The Effect of Extrovert and Introvert Personality Towards Students' Achievement in Writing Recount Text Through Jigsaw

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi pengaruh kepribadian ekstrovert dan introvert terhadap prestasi belajar siswa dalam menulis teks recount melalui Jigsaw. Sampel penelitian ini adalah siswa kelas XII AP SMK Dwi Warna Medan. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan menggunakan Teknik Jigsaw. Data penelitian ini diperoleh dengan menggunakan angket dan tes tertulis. Hasil penelitian menunjukkan bahwa kedua tes menunjukkan bahwa Teknik Jigsaw lebih berpengaruh untuk digunakan pada siswa yang berkepribadian ekstrovert dalam menulis Teks Recount. Melalui Teknik Jigsaw, kemampuan siswa dengan kepribadian ekstrovert dapat meningkat dari 48,5-71,75. Sedangkan siswa dengan kepribadian introvert hanya mengalami sedikit perubahan yaitu 50,1-64,8.

Kata Kunci: *Ekstrovert, Introvert, Teks Recount, Teknik Jigsaw*

Abstract

The objective of this research is to identify the effect of extrovert and introvert personality on students' achievement in writing recount text through Jigsaw. The sample was grade XII students at AP SMK Dwi Warna Medan. This research was descriptive quantitative methods by using Jigsaw Technique. The data of this research was obtained by using questionnaire and written test. The result of this research showed that both of tests showed that Jigsaw Technique was more influential to be used on students with extrovert personality in writing Recount Text. Through Jigsaw Technique, the ability of students with extrovert personalities could increase from 48.5-71.75. While students with introvert personality only experienced a slight change of 50.1-64.8.

Keywords: *Extrovert, Introvert, Recount Text, Jigsaw Technique*

INTRODUCTION

Learning English means learning four basic skills of the language. English as foreign language is not easy to master by the students. For those who use English or want to master English, they have to learn about four skills of English, namely: listening, speaking, reading, and writing. As a language learner, students need good personality. Boroujeny *et al.* (2015), personality is "the set of psychological traits and mechanism within the individual that are organized and relatively enduring that influence his or her interaction with, and adaptations to, the intra psychic, physical, and social environment". According to Kant (1804) in Sullivan (1989), there are four personality types namely choleric (extroversion), sanguine, phlegmatic, and melancholic (introversion). Brody and Ehrlichman

(1998) defined personality as "those thoughts, feelings, desire, intentions, and action tendencies that contribute to important aspects of individuality. Extraversion (E) and introversion (I) dichotomy deals with the way people prefer to attain energy and focus their attention. Extroverts prefer to get energy from outside sources or outer world, but introverts prefer solitary activities and the inner world of ideas as the source of their energy (Eysenck & Chan, 1982). According to Jensen and Ditiberio (1984), it is the first dimension of Jung's system identified a person's general orientation toward life. Extroverts mainly focus their energy outward and tend to interact with people and things. Outer experience (i.e., talking and acting) is so highly important for them that they often begin performing tasks with little planning, then rely on trial and error to complete the task. Since they spend more time dealing with outer experience rather than inner experience (i.e., reflecting and observing), they think most clearly and develop more ideas in action or in conversation. Moreover, they state that introverts mostly focus their energy inward; they tend to consider and contemplate. More cautious about the outer world; they anticipate and reflect before becoming involved in action to avoid errors. When they are alone and uninterrupted by people and incidents, they think best and develop more ideas.

Students with the best think and developed ideas need to be serious in learning the language skills. Of those skills, writing is regarded as the most difficult skill to master because people have to understand about many rules to produce the good writing. Even though writing is difficult skill to master but it is important for the people to still learn about writing because by learning writing people can understand the process of expressing their messages, ideas, and concepts on a paper in a cohesive and verbal organization. It is as stated by Brown, "Writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas to give them structure and coherent organization." (Brown, 2001).

Bello (1997) states that, writing increases language acquisition because learners deal with words, sentences, and other elements of writing to convey their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. As Chastain (1988) states, writing is a kind of practice which helps writer to store the material in long-term memory, in other words, the vocabulary, grammar, and patterns are more easily learned through being carefully applied in a piece of writing. There are some texts which have to be master by the students' at vocational high school, one of them is recount text.

Anderson (1997:48) states "recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened". Similarly, Gerot and Wignel (1994:194) state "recount is retelling past events in order to inform or entertain about what and when it happened". Based on these theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author's experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experience in the past.

In writing recount texts, students have to know the generic structure and language features of that text. According to Gerot and Wignel (1994:194), the generic structure of recount text is orientation, events and re-orientation. Moreover, Roison et.al (2004:45) state that "the organization of recount text is orientation and followed by series of events, and sometimes it has evaluation or reorientation at the end of the text". Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers' understanding to next part of the story.

To stimulate the students' writing skill, especially writing recount text, teacher can use several sources such as student experience, book, magazine, television or movie. Teacher can also use different teaching technique for example jigsaw. Jigsaw is one of learning techniques in cooperative learning. Nastasi and Clements (1991) view cooperative learning as a group learning process, built on the belief that students learn better when they learn together.

Jigsaw is similar with group to group exchange with an important difference: every student tends to teach. Mattingly & Van Sickle (1991) as cited in Slavin (2009, p. 57) state that there is positive effect from Jigsaw strategy in student achievement. Elliot Aronson who developed the Jigsaw in 1978 (Slavin, 2009, p. 14) suggested that jigsaw preferred use for some subjects including literature, especially in written form.

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There are some causes of students' difficulties in writing recount text, one of them is students' personality types. personality greatly influences students' ability to write, this is supported by Boroujeni, Roohani, & Hasanimanesh, (2015) argued that "the way we learn is very much affected by our personality." According to Larsen & Buss (2005), in Boroujeny *et al.* (2015), personality is "the set of psychological traits and mechanism within the individual that are organized and relatively enduring that influence his or her interaction with, and adaptations to, the intrapsychic, physical, and social environment." Every student has different personality that will bring them to achieve something in their life.

Based on these cause, the author conducted this study with the aim of finding out whether there was an influence of extrovert and introvert personality on students' abilities in writing recount text through jigsaw.

METHODOLOGY

This research was regarded as descriptive quantitative. Gay (2000:11) states "quantitative approaches are used to describe current conditions, investigates relationships, and study cause-effect phenomena". This research was conducted at SMK Swasta Dwiwarna Medan. It applied Jigsaw strategy in writing recount text and the effect of extrovert and introvert personality at the students of grade XII AP. There were 28 students in one class, the researcher take 26 the students as the sample of the research. The data was collected from questionnaire and writing test. The data for the study were collected from the samples through questionnaires, pre-test and post-test results. The questionnaires were distributed to find out the students' personality types, is there extrovert or introvert. The pre-test and post-test results were analyzed to find out the effect of extrovert and introverted personality on students' ability writing recount text through jigsaw.The questionnaires is Eysenk Personality Inventory (EPI) by Eysenk modified by Davies (2004) which functions to determine type of students' personality. While the questions in questionnaire consists of 37 questions. The questions are originally English but the researcher translate to Bahasa. In the questionnaire, there were three columns that provide Yes, Maybe and No answer.

RESULTS AND DISCUSSION

From the result of spreading the questionnaires to 28 respondents, there were 16 extrovert students, 10 introvert students, and 2 balance or stable students. The result can be seen in the table below:

Table 1: The Result of EPI questionnaire

Students Number	Total (E) Score	Total (I) Score	Types of Personality
Student 1	17 E	15 I	Extrovert
Student 2	14 E	12 I	Extrovert
Student 3	18 E	19 I	Introvert
Student 4	19 E	10 I	Extrovert
Student 5	20 E	14 I	Extrovert
Student 6	18 E	14 I	Extrovert
Student 7	15 E	15 I	Balance
Student 8	25 E	10 I	Extrovert
Student 9	18 E	24 I	Introvert
Student 10	10 E	25 I	Introvert
Student 11	16 E	15 I	Extrovert
Student 12	10 E	25 I	Introvert
Student 13	23 E	15 I	Extrovert
Student 14	13 E	20 I	Introvert
Student 15	15 E	19 I	Introvert
Student 16	22 E	10 I	Extrovert
Student 17	10 E	23 I	Introvert
Student 18	12 E	10 I	Extrovert
Student 19	19 E	10 I	Extrovert
Student 20	12 E	15 I	Introvert
Student 21	24 E	13 I	Extrovert
Student 22	18 E	16 I	Extrovert
Student 23	18 E	18 I	Balance

Student 24	25 E	20 I	Extrovert
Student 25	27 E	18 I	Extrovert
Student 26	20 E	28 I	Introvert
Student 27	11 E	8 I	Extrovert
Student 28	20 E	15 I	Extrovert

From the table above, there were 10 ten students who have higher introvert score than the extrovert score, based on the EPI questionnaire, the ten students classified into introvert personality, then, there were 16 students who had higher extrovert scores than introvert scores. Based on the EPI questionnaire 16 students who had higher extrovert scores than introvert scores classified into the extrovert personality. Furthermore, there were two students who got the same scores between extrovert and introvert and not include both types or balance. The types of personality were presented in Figure 1.
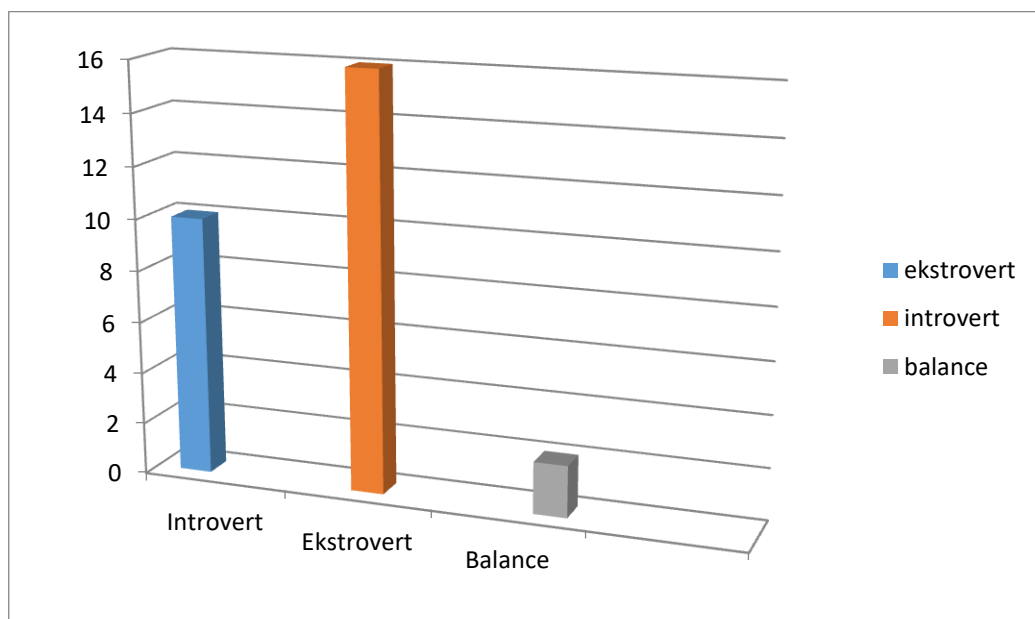

Figure 1. The types of personality

Graph 1 show that there were 16 extrovert students, 10 introvert students and 2 ambivert students. Since this research only focuses on extrovert and introvert students, so ambivert students did not take as samples. After knowing the personality type of the students the writer conducted a pre-test to find out the ability of extroverts and introvert students in writing recount text before giving treatment by using a jigsaw strategy. The result of pre-test can be seen in the table below:

Table 2. The Result of Pre-test

	Students	N	Mean
	Extrovert	16	48.5
Pre-test	Introvert	10	50.1

Findings presented in Table 2 demonstrated that there was difference between extrovert and introvert students pretest mean scores. Extrovert mean pretest score was 48.5 and introvert mean pretest score was 50.01. From the

result of pre test score it means that the average of introvert student personality was higher than the average students' of extrovert personality.

The next step, the researchers gave treatment using a jigsaw strategy. After that the researcher gave a post-test, and the results of post-test can be seen in the following table:

Table 3. Result of Post-test

	Students	N	Mean
Post-test	Extrovert	16	71.75
	Introvert	10	64.8

Findings presented in Table 3 demonstrated that there was difference between extrovert and introvert students post-test mean scores. Extrovert mean post-test score was 71.75 and introvert mean post-test score was 64.8. From the result of post-test score it means that the average post-test extrovert student personality was higher than the average students' of introvert personality. Findings on written skills between pretest – post-test are presented in Graph 2.
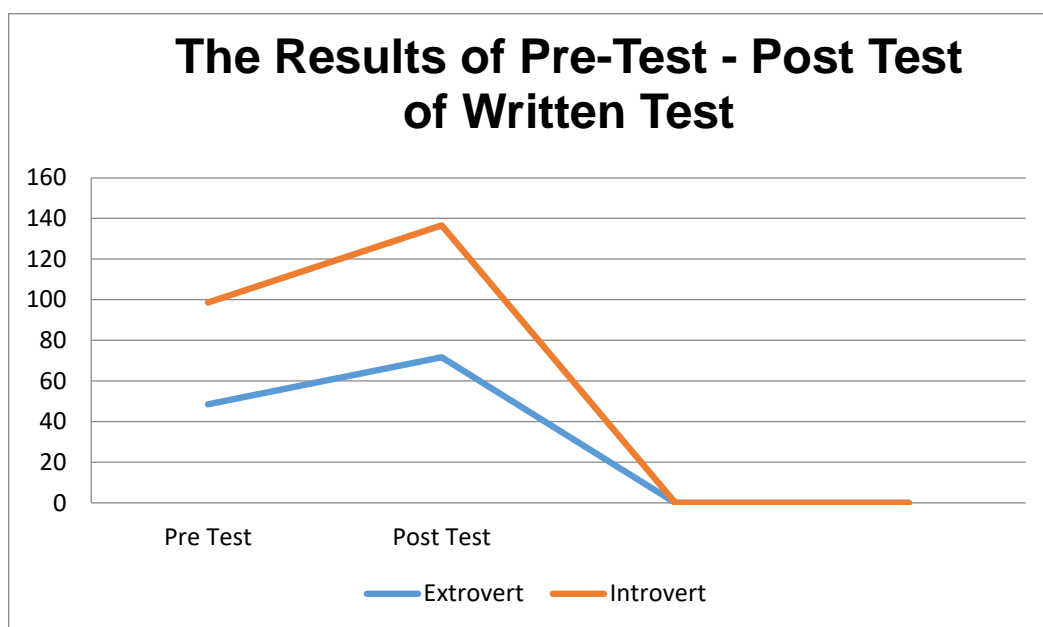
Graph 2. The Results of Pre-Test - Post Test of Written Test

CONCLUSION

After doing the research and analyzing the data between extrovert and introvert personality and students' achievement in writing recount text through jigsaw, the researcher concluded that The results both of test show that jigsaw strategy is more influential to be used in students with extrovert personality. Through jigsaw strategy the ability of students with extrovert personalities can increase from 48.5 -71.75. While students with introvert personality only experienced a slight change of 50.1 - 64.8 and still did not reach the KKM at the school (65). It can be concluded that the implemented of Jigsaw technique to extrovert students more successful results on than applied to introvert students. Jigsaw techniques should be used in teaching students writing skill especially in learning recount text. Because it can make students more confident in expressing

experiences or in expressing thoughts in writing. Basically jigsaw techniques can improve students' writing skills, but through this research shows that the application of jigsaw technique is better used by students with extrovert personality.

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