

COMMUNICATION SKILL-BASED WRITING INSTRUCTION (CSBWI) TO PROMOTE EXTROVERT STUDENTS IN WRITING

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Abstract

This study aims to discover the relationship between extrovert students' and their writing ability at the university level. The study was conducted from March to April 2023 at the Jinarakkhita Buddhist College Bandar Lampung. The population of the research was the second-semester Buddhist Education Department students in the academic year 2022-2023. The researchers used a rubric score to analyze and measure the students' recount text writing ability before and after treatment. The data were collected by administering essay writing pre-tests and post-tests. The data were collected from a writing test used to assess students' writing abilities, and a series of analyses were performed, beginning with examining the reliability of the questionnaire and the association between the score and students' personalities. The result showed increased pre-test and post-test average scores from 49.9 to 65.1. In addition, this study found that second-semester students' writing abilities have improved due to the use of communication skill-based writing instruction (CSBWI) to promote extrovert students' as they are more expressive in conducting ideas.

Keywords: *Communication Skill; Extrovert Students; Writing Instruction; Writing Ability.*

Introduction

English communication skill is crucial for everyone living in this globalization era to compete with others since English is used as a tool of communication internationally. The use of English as an international language has connected several people all over the world. This brings consequences for English language learners to

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develop their social and professional communication skills. The development of language skills affects a person's productive ability. Furthermore, English has played an essential role in various aspects such as business, education, science, technology, media, etc. Especially in education, English is taught and studied at every level of education, from kindergarten to university (Nabila & Wibowo, 2022). Ayu and Indrawati (2019) stated that English has been considered a foreign language in Indonesia.

Listening, speaking, reading, and writing are the four communication skills in English. Communication skills are essential and teachable. When sharing and receiving various types of information, communication skills are used. A clear, effective, and efficient communication style is an exceptional and valuable skill, even though these skills may be a regular part of your day-to-day job life. Communication enables us to connect with people, share our experiences and needs, and strengthen our bonds in daily life. It allows us to communicate our views, share information, and express our emotions. To understand information more properly and rapidly, you and others must have practical communication skills.

On the other hand, effective communication techniques result in frequent misunderstandings and satisfaction. There are five types of communication skills: verbal communication, non-verbal communication, written communication, listening, and visual communication. In this case, the researchers choose written communication because the extent to which a student can demonstrate their academic ability is heavily reliant on their ability to express themselves in written communication. Therefore, writing is one of the skills in English that must be learned by language learners, besides listening, speaking, and reading. In the EFL classroom, the students wish to learn writing as an essential component of learning and apply it to their academic and professional lives (Zaswita & Ihsan, 2020).

Writing is one of four parts of competence that has become an essential factor in the fundamental study of English (Maulida et al., 2022). Rao (2019) says that writing is seen as the most challenging of the four skills and requires more time practising it. It has been shown that most students need help to differentiate the form of a paragraph in writing and get the main idea, the topic sentence, the supporting sentences, and the concluding sentence. As a result, they have obtained a low score in writing. Writing English skills is one way to improve the quality of the country. Rajesh (2017) argues that writing skills are a way to express one's thinking and feelings on paper.

That is why every text in medicine, engineering, and international education primarily uses English as their language. In other words, writing skills are becoming an essential subject for students to study. Writing activities are one strategy for encouraging and developing this skill in a fun way. Emails, texts, and other written correspondence are examples of written communication. Written communication entails expressing yourself clearly, using precise language, constructing a logical argument, taking notes, editing and summarizing, and writing reports.

In practice, no one student can excel at every language skill. Every student had different levels of their proficiency. However, many factors can affect student

achievement, especially in writing. These factors can come from teachers and students. Seen from the teacher's point of view, several factors can affect students' writing skills, such as teacher quality, teaching methods and performance. From the student side, motivation, life background, the environment where students live, and student personality can influence their achievement. In this case, the researcher focuses on the personality factor.

Personality is one of the concepts in psychological science that is very important and is the key to the success or failure of students in undergoing academic activities both at the elementary school and at the university level (Hakimi et al., 2011);(Prakash et al., 2016). Personality is included in the psychological internal factors that significantly predict cognitive performance and influence academic success. Dealing with students' personalities, there are two types of personalities studied here: extrovert and introvert because these two types are the most researched personality aspects in L2 (second language) studies. Personality types (extrovert introvert) and learning English are interrelated (Husain & Ibrahim, 2018). They have different styles of learning English, such as listening, speaking, reading, and writing.

In language learning, extroverted and introverted students also have their strengths and weaknesses. Loewen (2007) States that extroversion can affect second language learning because extroverts are more likely to look for opportunities to interact with other speakers of the second language. Conversely, introverts may have fewer interaction opportunities because of their personality types. Pritchard, (2017) recognizes that extrovert students like talking to understand new information and ideas, working in groups, trying something first and thinking later.

Extroverts learn best when working with friends and learning by trying something themselves instead of watching or listening to others. When they have difficulty understanding, they can discuss their ideas. Meanwhile, introverted students like self-study, listening to others talk and thinking about information in private, thinking about something first and trying later, listening, observing, writing and reading, and taking time to complete the task. Introverts do well when they can find quiet places to work and have enough time to reflect, reformulate, and improve their work. Introverts often connect schoolwork and their interests. Zafar, (2012) proposed that the introverted students in the class can also be involved in language learning if teachers provide their students with a sense of security and encourage them to voice their opinions. Once the students are not afraid of being blamed and humiliated when they talk, they will take part in the class willingly and do well in second language acquisition.

Personality is considered one of the internal factors that have an impact on students' ability in language learning. Moreover, in terms of writing ability, some researchers find that there are also differences between extrovert personality and introvert personality (Zaswita & Ihsan, 2020). Marwa, (2016) They obtained a positive correlation between extroversion personality and students' argumentative essay writing skills. In the contrary, a study conducted by Zainuddin (2016) found that introvert EFL learners did better than extrovert EFL learners in constructing sentences (syntax). Boroujeni, (2015)

Also gained if introverts significantly outperformed extroverts in all subsets of writing components except organization.

This may be due to some of the introverts' characteristics that the extroverts lack, such as being careful, having more concentration in their solitude, and the ability to generate many more ideas. Therefore, the present study focused on how communication skill-based writing instruction can promote extrovert students' writing ability, especially in writing a recount text, as one of the writing materials learned in the second semester of the Buddhist Education Department. Then, related to the background of the abovementioned problem, the problem formulation is "How is the extrovert students' ability in the writing classroom?"

Research Methods

In this research, the researcher uses a quantitative approach to conduct this research. Apuke (2017) stated that quantitative research is the study that deals with quantifying and analyzing variables to get results. The researcher tried to find the relationship between students' personalities and writing abilities. The population of the research was the second-semester Buddhist Education Department students in the academic year 2022-2023. The sample consists of 23 students. The research was conducted from March to April 2023 in the Jinarakkhita Buddhist College Bandar Lampung. The instrument used was in the form of a questionnaire, which was distributed online using Google Forms.

The questionnaire distributed to the participants consists of 30 questions. The questionnaire was developed and divided into two main sections. The first section consists of 16 questions for extroverts, and the second consists of 14 questions for introverts. Both sections use five 5-point Likert Scale ranging from strongly disagree, disagree, neutral, agree, to strongly agree, which requires the respondents to indicate a degree of agreement or disagreement with a series of statements related to the stimulus. In analyzing the data, the researchers used SPSS version 25. Then, a series of analyses was conducted, starting from analyzing the questionnaire's reliability and the correlation between the score and students' personality. The data is derived from a writing test used to assess students' writing abilities before and after treatment—the Repeated Measures T-test was used to compare the means of the pre-test and post-test scores.

Results and Discussion

A. Students' Personality

This section aimed to explain the findings of the current study, which was based on the research questions. This research question focused on communication skill-based instruction to promote extrovert students' writing ability. This study aims to uncover the relationship between extrovert students' and their writing ability at the university level. To answer this research question, the researcher has determined the characteristics of respondents based on gender. The characteristic of respondent based on gender is presented in the following table.

Table 1 Characteristics of Respondents Based on Gender

Gender	N	%
Male	11	47%
Female	13	53%
Total	23	100%

The table above shows that of 23 respondents, 11 (47%) are male students, and 13 (53%) are female students. Furthermore, the researcher used the instrument adopted from the Eysenk Personality Questionnaire that incorporates 30 items: 16 for extroverts and 14 for introverts.

Table 2 Descriptive Statistics of Extroverts

	Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
Q1	23	4.00	1.00	5.00	3.3043	1.10514	1.221	
Q2	23	4.00	1.00	5.00	3.6957	1.18455	1.403	
Q3	23	4.00	1.00	5.00	3.3478	1.07063	1.146	
Q4	23	4.00	1.00	5.00	3.0435	1.29609	1.680	
Q5	23	4.00	1.00	5.00	2.6522	1.30065	1.692	
Q6	23	4.00	1.00	5.00	3.3043	.92612	.858	
Q7	23	4.00	1.00	5.00	3.4783	1.23838	1.534	
Q8	23	4.00	1.00	5.00	3.0000	1.38170	1.909	
Q9	23	4.00	1.00	5.00	3.7826	1.04257	1.087	
Q10	23	4.00	1.00	5.00	3.5217	1.03877	1.079	
Q11	23	4.00	1.00	5.00	3.4783	1.27456	1.625	
Q12	23	4.00	1.00	5.00	3.1739	1.23038	1.514	
Q13	23	4.00	1.00	5.00	3.0000	1.12815	1.273	
Q14	23	4.00	1.00	5.00	3.2174	1.12640	1.269	
Q15	23	4.00	1.00	5.00	3.6522	1.07063	1.146	
Q16	23	4.00	1.00	5.00	4.0000	1.24316	1.546	
Valid N (listwise)	23							

The questionnaire contains seven indicators: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, and responsibility. Eysenck (1985), as cited in Wulandari (2017), provided the criteria for each indicator. According to the first indicator, extroverts are said to be active and enjoy physical activities like doing things quickly and different kinds of tasks. Extroverts enjoy pursuing a variety of interests. They enjoy participating in social gatherings such as parties. They get along well with others and can easily befriend them.

According to the risk-taking indicator, extroverts enjoy challenging activities and are unconcerned about the consequences. Extroverts, as previously stated, are impulsive; they make snap decisions. In expressiveness, they tend to be more accessible in expressing their feelings, reserved and patient. They are stubborn and prefer to act rather than think, according to reflectiveness. According to the responsibility indicator, extroverts are likely to be careless, unpredictable, and fancy-free. Moving on to the next section, the table below explains the questionnaire for the introverted side.

Table 3 Descriptive Statistics of Introverts

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Q17	23	4.00	1.00	5.00	3.3043	1.06322	1.130
Q18	23	4.00	1.00	5.00	3.1739	.98406	.968
Q19	23	4.00	1.00	5.00	4.2174	1.27766	1.632
Q20	23	4.00	1.00	5.00	3.5217	1.12288	1.261
Q21	23	4.00	1.00	5.00	4.0870	1.16436	1.356
Q22	23	4.00	1.00	5.00	3.9565	1.22394	1.498
Q23	23	4.00	1.00	5.00	3.3913	.98807	.976
Q24	23	4.00	1.00	5.00	3.6087	1.07615	1.158
Q25	23	4.00	1.00	5.00	3.4783	1.23838	1.534
Q26	23	4.00	1.00	5.00	3.7826	1.34693	1.814
Q27	23	4.00	1.00	5.00	4.1739	1.02922	1.059
Q28	23	3.00	1.00	4.00	2.3478	.93462	.874
Q29	23	4.00	1.00	5.00	3.3913	.94094	.885
Q30	23	4.00	1.00	5.00	3.3913	.98807	.976
Valid N (listwise)	23						

In terms of activity, introverts tend to be passive, sluggish, and easily exhausted. They prefer to keep their circle of friends as small as possible while maintaining a solid bond. As a result, they have difficulty making friends and opening up to others. They fear taking risks because they prefer familiarity, safety, and security. Introverts, unlike extroverts, do not act on the spur of the moment. They make their decision after much thought and consideration. They usually plan ahead of time and think before speaking or acting. Introverts are more sentimental, tenderhearted, labile, and emotional in their expression. Introverts have a theoretical mindset and prefer to be immersed in ideas and introspection regarding reflectiveness. Regarding responsibility indicators, they are likely to be dependable, trustworthy, and conscientious.

The above questionnaires were converted from yes/no questions to a 5-point Likert Scale. Participants must complete the questionnaire by marking each question to indicate their level of agreement, disagreement, or neither, with strongly disagree having a value of 1, disagree 2, neutral 3, agree 4, and strongly agree 5. Only the extrovert questionnaire used this scale. The scale for the introvert questionnaire, on the other hand, was reversed, with strongly agree to have a value of 1, agree 2, neutral 3, disagree 4, and strongly disagree 5. As a result, the higher the score, the more outgoing the students. Following data collection, the researchers classified each student as an extrovert or an introvert using the score interpretation criteria outlined below.

Table 4 The Interpretation Table of Characteristic

Score	Interpretation
31 – 90	Introvert
91 - 150	Extrovert

According to the table above, students who scored 31-90 are introverts, while students who scored 91-150 are extroverts. Because students must complete the entire questionnaire, the smallest data value that can be entered into the class (lower-class limit) is 30, and the most significant data value that can be entered into the class (upper-class limit) is 150. However, the researchers did not decide to include the lower-class limit, so the range for both classes will be the same, which is 60. Table 5 below identifies the students' personalities based on the interpretation above.

Table 5 The Item Interpretation of Students' Characteristics

Characteristic	N	%
Introvert	2	9%
Extrovert	21	91%
Total	23	100%

As a result, 2 (9%) students are classified as introverts, while 21 (91%) are classified as extroverts. This revealed that most students in the Buddhist Education Department at Jinarakkhita Buddhist College Lampung, specifically the second-semester students who comprised the sample, are extroverts.

B. The Extrovert Students' Writing Ability

This subsection answered the research question, "How is the extrovert students' writing ability in the writing classroom?". Data were gathered to answer this research question by administering pre-and post-tests of essay writing. Inter-rating was used for test reliability, which involved the researchers and one of the English lecturers at Jinarakkhita Buddhist College Lampung.

The researcher used a rubric score in this study to analyze and measure the students' recount text writing ability. In this case, the researcher used the J.B. Heaton (1983) rubric score because it was appropriate for this research to determine students' recount text writing ability. J.B. Heaton's rubric score included content, organization, vocabulary, language use, and mechanics.

The scores from the two inter-raters in this study were combined, and these were the final and average scores. The highest final score on the writing pre-test was 65, and the lowest final score was 38. The researcher had not given any treatments to the students at the time. As a result, it was unsurprising that their score still needed to be higher. The students worked for ninety minutes on the writing pre-test. The students wrote what they knew based on their experiences over the semester. They did, however, need to pay attention to the instructions in the pre-test paper provided by the researcher.

In this type of situation, the students struggled because they had assumed that writing was a difficult and tedious subject. They were unsure how to begin writing something. Although the students had many ideas to write about, they needed help organizing their thoughts and choosing adequate words/idioms. Aside from that, the students needed help understanding the tenses used. Even with the mechanics' issues, they were still irregular. However, they continued to try to write down what they knew in this pre-test section.

While in the pre-test, the students completed their task on writing. The students' writing pre-test results for each aspect of writing were as follows: content 15.4, organization 11.1, vocabulary 10.2, language use 10.6, and mechanics 2.5. Inter-rating was used in scoring the students' writing post-test, just as it was in scoring the writing pre-test. The results were as follows: the highest final score of the writing post-test was 73, and the lowest final score was 57. The researcher had given the students treatments based on communication skill-based writing instruction. They completed the writing post-test in ninety minutes. The students also used all of the steps in the writing process. These are pre-writing, drafting, revising, editing, and publishing:

Table 6 Stage of The Writing Process

No.	Stages of The Writing Process	
1.	Stage 1: Pre – Writing	
a.		Students choose a topic.
b.		Students gather ideas.
1.		Brainstorming (diagram
	(clustering) or randomly listing ideas)	
2.		Reading
3.		Interviewing
c.		Students organize ideas.
d.		Students define a topic
	sentence.	
e.		Students write an
	outline for their writing.	
2.	Stage 2: Drafting	
a.		Students write a rough
	draft.	
b.		Students emphasize
	content rather than mechanics.	
3.	Stage 3: Revising	
a.		Students re–read their
	writing.	
b.		Students share their
	writing with the teacher.	
c.		Students participate
	constructively in discussions about their writing with the teacher.	
d.		Students change their
	compositions to reflect the reactions and comments of the teacher. Besides that, students	
	make substantive rather than only minor changes.	
4.	Stage 4: Editing	
a.		Students proofread their
	writing.	
b.		Students increasingly
	identify and correct their mechanical errors.	
5.	Stage 5: Publishing	
a.		Students make the final
	copy of their writing.	
b.		Students publish their
	writing in appropriate forms.	
c.		Students share their
	finished writing with the teacher.	

Finally, the students completed their post-test on writing. The following were the results of the students' writing post-tests: content 19.1, organization 16.1, vocabulary 13.1, language use 13.5, and mechanics 3.0. Furthermore, comparing the average scores of the pre-test and post-test, students' writing ability improved from 49.9 to 65.1. As a result, there was a 15.2% improvement. The result was as follows:

Table 7 The Students' Writing Improvement Paired Samples Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair1 Writing_Pretest	49.9000	23	6.19001	1.29071
Writing_Posttest	65.1000	23	3.46353	0.72220

The t-test was used to determine whether the improvement was significant or not. The result was as follows:

Table 8 Paired Samples Test

	Paired Differences		Std. Error	95% Confidence Interval of the Difference		T	df	Sig.(2-tailed)
	Mean	Std.Deviation		Lower	Upper			
	Pair1 Posttest-Pretest	25.82609		7.81404	1.62934			

The researcher compared the t-value to the t-table using the table above. The t-value in this case was 15.851, while the t-table was 2.074. If t-value > t-table, the current study's result was significant. This could imply that communication skill-based writing instruction could significantly improve extrovert students' writing abilities over traditional methods. The table above shows a significant difference in the students' writing pre-test and post-test scores.

According to the Paired Sample T-Test, the treatment significantly impacted the students' scores, as indicated by the sig. (2-tailed) value of .000. Furthermore, with a mean score of 5.0, the treatment had the most significant positive impact on the "organization" aspect of writing. This part explained how communication skill-based writing instruction promotes students' writing ability in the writing classroom.

C. Communication Skill-Based Writing Instruction and Students' Writing Ability

Communication skill-based writing instruction in the classroom was a process in which a teacher provided students with a temporary framework for learning. Students were encouraged to develop their creativity, motivation, and resourcefulness when correct communication skill-based writing instruction was done. Communication skill-based writing instruction occurs during the stages of instruction in the context of teaching writing. Teaching writing, on the other hand, allows students to observe the writing process. The researcher attempts to incorporate communication skills into the writing process in this study. To combine those two things, the researcher will use the five stages of the writing process, as cited in Faraj (2015). The procedure of communication skill-based writing instruction is as follows.

Students focus on the text type. In this case, the text type is recount text; (1) Students discuss the social function or purpose of the recount text. (2) Students discuss the schematic structure of the recount text. (3) Students discuss the language features of the recount text. (4) Students choose a topic. (5) Students gather ideas. (6) Students explore cultural similarities and differences in the topic or ideas. (7) Students organize ideas. (8) Students define a topic sentence. (9) Students practice grammatical patterns relevant to the recount text. (10) Students build and extend vocabulary relevant to the recount text. (11) Students and teacher work together to construct a recount text. (12) The teacher provides guidance and support to the students. (13) Students write an outline for their writing. (14) Students write a rough draft. (15) Students re-read their writing. (16) Students proofread their writing. (17) Students increasingly identify and correct their mechanical errors. (18) Students pay attention to the aspects of writing, such as content, organization, vocabulary, language use, and mechanics. (19) Students share their writing with the teacher. (20) Students participate constructively in discussions about their

writing with the teacher. (21) Students incorporate knowledge of the schematic structure and grammatical features from their teacher into their writing. (22) Students make changes in their compositions to reflect the reactions and comments of the teacher. Besides that, students make substantive rather than only minor changes. (23) Students produce the final copy of their writing. (24) Students publish their writing in appropriate forms. (25) Students share their finished writing with the teacher. (26) Students feel confident and comfortable writing a recount text in writing class. Moreover, it happens in a context outside the classroom.

As a result, the current study found that communication skill-based writing instruction aided students' writing processes. In this case, the students stated that communication skill-based writing instruction enabled them to communicate their ideas in written form, after which they could edit their work. They then published their work in appropriate formats. In other words, the student's writing skills could improve in content, organization, vocabulary, language use, and mechanics. They also wrote a recount text in and outside the writing class, and the students felt confident and at ease.

Conclusion

Following the previous section's analysis of the data obtained during the research, the findings, and the outcome of this current study, the researcher comes to the following conclusions: The first was the implementation of communication skill-based writing instruction in the second-semester students at Jinarakkhita Buddhist College Lampung which resulted in improvements in the extrovert students' writing ability due to they tend to be more expressive in constructing the idea and find something interestingly and creatively. In this case, students who previously struggled to write now have a growing understanding of how to gather and confidently use information in their writing.

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