

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Students were required to learn English as a compulsory subject for a set period of time for foreign language. Language learners must master writing as one of the abilities in English, in addition to listening, speaking, and reading. Writing is one of four skills that students must master. It is critical to master writing since it is one of the most efficient methods to communicate in English, which is the primary goal of studying English. Writing is a method of communicating our thoughts and ideas to another person in written form. It can take several forms, including a journal, a book, a novel, tales, an article, an essay, or a letter. Writing allows people to interact and share their thought and ideas with others, even if they live in different areas. Aside from that, anyone might voice their ideas or whatever else they felt. Writing is highly essential in school, especially in the English Department, since they must master the fundamentals of writing. Because of the importance of writing, English Department students were expected to be able to generate effective writing.

Unfortunately, writing is regarded as the most difficult of the four English language talents (Darwish and Sadeqi, 2016). The requirement for style, organization, and vocabulary in writing makes it the hardest ability in the English language for pupils to master, according to Hussain (2019). Additionally, faults and blunders were a part of writing. Additionally, the writing challenges that EFL students encountered impacted their ability to write (Toba, Noor, Sanu, 2019). Writing skill is one of the keys to success in academic writing, claim Husin and Nurbayani (2017). It is clear that a student would find it challenging to produce quality academic writing if they frequently have writing issues or lack writing skills.

Additionally, numerous researchers discovered that EFL students also experienced a variety of issues with academic writing. Rahmatunisa (2014) found that Indonesian EFL students struggled with academic writing on linguistic, cognitive, and psychological levels. In terms of its intended audience, text structures, and language usage, academic writing differs significantly from other types of writing (Zhang, 2018). However, students often encounter issues with ordinary writing in academic writing, such as incorrect spelling, punctuation, and organization. For EFL students, the intricate nature of academic writing appears to be quite challenging.

This issue must be handled carefully since it has an impact on the teachers' ability to teach writing in the classroom. This also meant that the teachers' approach and strategy for teaching writing could not be influenced by the students. It appeared that students' diverse learning styles, as well as their enthusiasm in a subject or activity, and impact their ability to do a skill. As a result, in order to overcome these issues, students' personalities must be understood. People have diverse features that impact their lives, which is why there were differences among pupils. These personal characteristics have an impact on how they learn. One cause for these many constant traits is the individual's personality.

Students' personalities have a critical effect on their capacity to write. Personality is a manner of thinking, feeling, and interacting among individuals or interlocutors in the realm of communication, including writing (Damayanti, Mulyadi and Simaibang, 2021). Introvert and extrovert were two personality characteristics that contribute to individual differences. Extroverts were gregarious, energetic, risk-takers, indecisive, vocal, and love being in groups, whereas introverts were quiet, contemplative, and reserved, with the exception of close friends (Nezhad, 2014). As a result, introvert and extrovert personalities had distinct traits that were impacted by their psychological.

Some teachers or lecturers, on the other hand, prefer to focus on extrovert students to introvert students because they thought extroverts were more active than introverts. Nezhad (2014) stated that introvert students have a greater capacity to

integrate material, that they were less distractible, and that they have better study habits may assist them achieve higher learning results than extrovert students. He went on to say that introvert personalities were better at developing cognitive academic linguistic abilities.

The following is an example of one student majoring in English Education who is introverted:

Today, traveling has become a necessity. People usually travel for vacation or business. They can travel to region in their country or even travel abroad. It becomes easier to travel because there were travel companies that provide services to manage their trip. As a student of English Department, I want to be the owner of Travel Company.

The reasons why I want to be the owner of Travel Company were I want to introduce Indonesian culture to the tourists by offering travel regional tourists destination, and this trip helps tourists explore various regions not only to enjoy the beauty of the destination but also to learn about its culture. Most tourists from abroad only knew the famous tourists destination such as Raja Ampat, Taman Laut Bunaken, and Pulau Komodo. They do not know that many wereas in Indonesia also have interesting places that they can visit.

Besides, this following is an example of one student majoring in English Education who is extroverted:

At this time I continued my education at one of the campus in Indonesia. That someday I can guide and educate students to become successful and educating people to realize their dream. The professional teacher is a teacher who is able to educate, guide, or not just be an educator. In the future I want to be become a professional teacher.

Not only want to be a professional teacher be a professional teacher but also accompanied by a noble hearted teacher. Someday, I want to establish a forum that can teach an guide children without fees. This is especially true for children whose economics were below average or children who cannot continue school because of costs. There I want to establish a school and teach valutanly.

In terms of generic structure and writing components, both students who have different personalities wrote about their ambitions in descriptive text. In terms of generic structure, both students already used generic structure in descriptive text,

namely identification and description. Then in terms of language features, namely grammar and mechanics, extroverted students use some grammatical errors such as the use of the past tense in the word 'continued', 'I want to be a professional teacher', and some inappropriate punctuation marks such as 'Someday, I want ...!', whereas introverted students did not make mistakes in language features.

Several studies on the impact of personality on writing skills have different results, such as Damayanti, Mulyadi, and Simaibang (2021) revealed that personality type has little effect on writing ability. On the other hand, the research conducted by Sucianik and Natasha (2018), Qanwal and Ghani (2019), and Zaswita and Ihsan (2020) have different results from Damayanti et al (2021). These studies described that students' personality has a considerable influence on their writing skills. Students with introverted personalities, on the other hand, were better learners of ESL writing skills than extroverts.

As a result of evaluating the problems mentioned above and reviewing other similar studies, the writer found several gaps that allowed this research to be carried out because in previous studies there were still differences in the results of the study. To begin with, this study differs from the others in its emphasis. The emphasis of this research is on university students who were studying academic writing specifically in the Bibliography Annotation subject. An annotated bibliography is a list of sources relating to a specific topic, followed by a brief explanation of the sources. An annotated bibliography is essentially an alphabetical list of research materials on a certain topic that has complete citation information and mostly a paragraph describing the source..

Diverse places and people were also being considered by the writer in order to take this topic on, which may result in different outcomes. Furthermore, because the number of studies of this type was still small, it might help to uncover the relationship between students' personalities and their writing skills, particularly 7th semester students at UIN SU Medan.

1.2 Problems of the Study

Based on the limitation of the problem above, the problems of this research were formulated as follow:

1. What types of annotated bibliography were implemented by introverted and extroverted students?
2. How were the annotated bibliography used by introvert and extrovert students?
3. Why were the annotated bibliography used by introvert and extrovert students?

1.3 Objectives of the Study

Based on the formulation of the problem above, the purposes of this research were formulated as follow:

1. To analyse the types of annotated bibliographies applied by introverted and extroverted students.
2. To elaborate the process of annotated bibliography were used by introvert and extrovert students.
3. To explain the reason of annotated bibliography were used by introvert and extrovert students.

1.4 Scope of the Study

This research involved undergraduate students who took the academic writing course. There were seven different types of writing, according to Beatty and Cochran (2021): Bibliographies, Abstracts, Book Reviews, Research Papers, Literature Reviews, Bibliographic Essays, and Annotated Bibliographies. The writer concentrates on the Annotated Bibliography after taking into account the various types of writing. The written work will also be evaluated in terms of its types and the key elements of annotated bibliography. The findings and outcomes might be distinct from those of related studies since this study used qualitative studies in which generalizations were

not considered. Thus, similar research topics carried out in different contextual situations will tend to generate different suggestions and responses.

1.5 Significances of the Study

The author hoped that this study will help in English teaching and learning. It has two significant ramifications: practical and theoretical implications:

1. Theoretical significance

This study can be used as a reference for other researchers who were interested in students' personalities, particularly in essay writing and want to conduct further research on the related field.

2. Practical Significance

Beside the theoretical significance, the writer expects that this research will be of practical significance to the students, the teachers and the readers.

a. For the students:

Students must also be aware of their own personalities in order they can balance their personality.

b. For the teachers:

The result of this research is expected to be useful for the English teacher/educators to better understand the natural nature of students who have different personalities so that students can learn optimally.

c. For the readers:

The result of this research will inform the readers about the students' personality in writing annotated bibliography.