

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Each person is unique with traits like gender, skin tone, and hair color that are visible while others such as personality are not visible (Boroujeni et al., 2015). These differences influence various aspects of life, including learning abilities, as personality traits remain relatively stable and significantly shape how individuals approach and process learning (Khairunnisa, 2021). Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism make up the Five-Factor Model of Personality, as known as “The Big-Five.” Personality plays a significant role in language learning, especially in writing skills. Recent research shows that personality traits can influence how students learn a language, interact with learning materials, and cope with challenges in the learning process.

The exploration of personality traits particularly through the Big Five model has gained traction in understanding language learning dynamics. Research indicates that traits such as openness to experience and extraversion significantly enhance language acquisition. For example, Dewaele & Furnham (2000) found that extroverted learners are more likely to engage in communicative practices, which positively correlates with their language proficiency. Conversely, neuroticism can pose challenges for learners, often leading to heightened anxiety in language contexts, which adversely affects performance (J.-M. Dewaele & MacIntyre, 2014). Furthermore, studies suggest that conscientiousness contributes to effective language learning strategies, as conscientious individuals tend to be more organized and goal-oriented, thereby facilitating better learning outcomes (J. M. Dewaele et al., 2019).

Despite the increasing focus on personality in language learning research, many studies have not utilized the Big Five Personality Item Pool as their primary tool for measuring personality traits. The researcher chose this tool specifically because of its underutilization in related studies, which presents an opportunity to provide new perspectives on how personality influences writing skills. By incorporating the Big Five Personality Item Pool, this study aims to address this gap and contribute novel insights to the field of language education research.

Despite these insights, there remains a disconnect between the perceived importance of personality in language learning and the empirical evidence supporting it. Zoltán & Stephen (2013) highlighted that while educators recognize personality's role in successful language acquisition, research findings often fail to provide a comprehensive understanding of how these traits interact with motivational factors and learning environments. This gap underscores the need for further investigation into how personality traits influence not only individual learning experiences but also broader educational practices in language instruction.

Language learning has four skills which are listening, speaking, reading, and writing. Studies have shown that personality traits can profoundly influence the four primary language skills. A study by Khodaverdian Dehkordi et al. (2021) explored how personality traits impact various aspects of language learning, including listening, speaking, reading, and writing skills. Their findings suggest that conscientiousness is linked to improved writing skills due to its association with organization and diligence in practice. In contrast, neuroticism was found to negatively affect speaking abilities, primarily due to anxiety-related barriers that hinder performance.

Another study conducted by J.-M. Dewaele & MacIntyre (2014) highlights how extraversion positively correlates with speaking proficiency. Extraverted learners are more likely to engage in communicative activities, which enhances their oral skills through practice and interaction with peers. Conversely, individuals exhibiting higher levels of neuroticism often experience anxiety that negatively impacts their speaking abilities, leading to avoidance of speaking opportunities (J.-M. Dewaele & MacIntyre, 2014).

Reading and Writing for General Purposes is an essential subject for new students in the English Education Study Program at Jambi University, with particular emphasis on developing their writing skills. The course helps students build the foundational abilities needed to express their ideas clearly and effectively in written English. Assignments such as essays and reports are commonly used to encourage students to practice structuring their thoughts and refining their writing. As writing is a critical skill for academic success, the researcher has chosen this subject to analyze how different personality traits impact students' writing skills.

Numerous studies have demonstrated a correlation between the achievement of students and the big-five personality traits. A recent study by Zaswita & Ihsan (2020) found significant impact of personality types on students' writing abilities, with introverted students consistently achieving higher scores in all aspects of writing compared to their extroverted peers. This suggests that personality traits, specifically introversion, may influence students' ability to engage in focused, reflective writing tasks. Therefore, personality should be considered by teachers when addressing students' learning challenges, alongside external factors like instructional methods. A study by (Ghanpachi et al., 2011) on Iranian EFL students, students' enthusiasm to learn English was positively correlated with extraversion,

conscientiousness, and openness to experience. They also demonstrated how students who scored higher on extraversion and conscientiousness had a more comprehensive English learning experience. In the English proficiency test, students who exhibited greater extroversion and openness to experience also performed better. Kafryawan (2020) in his study about “The Influence of Extroversion Personality towards EFL Learners’ Writing Skills” stated that the extroversion personality type of EFL learners and their writing abilities have a medium correlation.

Based on the reasons mentioned, “The Influence of Personality Toward English Education Students’ Writing Skills” is the topic that interests the researcher for this study. A quantitative method will be employed to differentiate this research from previous studies. This research will explore and provide insights into how personality traits impact students’ writing performance.

1.2 Research Question

The following research questions were developed by the researcher with consideration of the research's background:

1. What are the types of personality traits found among the students in English Education Study Program at Universitas Jambi?
2. Is there significant relationship between students’ personality and writing skills?

1.3 Objective of the Research

1. To identify types of personalities found among the students in English Education Study Program at Universitas Jambi.
2. To analyze the relationship between personality and writing performance.

1.4 Limitation of the Research

This research is limited to students who took the Reading and Writing for General Purposes class in the English Education Study Program at Jambi University. The study specifically investigates students' writing skills and how personality traits influence these skills among students who have participated in this course. English Education students were selected because they have engaged in various writing tasks and assessments, providing them with the opportunity to reflect on their writing development since their initial enrollment in the program.

This study is limited to analyzing the correlation between students' Big Five personality traits and their writing skills. While personality is a concept rooted in psychology, this research does not aim to explore psychological theories in depth or interpret the cognitive or emotional aspects behind personality traits. Instead, it strictly focuses on how these traits statistically correlate with writing performance in an EFL (English as a Foreign Language) context. The study does not seek to determine causation but only to measure the degree of association between personality traits and students' writing skills.

1.5 Significant of the Research

This study investigates how personality traits influence writing skills among third-semester students in the English Education Study Program at Universitas Jambi. The researcher hopes this study can help educators tailor their teaching methods to better support diverse student needs.

Additionally, the findings may empower students to recognize how their personality affects their writing, encouraging them to adopt strategies for

improvement. Overall, this research aims to enhance writing instruction and contribute to better outcomes in language education.

1.6 Definition of Key Terms

1. Personality

Personality refers to the individual differences in characteristic patterns of thinking, feeling, and behaving. It encompasses traits that influence how individuals interact with others and approach various tasks, including learning and writing.

2. Writing Skills

Writing skills refer to the ability to express thoughts and ideas clearly and effectively through written language. This includes various components such as grammar, organization, vocabulary usage, coherence, and the ability to develop and support ideas.

3. Writing Processes

Writing processes refer to the stages that writers go through to create a text, typically including planning, drafting, revising, and editing. These stages emphasize that writing is a complex activity that involves generating ideas, organizing thoughts, and refining the text to enhance clarity and coherence.

4. Writing Outcomes

Writing outcomes refer to the results of the writing process, which are assessed based on quality, coherence, and effectiveness in communication. In academic settings, writing outcomes indicate how well a student conveys ideas, structures their writing, and applies language rules to produce clear and meaningful texts