

ABSTRACT

Syahreza, A. Yogi. 2025. *The Influence of Personality toward English Education Students' Writing Skills* A Thesis. English Education Study Program. Faculty of Teacher Training and Education of Jambi University in Academic Year 2025/2026. Supervisors (I) Prof. Hadiyanto, S.Pd., M.Ed., Ph.D., (II) Dony Efriza, S.Pd., M.Pd.

Keywords: personality traits, Big Five, writing skills, conscientiousness, English Education students.

This study investigated two research questions: (1) What are the personalities of English Education students? and (2) Is there any influence of personality on students' writing skills? The participants were fifty students who completed the Big Five Personality questionnaire and a writing test. The results revealed that openness to experience emerged as the most dominant personality trait among the students. Correlation analysis showed that personality traits had selective influences on writing performance. Conscientiousness had significant positive correlations with grammar ($r = 0.34$, $p = 0.01$), coherence & cohesion ($r = 0.32$, $p = 0.02$), and total writing scores ($r = 0.27$, $p = 0.05$). In contrast, extraversion correlated negatively with content ($r = -0.23$, $p = 0.09$), vocabulary ($r = -0.26$, $p = 0.07$), coherence & cohesion ($r = -0.23$, $p = 0.10$), and total writing scores ($r = -0.23$, $p = 0.09$). Neuroticism also showed a negative correlation with coherence & cohesion ($r = -0.26$, $p = 0.06$). Meanwhile, agreeableness and openness to experience did not display significant relationships with writing performance. These findings suggest that although openness is the most dominant trait, conscientiousness plays a more decisive role in enhancing writing skills, while extraversion and neuroticism may impede performance in specific aspects.