more than once, so the writing can be free of errors.¹⁹

4) **Publishing**

In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

Based on the explanation above, it can be concluded that writing is an activity that has several steps, the writing process are prewriting, drafting, revising, editing, and publishing.

3. **Purpose of Writing**

Every written text have a purpose. Even the text that is written in simple sentence such as advertisement has purpose : to persuade the reader to buy the thing that they sell. According to Tony Stead and Linda Hoyt, there are five common purposes of writing. Those are to construct, to inform, to persuade, to narrate, and to response.²⁰

¹⁹ Ibid, p.5

²⁰ Tony Steade and Linda Hoyt, *A Guide of Teaching Nonfiction Writing*, (Portsmouth: Greenwood Publishing Group, 2011), p.13

4. Aspects of Writing

In order to make a good writing, there are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacob et al²¹:

a. Content

It refers to the essence of writing, the experience of the main ideas determined by looking at the subject sentence. The topic sentence should express the main idea and reflect the whole paragraph.

b. Organization

It refers to the logical organization of content, which is tightly integrated to make ideas run smoothly in paragraphs.

c. Grammar/Language Use

It refers to the use of correct grammatical forms and syntactic patterns. It is recognized from a well-structured sentence structure.

d. Vocabulary

It refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

e. Mechanics

It refers to a language that uses graphical conventions. By looking at the spelling in the paragraph, the usage of punctuation and capitalization can identify it.

²¹ Jacob et, al, developed by Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 116.

B. Concept of Text

1. Definition of Text

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context.²² It means, that the linguistic units are neatly arranged and structured, so that it has meaning that must be understood by the reader. Unit consists from a sign that has meaning and can support the meaning of the text.

Text have a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²³ It means that text is used as communication by the writer with organized the structures or the text and grammatical of words, clauses, and sentences.

According to Longman Dictionary of Language Teaching and Applied linguistics, text is a general term for language use, i.e. language which has been produced as the result of an act of communication. It menas, the text is a result of communication.

Based on theories above, it can be concluded that text is a unity of meaning that have relationships between words to one another formed by words that are prepared in accordance with the position of the word, so it has meaning. That text is used as communication by the writer with organized the structure or the text and grammatical of words, clauses, and sentences.

2. Types of Text

According to English syllabus for senior high school, there are thirteen types of text that are taught in senior high school. They are:

²² Sanggam Siahaan, *Generic Text Structure* (Yogyakarta : PT Graha Ilmu, 2007), p.1

²³ Ken Hyland, *Teaching and Researching Writing, 2nd edition*, (United Kingdom: Great Britain, 2009), p.8

- a. **Descriptive Text**
Descriptive text is a text to describe in vivid sensory detail and to express individual feeling such as people, place, and things.
- b. **Procedure Text**
Procedure text is a text to present basic information clearly and tells the reader how to do something or describes how something is done.
- c. **Narrative Text**
Narrative text is a text to tell what happens, real or imaginary, to put in time sequence.
- d. **Spoof Text**
Spoof text is a text to retell an event with humorous twist.
- e. **Recount Text**
Recount text is a text to retell an event of self experience for informing or entertaining.
- f. **Report Text**
Report text is a text to describe the way things are with reference to a range of natural, made, and social phenomena in our environment.
- g. **Analytical Exposition Text**
Analytical Exposition text is a text to persuade the reader or listener that something in the case.
- h. **Hortatory Exposition Text**
Hortatory Exposition text is a text to persuade the reader or listener that something or should not be the case.

- i. News Item Text
News item text is a text to inform readers, listener, or viewers about events of the day which are considered new worthy or important.
- j. Anecdote Text
Anecdote text is a text to share with others an account of an unusual or amusing incident.
- k. Explanation Text
Explanation text is a text to explain the process involved in the formation or working of natural or social culture phenomena.
- l. Discussion Text
Discussion text is a text to present (at least) two points of view about an issues.
- m. Review Text
Review text is a text to critique an art work or event for a public audience.

From the explanation above, it can be concluded that the types of text in junior high school there are thirteen types, they are descriptive, procedure, narrative, spoof, recount, report, analytical exposition, hortatory exposition, news item. anecdote, explanation, discussion, and review text. We can know that the definition, purpose, generic structures, and language features of each text is different with others. Thus, the students must be able to understand the generic structures and language features of the genre text. In this research, the writer will choose an recount text that suitable with syllabus at the second semester of eleventh grade in junior high school.

C. Concept of Recount Text

1. Definition of Recount Text

There are many kinds of writing text. Such as recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text. According to Hyland, Recount is telling what happened²⁴. It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc.

According to Knapp, Recounts is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. It means that recount is genre of text that explores the informative fact for the past experiences. According to Saragih Recount Text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past²⁵. It means that beside retells about events or experiences in the past, the recount is also has the function to entertain people in order to interest when read the story.

As stated by Anderson, recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Watkins states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.²⁶

²⁴ Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.124

²⁵ Natanael Saragih, et al., —The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar, || *IOSR Journal Of Humanities And Social Science*, Vol. XIX, No.1, (February, 2014), 56-64.

²⁶ Anderson, Mark and Kathy Anderson. (1997). *Text Types in English 1*. South Melbourne: Macmillan Education.

2. Social Function of Recount Text

The social function of recount text as follows :

Recount text has some social functions, which are : To retell something happened, recount retells past event. Recount begins by telling the reader ho was involved, what happened, where this even took place and when it happened.To inform something to the readers, it informs to the reader about what happened, where this even took place and when it happened.To entertain, sometimes, recount retells a funny experience. It has a function to entertain the reader.

3. Generic Structure of Recount Text

The generic structures of recount text are:

a. Orientation.

Orientation tells who was involved in the story, when, where, and why the story happened. Orientation provides the setting and introduce participant.

Example of orientation:

I had just got into bed about past eleven when I felt the tremor. The bed started to tremble and I noticed the electric light, which was hung on the ceiling, was swaying.

b. Record of events.

Records of the story tell what are in the story. Events are usually arranged in a temporal sequence. It tells what happened, in what sequence.

Example of events:

Then I got out of bed quickly and went to look out of the windows. As I looked, I saw the house opposite began to fall sideways. Then I realized what was happening. I put on my dressing gown hurriedly and rushed out into the garden. I was alone in the house. My wife and children had gone to visit my mother-in-law.

For three or four minutes, I heard a terrible noise of walls falling down and people screaming, and I saw clouds of dust in the air. Then, the trembling stopped.

c. Re- orientation.

Re- orientation is the conclusion of the story. It is optional element. It is at the end which summarizes at the events.

Example of reorientation:

There were about fifty persons killed and more than two hundred injured. The damage to property was considerable, and about three hundreds house would have to be completely rebuilt.

4. The Language Feature of Recount Text

The language features of recount text are:

1. Focus on individual participant/a group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person.

First person, is happening to the person writing the recount.

Example : I went to the park. The third person, an observer is telling it.

Example : Vera went to the park, she saw a pond near that park.

2. Using past tense

Past tense is the form a verb used to describe actions in the past. Many linguistics explain by the own term but most of them have the same content. Betty Schramper Azar explained four forms of past tense as follow:

a) Simple Past

The simple past indicates that the activity or situation began and ended at a particular time in the past. For example:

I walked to school yesterday.

If a sentence contains when and has the simple past tense in both clauses, the action in the when clause happen first. For example:

I stood under a tree when it began rain.

b) Past Progressive

The progressive indicates that the activity was in progress in the past. For example:

I was studying at eight o'clock last night.

Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.

For example:

While I was studying in one room my house, my brother was having a party in other room.

c) Past Perfect

The past perfect expresses an activity that was completed before another activity or time in the past.

For example:

My parents had already eaten by the time I got home.

If before or either is used in sentence, the past perfect is not necessary because the time relationship is already clear. The simple past may be use. For example:

After the guests had left, I went to bed.

d) Past Perfect Progressive

The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past. For example:

The police had been looking for the criminal for two years before they caught him.

This tense also may express an activity in progress recent t another time or activity in the past. For example:

When Agung got home, his hair was still wet because he had been swimming.

3. Using Material (action) Process

Material Processes are processes of material doing. They express the notion that some entity physically does something-which may be done to some other entity.

4. Focus on temporal sequence of events (temporal conjunction)

Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clause or sentence. Example: Last year, on the weekend, then, etc.

5. Types of Recount Text

Lexicogrammatical features of recount text divided into:

1. General

- Specific participant (Mrs. Agung, our dog, the shopkeeper);
- Use of simple past tense (she smiled, it barked, he pointed);
- Use of action verbs /material processes (went, climbed, etc),;
- Use of linking item to do with time (on Wednesday, then, at the same time, next)
- Detail irrelevant to the purpose of the text should be avoided.

2. Personal Recount

- Use of first person pronouns (I, we),
- Personal Responses to the event can be included, particularly at the end,
- Details are often chosen to add interest or humor.

3. Factual Recount

- Use of third person pronouns (he, she, it, they),
- Details are usually selected to help the reader reconstruct the activity or incident accurately,
- Sometimes the ending describes the outcome of the activity (e.g. in a science experiment),
- Mention of feelings is probably not appropriate,
- Details of time, place and manner may need to be precisely stated (e.g. at 1.45 pm, between *Johnson St* and *Park Rd*, the man drove at the speed of 85 kph),
- Descriptive details may also be required to provide precise information (e.g. a man with a *blue shirt*, *black shoes*, and *short hair*, weighing 76 kilos and approximately 189 cm tall),
- The passive voice may be used (e.g. the beaker was filled with water),
- It may be appropriate to include explanation and justifications.

4. Imaginative Recount

This type of recount that the text presented an imaginary role and giving details of event. Usually written in the first person. It may be appropriate to include personal reactions.

Example of Recount Text :

My Family Vacation to Kuta Beach



Last month, my family and I went to Bali to spend our year-end vacation there. We left Makassar at six in the morning and arrived at Ngurah Rai Airport two hours later. Arriving at the exit, we were picked up by the driver who took us to the inn.

We stayed at a hotel close to Kuta beach. Our trip to Kuta beach was short, no more than half an hour. At that time, the weather was still not too hot. Arriving at the inn, my sister and I did not immediately rest, but immediately took a walk to Kuta beach. With the blue sky and the cool breeze, we enjoyed our time walking around the beach. Even though it was still early in the morning, there were already quite a few people on the beach. Some enjoy sunbathing, and others with water sports activities.

I want to swim, but I'm alone with my sister and my sister can't swim yet. So, we just enjoy the ocean waves on the beach licking our feet. Not long after, my father and mother approached us both. They seemed annoyed because they were worried that we would walk alone and not bring our cellphones. I also apologized to my parents. After that, our family played on the beach.

My mother accompanied my sister to play in the sand, while my father accompanied me to swim. Even though I could swim, I was still worried about the ocean waves, so I asked my father to accompany me. After swimming, I returned to the beach and sat under the umbrella my mother had rented. At that time, my mother was ordering food, and I, who was starving, immediately joined in ordering some of my favourite menus.

The food served from the beachside restaurant where we ordered was very good. With a full stomach, I took a leisurely walk on the beach while turning on my camera and taking some videos. After walking around, I returned to where my mother, father and sister were sitting. I then asked them to take a picture together. We took lots of photos with the beautiful background of Kuta beach.

In the late afternoon, we decided to return to the hotel. On the way to the hotel, we took a short trip to a Balinese souvenir shop. My sister and I bought twin hats. We did not forget to take pictures in the mirror displayed in the shop and pose with the hats we bought.

After we finished shopping, we went back to the hotel to clean up and rest. We vacationed in Bali for three days. Various experiences during my time in Bali, especially at Kuta beach, I will never forget.

I hope to be able to visit Bali again, especially along the beauty of its other beaches.

6. Students' Ability in Writing Recount Text

Writing is one of the language skills, and when doing this skill, students need to collect ideas and then express them in writing. Through writing, students can share their ideas and point out their language skills. We believed that writing is an indispensable learning tool because it can help students better understand ideas.

Recount text is one of some genres of text that is learned in junior high school especially at the second year in the second term. Sudarwati reveals that recount text is the text that is designed to inform readers, listeners, or viewers about events of the day in the past²⁷ This text uses adverbs, often in passive sentences. It also uses saying verbs such as said, added, claimed, etc.

From the definition above, the researcher concluded that student ability in writing recount text is an activity of the students to transfer their ideas, opinion, thought, in a group of paragraphs that usually contains events in the past, experienced, and others. The main idea of recount text is to retell about the events that happened in the past. From this activity, students will get used to write so that their writing can provide information for everyone who reads it.

²⁷ Sudarwati and Grace, *Look A Head: An English Course for JuniorHigh School Students Year VIII*. (Jakarta: Erlangga, 2007), p. 16.

D. Concept of Personality Trait

1. Definition of Personality

The word personality comes from the Latin word *persona*, which refers to a masked used by the actors in theatrical performances. This mask has its own character which must be played by the actors.²⁸ But this definition is not acceptable, the psychologists use the term "personality", as the word refers to something more than just behavior and experiences. In Islamic perspectives, personality is used interchangeably with the terms like oneself, character, soul, and particular behavior of an individual.²⁹ According to Schultz, everybody has one personality as the most important asset; to help them succeed in life. It helps their experiences. People's achievement, expectations for the future, and even health can be influenced by their personality and others' in the interaction.³⁰

Interaction of students in the learning process will affect their behavior. Through their choices and action, they can determine their own experience and what kind of person they will become. It refers to personality. Personality is a unique characteristic distinguishing an individual from one another by cognitions, motivations, and behavior in a variety of situations.³¹ Although the personality is concerned about the source of individual differences and results, it focuses on a larger picture than the internal processes of the people themselves. Through their choices and actions, they can identify their own experiences. They ask why some people enjoy solving physical or mathematical problems, while others find it difficult to understand. Psychologists have long argued in terms of how to define personality. A lot of definitions have been offered, but no one is universally

²⁸ Duane P. Schultz and Sydney E. Schultz, *Theories of Personality (9th ed)* (Wadsworth: Cengage Learning, 2009), p. 8

²⁹ Amber Haque and Yaseen Mohamed, *Psychology of Personality-Islamic Perspective* (Malaysia: Art Printing Works Sdn Bhd, 2009), p. 257

³⁰ *Ibid*, p. 3.

³¹ Jess Feist and Gregory J. Feist, *Theories of Personality (6th ed)* (Singapore: McGraw-Hill, 2006), p. 4.

accepted. Personality is in fact a kind of elusiveness. Understanding the personality of people does not only satisfy their curiosity but also gives control of their own lives.

From those definitions, it can be synthesized that personality is an individual that produces an organization, dynamic, and unique characteristics together as a combination of behaviors, cognitions, motivations that compose an individual human being.

Caprara and Cervone stated that many investigators agree on the three general principles of personality described below:

- a. People develop through interaction with the environment. As people develop, their improved personal capabilities give them greater control over their personal experiences. Not only in personality change, but also in internal factors. The internal beliefs and standards through which people regulate their behavior are shaped by external factors such as observations of others' behavior and feedback from the environment.
- b. Individual develops competencies, personal standards, and aspirations. They play an increasingly proactive role in their own development.
- c. There are coherence and continuity in personality, which can be fully appreciated only by considering the person as a whole and by examining the organization of personality rather than single acts reveal the underlying structure of the personality system.

Humans as social beings cannot completely abstain from other people. What differentiates them are how they interact with others, is it in a smaller or bigger circle? Their personality can change along with the intensity of interaction. So people cannot completely become introverts because they need each other to help themselves going through life. From the theories above, the researcher concluded that personality gives the idea that human is a product as well as process, including physical and psychological system covers visible

behavior (external behavior) and mind that are not visible (internal behavior).

2. Types of Personalities

There are two major types of personalities; extrovert and introvert. These terms are widely used today and usually considered to be opposite poles of the same dimension. Extrovert and introvert have their own special dynamics, and both attitudes have progressive and regressive properties. Extrovert and introvert can have positive and negative implications for human development. Both people's extrovert and introvert personalities complement each other. Everyone has extroverted and introverted aspects. If a person has two dominant sides of one of those types, either extrovert or introvert.

a) Extroversion

An extrovert is one of the types of personality. According to Premuzic, extrovert is an individual's tendency to be talkative, outgoing, and energetic. Extrovert tends to enjoy being with others and easy to express their feeling and emotions. They are optimistic, outgoing, and confident.³² In addition, extrovert tends to be talkative and sociable, likes meeting new people, hates routines and reading books, and gets bored easily.³³ Extroverts enjoy activities that involve a lot of people, such as party events, community events, or active in clubs or organizations. Extroverts tend to like spending time with a lot of people and usually have little time to be on their own. They tend to be excited about others, and they tend to get bored when they are alone.

³² Tomas Chamorro-Premuzic, *Personality and Individual Differences* (Victoria: Bps Blackwell: 2007), p. 20.

³³ Randy J. Larsen and David M. Buss, *Personality Psychology: Domains of Knowledge About Human Nature 3rd Edition* (New York: McGraw-Hill, 2008), p. 214.

Based on these definitions, it can be concluded that extroversion is an attitude influenced by its environment characterized as extrovert, socially free, and interested in interacting with others. They will be more comfortable in a group setting or discussing with friends.

1) The Strengths of Extrovert

The points below are the strengths of extroverts which are derived from the *Personal Style Inventory* by Hogan and Champagne:

- (1) Understands the external
- (2) Interacts with others
- (3) Being open
- (4) Acts, does
- (5) Being well understood³⁴

Based on the strengths of extrovert personality it can be concluded that extrovert people will always be happy to participate in socialization activities, even if they are happy to be a chairman or a leader. As well as being sociable, people with extroverted personalities easily make friends with others and have lots of friends and connections, and are often seen as friendly. Extroverts enjoy expanding their connections and meeting new people. Then, people with extroverted personalities like to talk or start conversations with the people around them and learn about that person's life. Extroverts tend to speak first before thinking. Then they also don't like being alone, this is because they feel energized when they are with other people rather than alone. Then, people who have an extrovert personality will usually be less involved in their problems and tend to think positively and happily. The problem at hand will not be considered for too long. Also, it is easy to adapt to all situations.

³⁴ R. Craig Hogan and David W. Champagne, *Personal Style Inventory* (University Associates: Annual Handbook for Group Facilitators, 1980), p. 6.

He or she is also very spontaneous and innovative in dealing with all problems and situations.

2) The Weaknesses of Extrovert

The points below are the strengths of extroverts which are derived from the Personal Style Inventory by Hogan and Champagne:

- (1) Has less independence
- (2) Does not work without people
- (3) Needs change, variety
- (4) Being impulsive
- (5) Being impatient with routine

From the weaknesses of extrovert personality, we know that extrovert character who likes to talk makes him sometimes talk too much and makes the people around him uncomfortable. Especially if he can't control himself in a state that he should be able to calm down. In addition, people with extroverted personalities are also known to be careless in their actions. He often does not think in advance about the consequences of his actions. Habits like this make him careless and less careful in any case. Extroverted personalities also enjoy being the center of attention, so they thirst for praise and attention.

Based on the strengths and weaknesses of extroverts, being extroverted is required to become a leader, because they have a good means of communicating with others. They have no problem talking openly in public and like to discuss each problem that occurs rather than keeping it to themselves. Their impulsiveness is more than a weakness because a leader sometimes has to make a quick decision about what is best for the group.

Table 2.1
Aspect of Extroversion and Introversion

No.	Aspect	Extroversion	Introversion
1	Sociability/interaction	Like parties, need to have people to talk to.	Reserved and distant except to intimate friends.
2	Excitement	Crave excitement; act on the spur of the moment.	Do not like excitement, distrust the impulse of the moment.
3	Expenditure of energies	Carefree, easygoing, optimistic, like to laugh and the merry, altogether their feelings are not kept under tight control.	Reliable, take matters of everyday life with proper seriousness, pessimistic, quiet, retiring sort of person, introspective.
4	Risk-taking/planning	Take chances, generally like changes.	Plans ahead, "look before they leap", like a well-ordered mode of life.
5	Interests in external Events	Do not like reading or studying alone.	Fond of books rather than people.

Extroverts have an objective and not personalized view of the world, while introverts essentially have subjective and individualized view in seeing things in the world. Extrovert has the main characteristics, namely the ability to socialize and impulsive nature, sense of humor, passionate, quick thinking, optimistic,

and other characteristics that indicate a people who appreciate their relationships with others. Meanwhile, the introverts have contrast characteristic of those who are extroverts. They can be described as uncommunicative, passive, not very sociable, carefully, closed, attentive, pessimistic, peace, calm, and controlled.

3) Cause of Extroversion

According to Eysenck, the main cause of extrovert and introvert is the chronical stimulation level. It is a physiological condition which is largely genetically inherited rather than learned.³⁵ Therefore, extroverts have lower chronical stimulation levels than introverts, they have a higher sensory threshold so that it will react less than the sensory stimulation.

Extroversion : Overaroused, Directed inward, and Energenized by inner world.

Introversion : underaroured, Directed outward, and Energenized by outer world.

To maintain an optimal level of stimulation, introverted people with low congenital sensory threshold will avoid situations that will cause too high tension. Therefore, introvert avoids activities, such as challenging social activities, downhill skiing, paragliding, competitive sport, led a fraternal association, or doing any fad. In contrast, extroverts need a high sensory stimulation to maintain an optimal level of stimulation, because they usually have a low level of arousal chronical. Therefore, the extrovert participates in various activities, such as mountain climbing and driving a car at high speed.

³⁵ *Ibid.*

b) Introversion

An introvert is another type of personality. According to Premuzic, an introvert is a person who tends to be alone a lot and prefers solitary activities.³⁶ The introvert tends to withdraw from stress. Introverts tend to spend a lot of time. An introvert prefers timetables and routines.

According to Cain, introvert does the work with high concentrate carefully and slowly. Hogan and Champagne mentioned some characteristics of an introvert, i.e. quiet, diligent, working alone, and socially reserved.³⁷ The general perception of introversion is that they tend to be more silent and less talked in front of many people. They enjoy lonely activities such as reading, writing, computer games, or fishing. An introvert tends to enjoy a lot of time by spending it alone and a bit of time with a lot of people, except for interacting with family or close friends.

Based on these definitions, an introvert can be concluded as an attitude based on subjective perceptions. It is characterized as quiet, hard-working alone, and socially reserved.

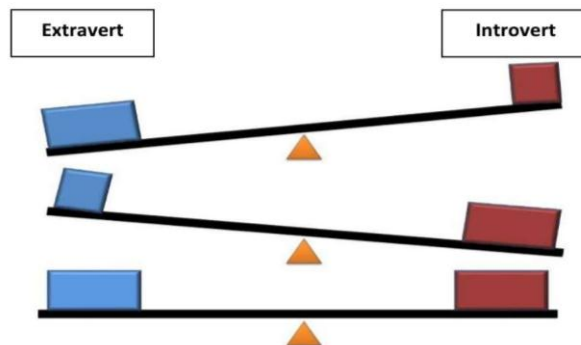


Figure 2.1

The Balance of Extroversion and Introversion³⁸

³⁶ *Ibid.*

³⁷ *Ibid.*, p. 4.

³⁸ *Ibid.*, p.116-117.

From the figure above can be concluded that people are not completely extrovert or introvert. People have two personality characteristics in them. They can be extrovert but have a few characteristics of an introvert. It's only that everyone tends to be extroverted or introverted.

1) The Strengths of Introvert

Hogan and Champagne draw some strengths of Introvert people as follows:

- (1) Being independent
- (2) Working alone
- (3) Being diligent
- (4) Works with ideas
- (5) Being careful of generalizations
- (6) Being careful before acting³⁹

Based on the strengths of introvert people it can be concluded that people who have an introvert personality, are use to doing things on their own, tend to be more independent and independent of others. He or she will also be very good when working independently and do not encounter any difficulties. In addition, creativity in introvert think is driven by fantasies and imagination. Introverts tend to have no desire to conform to existing rules and prefer to make up their own rules. Extroverts tend to face things right away without seeing any potential risk. This is clearly different from introverts who are more careful and reckless. Introverts are generally good at seeing the risks that exist and will make calculations before acting. This made her life more alert. Then, people who are introverts generally don't need to be careless to act. Secretly he or she can produce a work or

³⁹ *Ibid*, p. 6.

achievement. With a calm nature, slowly the goals he or she wants to achieve can be achieved.

2) **The Weaknesses of Introvert**

The points below are the weaknesses of introverts proposed by Hogan and Champagne:

- (1) Need quite an atmosphere to work
- (2) Misunderstands the external
- (3) Being secretive
- (4) Avoids others
- (5) Dislikes being interrupted
- (6) Being lost opportunities to act
- (7) Being misunderstood by others

Based on the weaknesses of introvert personality we know that an introvert personality will be more comfortable if working in a quiet atmosphere alone, he will focus more on thinking about something because he doesn't like to be disturbed because it will lose his concentration. In addition, they are usually closed to everyone.

Depending on the strengths and weaknesses of introverts, their characteristics are needed for jobs that require high concentration as accountants, paralegals, psychiatrists, etc. They love to read and do things for themselves because it makes it more comfortable. They were probably someone who works behind a screen. Being introverted is not always bad because we can rely on it because we are used to being independent and keeping secrets that other people say like psychiatrists because it is part of their work ethic.

E. The Differences between Extroversion and Introversion

As described before, extrovert and introvert are opposite poles of the same dimensions. Here are the differences of extrovert and introvert :⁴⁰

Table 2.2
The Differences of Extrovert and Introvert

No.	Extrovert	Introvert
1	Talkative and outgoing	Quite and withdrawn
2	Like meeting new people	Prefer being alone or with few friends
3	Hate routine and monotony	Prefer routine and schedules
4	Prefer unexpected things	Prefer familiar thing
5	Need people talk to	Retiring sort of person
6	Do not like reading or studying by themselves	Fond of books rather than people
7	Crave excitement	Do not like excitement
8	Act on the spur of the moment	Reserved and distant except to intimate friends
9	Fond of special jokes	Reserved and distant except to intimate friends
10	Tehir feelings are not kept under tight control	Keep their feelings under close control
11	Not always a reliable person	Reliable person
12	Look for expanding routine jobs	Have less need to find out something new
13	Enjoy explicit sexual humours	Prefer intellectual jokes
14	Easier to listen to advices	Stubborn.

Each personality has its own merits. Even though they are different in every aspects, there is no judgement that says being extrovert is bad or vice versa. Extroverts are good at socializing with other people, but they also have to set aside time for

⁴⁰ M. Nur Ghufron, and Rini Risnawita, S.. *Gaya Belajar Kajian Teoretik*, (Yogyakarta: Pustaka Belajar, 2014), p.55

themselves so they do not lose themselves. On the other hand, introverts are good at handling problems by their own, but they need to learn how the real world works by socializing not just from the bood they enjoy.

F. Identifying Extrovert and Introvert Students

The concepts of extrovert and introvert have been apparent in modern psychological theory for decades with the terms and acceptance by the psychology community. Many theories are used in order to determine the extrovert level. In this research, to determine the extrovert and introvert students, the researcher used the Eysenck Personality Questionnaire (EPQ).

Before 1990, the best-known research on personality was inspired by Eysenck's theory and personality questionnaires. One of the most influential trait theories of personality is that derived by Eysenck who initially postulated two main dimensions of personality. These factors are assessed in the Eysenck Personality Questionnaire (EPQ).⁴¹ In psychology, the Eysenck Personality Questionnaire (EPQ) is a questionnaire to assess personality traits.⁴² There are seven criteria of the Eysenck Personality Questionnaire (EPQ) :

1. Activity

The person who has high activity tends to be active and energetic likes to do physical activities. He gets up early, does the activities quickly and different kinds of tasks. Extrovert people generally active or energetic. They enjoy all kinds of physical activity. They move up rapidly from one activity to the other and they pursue a wide variety of different interests. While introvert people are inclined to be physically inactive, lethargic, and easily tired. They move about the world at a leisurely pace and prefer quiet restful holidays.

⁴¹ Jeremy Hall, Mary E. Stewart, Basic Psychology Companion to Psychiatric Studies (Eighth Edition) (Edinburgh: Elsevier Ltd,2010) ,p. 98.

⁴² Hans Jurgen Eysenck, Sybil B. G. Eysenck, Manual of the Eysenck Personality Questionnaire (London: Hodder and Stoughton,1975), p. 14-17.

2. Sociability

A man having high extroversion usually has high sociability. He has many friends easily, likes to go to a party, likes to do a social activity, likes to meet new friends, and feels happy in friendly condition. For extrovert people, they like social functions such as parties and dance. They like to make a friend. They generally meet people easily and are comfortable in a social situation. While introvert people prefer to have only a few special friends, enjoy a solo activity like reading, and have difficulty in trying to talk to other people.

3. Risk Taking

A human being having high risk-taking value likes to live in a dangerous situation and seek jobs that ignore the risk. He does the jobs without paying attention to his safety. For extrovert people, they like challenging activities and ignore the consequences. They are those who dare to take risks. Whereas introverted people are preferred for familiarity, safety, and security even if this means sacrificing some degree of excitement in life.

4. Impulsiveness

The person who has this value likes to do something spontaneously without thinking firstly and make a quick decision. For extrovert people are inclined to act on the spur of the moment, make hurriedly, often-premature decisions, and are usually carefree, changeable, and unpredictable. While introvert people they are considering matters very carefully before making a decision. They are systematic, orderly, and cautious and plan out their life in advance. They think before they speak and look before they leap.

5. Expressiveness

People having high expressiveness tend to their feeling freely. They usually like to show their emotions such as sad, angry, afraid, and pleasant. They show that they have high extroversion. For extrovert people, they are reserved, even-

tempered, cool, detached and generally controlled as regards their expressions of their thoughts and their feeling. Contrary to introvert people, they tend to be sentimental, sympathetic, volatile, and demonstrative.

6. Reflectiveness

People who have this value usually are pleasant to do practical things and not patient to do abstract and imaginative activities. Extrovert people when doing the job they are more likely to do things than think about them. They tend to have a directional and practical mindset. While introvert people have a theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspect.

7. Responsibility

People who have this character will be believed by others easily. They do duties well and always fulfill inner conviction. For extrovert people, they are inclined to be casual, careless of protocol, late with commitments, unpredictable, and perhaps socially irresponsible. Whereas introvert people are likely to be. When doing the job they are more likely to do things than think about them. They tend to have a directional and practical mindset. Conscientious, reliable, trustworthy, and serious-minded with a little bit of compulsiveness.⁴³

G. Conceptual Framework

Writing is one of the subjects for students in Indonesia to learn and practice. But some students are still having difficulty practicing. In writing, there are some indicators such as content, grammar, language use, punctuation, and vocabulary. That meanwhile, by writing, we are going to produce the means for the readers. There are interactions indirectly that he leads from thought and feelings. In other words, by writing, we can express our ideas, information, and feelings. One of the problems that

⁴³ Gregory J Boyle, et. al., *Hans J. Eysenck and Raymond B. Cattell on intelligence and personality* (Australia: University of Melbourne, 2016), p.45.

H. Hypothesis

Based on the theories and explanation above, the writer proposed the hypothesis as follows :

1. Ha : There is no the correlation between students' extroversion and introversion personality toward their ability in writing recount text at the second semester of seven grade in SMPN 3 Jati Agung.
2. Ho : There is the correlation between students' extroversion and introversion personality toward their ability in writing recount text at the second semester of seven grade in SMPN 3 Jati Agung.



REFERENCES

- Anderson, Mark and Kathy Anderson, 1997. *Text Types in English 1*. South Melbourne: Macmillan Education.
- Ann Brown, 2007. *Teaching and Learning Communication, Language and Literacy*, London: Paul Chapman Publishing.
- Barbara Fine Clouse, 2015. *A Troubleshooting Guide Strategies and Process for Writers*, New York: McGraw-Hill.
- Dilshat Bano and Dilshad Akber Ali. 2012. Personality Types and Reading, *A Correlational Study, Interdisciplinary Journal of Contemporary Research in Business*, vol 4.
- Dörnyei, 2005. *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*, New Jersey: Lawrence Erlbaum Associates, Inc.
- Douglas H. Brown, 2007. *Teaching by Principles an Interactive Approach to Language Pedagogy*, London: Addison Wesley Longman, 2nd ed.
- Elizabeth B. Hurlock, 1993. *Perkembangan Anak*, trans. Meitasari Tjandrasa, Jakarta: Penerbit Erlangga.
- George C. Boeree, 2010. *Personality Theories: Melacak Kepribadian Anda Bersama Psikolog Dunia*, trans. Inyiah Qodir Shaleh, Jogjakarta: Prismsophie.
- Gita Yolanda, Muhd. Al-Hafizh, 2014. *Teaching Writing A descriptive Text By Using Toothpick Game to Junior High School Students*., English Department: Faculty of Language and Arts, state University of Padang.
- H. Douglas Brown, 2000. *Principles of Language Learning and Teaching 4th Edition*, New York : Longman.
- Hughes Arthur, 2003. *Testing For Language Teacher*, Cambridge: Cambridge University Press.

Hurlock, Hurlock, Elizabeth B, trans. Meitasari Tjandrasa, 1993. *Perkembangan Anak*, Jakarta: Penerbit Erlangga.

Interview with Mrs. Gunarti S.Pd, on 24 January 20202 in SMPN 31 Bandar Lampung.

Jacob et, al, developed by Sara Cushing Weigle, 2002. *Assessing Writing*, New York: Cambridge University .

Jess Feist and Gregory J. Feist, 2011. *Teori Kepribadian*, Jakarta: Salemba Humanika.

Jess Feist and Gregory J. Feist, 2011. *Teori Kepribadian*, trans. Smita Prathita Sjahputri, Jakarta: Salemba Humanika.

John Langan, 2008. *Exploring Writing : Paragraphs and Essays*, New York: McGraw-Hill.

John W. Best and James V. Khan, 1995. *Research in Education*, New Delhi: Prentice Hall.

John. W. Creswell, 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Boston: Pearson Education Inc.

Julien B. Kuoame, 2010. *Using Test to Improve the Accuracy of Evaluation Documents Intended for Low Literate Participants: Journal of Multi Disciplinary valuation Vol. Number 14 August 2010*, (Michigan: Western Michigan.

Katherine Ploeger, 2000. *Simplified Paragragh Skills*, Lincolnwood: NTC Publishing Group.

Ken Hyland, 2003. *Second Language Writing*, New York: Cambridge University Press.

Ken Hyland, 2004. *Second Language Writing*, Cambridge University:New York.

Ken Hyland, 2009. *Teaching and Researching Writing, 2nd edition*, United Kingdom: Great Britain.

- Ken-Hyland, 2003. *Second Language Writing*, Hongkong: Cambridge University Press.
- M. Nur Ghufron, and Rini Risnawita, S, 2014. *Gaya Belajar Kajian Teoretik*, Yogyakarta: Pustaka.
- M. Nur. Ghufron, and Rini Risnawita, 2014. S, *Gaya Belajar Kajian Teoretik*, Yogyakarta:Pustaka Belajar.
- Mundir, 2014. *Statistik Pendidikan*, Yogyakarta: Pustaka Pelajar.
- Nana Sudjana, 2005. *Metode Statistika*, Bandung: Tarsito.
- NatanaelSaragih, et al, 2014. The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar, *IOSR Journal Of Humanities And Social Science*, Vol. XIX, No.1.
- Sanggam Siahaan, 2007. *Generic Text Structure* , Yogyakarta : PT Graha Ilmu.
- Soraya Hakim, Elaheh Hejazi, and Masoud Gholamah Lavasani, 2011. The Relationship Between Personality Traits and Students' Reading Achievement, *Procedia – Social and Behavioral Sciences*.
- Sudarwati and Grace, 2007. *Look A Head: An English Course for JuniorHigh School Students Year VIII*. Jakarta: Erlangga.
- Sugiyono, 2018. *Metode Penelitian Kuantitatif* (1st ed) , Bandung : Alfabeta.
- Tony Steade and Linda Hoyt, 2011. *A Guide of Teaching Nonfiction Writing*, Portsmouth: Greenwood Publishing Group.
- Zoltán Dörnyei, 2005. *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*, New Jersey: Lawrence Erlbaum Associates.