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## **THE STYLE OF INTROVERT AND EXTROVERT IN ANNOTATED BIBLIOGRAPHY WRITING**

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### **ABSTRACT**

Writing is highly essential in school, especially in the English Department, since they must master the fundamentals of writing. Unfortunately, writing is considered as the most challenging of the four English language abilities. Numerous researches discovered that EFL students also experienced a variety of issues with academic writing. This issue must be handled carefully since it has an impact on the teachers' ability to teach writing in the classroom. In order to overcome these issues, students' personalities must be understood. Students' personalities have a critical effect on their capacity to write. Introvert and extrovert are two personality characteristics that contribute to individual differences. This research used descriptive research where the participants were 8 students who took academic writing class. The students were given a personality questionnaire and the result showed 4 students were introvert and 4 others are extrovert. Then the students were given an annotated bibliography test to find the type and key elements of annotated bibliography used by the students. The writer found that the students used summative annotations and combined annotations. 1 introvert student uses combined annotation and 3 introvert students use summative annotation. Whereas for extrovert students, 2 people use combined annotation and 2 other people use summative annotation. Various obstacles experienced by the students thus effecting their academic writing.

***Keywords:*** *Academic Writing, Annotated Bibliography, Personality, Introvert, Extrovert*

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## INTRODUCTION

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. 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). This issue must be handled carefully since it has an impact on the teachers' ability to teach writing in the classroom. 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.

People have many qualities that influence their lives, as well as distinguishing features that distinguish them from one another. Individual personality types are one cause for having these varied and constant qualities. Jung was the first to coin the words "extraversion" and "introversion. With the publication of Jung's Psychological Types in the 1920s, the first became popular (Ryckman, 2007: 88). Extraversion is defined as "outgoing, candid, and accommodating nature that adapts easily to a given situation,

quickly forms attachments, and, setting aside any possible misgivings, often ventures forth with careless confidence into an unknown situation” according to Jung (1961, in Ryckman, 2007: 89). According to Chaplin (2000), an extrovert possesses extraversion qualities, i.e., persons who have a predisposition to direct their personality outward. Suryabrata (2002) defines an extroverted personality as an open personality. People who have extroverted personalities show to develop hysterical symptoms. In addition, the intelligence of people who have a relatively extroverted personality. Vocabulary is lacking and they have a tendency to be unstable in their stance. Extroverts are also described by Eysenck in Wulansari (2012: 38) as gregarious person who enjoys gatherings, has a large number of friends, and prefers not to read or study alone. Excitement is required, and he enjoys challenges. He frequently rejects risk, acts without thinking, and prefers to follow his heart. Likes to laugh and be happy, is always ready to respond, and is typically open to change. He is cheery, not overly considerate (easy going), optimistic, and enjoys laughing and being happy. Prefers to be active in activities, is aggressive and fast to lose his temper, and cannot always be trusted since his feelings are not kept under control.

**Table 1.1. The Work Style of Extrovert and Introvert**

<b>Extrovert</b>	<b>Introvert</b>
<ol style="list-style-type: none"> <li>1. I seek for different methods to solve tasks.</li> <li>2. I can concentrate on both my work and what going on around me.</li> <li>3. I come up with different ideas during discussions.</li> <li>4. I look for inspiration outside myself.</li> <li>5. I am bored when my work proceeds slowly and monotonous</li> </ol>	<ol style="list-style-type: none"> <li>1. I seek for quiet for concentration.</li> <li>2. I concentrate more on the work itself than on the world around.</li> <li>3. I come up with ideas while I am alone.</li> <li>4. Engross in my work and I do not pay attention to other things.</li> <li>5. I am irritated when I am disturbed and hurried.</li> </ol>

The majority of our conscious impressions are based on environmental reactions that are influenced by the opposite mental attitudes of extraversion and introversion. Jung

argues that psychic energy can be transmitted to the outside, to the outer world, or vice versa within (Hidayat, 2015: 64). Open, friendly, socially aggressive, and attentive to other people or the outside world are all characteristics of extroverts. Introverts prefer to retreat because they are bashful, and their thoughts and feelings are generally focused on themselves.

Both of these attitudes are possible in everyone, but only one is prominent in personality. The person's conduct and awareness reflect his or her dominant attitude. Even if it simply becomes unconscious, a non-dominant attitude has an influence on behaviour. For example, in some contexts, introverted persons will express extravert qualities, such as being nicer or more beautiful.

## **METHODOLOGY**

This study was conducted based on qualitative research method. According to Ary and Donald (1985:332), the source of data is the subject of the research from which the data can be gathered. Thus, the source of data is the substance from which the writer will obtain the necessary information. The source of this research were the students of University of Islamic North Sumatera, who were taking Academic Class Writing, namely class LTBI-4 in Faculty of Tarbiyah and Teacher Training. The initial name of the students who participated the research were RI, MU, NP, APC, AH, AFM, FY, and HA.

In taking data, the writer needed sources to get available data. In this case, the data source were taken from the writing of 8 students in academic writing class. The sources of data were 8 students where after being given a personality questionnaire, the result was 4 students were introverts, while 4 others were extroverts. This department was chosen because it represents the study's demography and sample.

## **FINDINGS AND DISCUSSIONS**

Jung in Ryckman, 2007 mentioned there are sixteen personalities but in this research, the writer just focused on two personalities namely introvert and extrovert. This research would discuss the reason why the students used one of the types of annotated bibliography in their writing based on their personality.

### **1. Introvert**

#### **a. RI**

Based on the data that has been analyzed, RI chose to use a combined annotation because according to him the results of his writing can be understood by readers. RI wanted readers to know the contents of the article in outline. Not only that, RI wrote the benefits of the article so that readers can see the benefits of the article and also in the future it can be further developed by further researchers.

RI: “Why I used it, because I wanted the results of this article review to be understandable to the reader. In writing, I had described the article briefly, so those who read it also know the contents of the article in general. Then I also wrote down the benefits of the article so that readers can also see that this article can be useful and can still be developed further if there are researchers who want to research in the same field”

RI then explained the obstacles he faced during the exam. RI said that there were no obstacles because the exam was carried out online, so he felt free to do it.

RI: “For obstacle, there was no overall. I felt free to do it. Maybe it’s because we were doing it online”

This is in accordance with Hirsh and Kummerow’s theory (2009) where introverts seek for quiet for concentration, they concentrate more on the work itself than on the world around, and they come up with ideas while they are alone.

b. MU

Based on the data and interviews that have been conducted, MU used a summative annotation because he wants to focus only on describing the article. MU intended that the reader can immediately understand the contents of his writing about the article being reviewed.

MU : “The focus was only to describe the article. So that readers can immediately understand the contents of my writing about the articles that I reviewed through this annotated. Because I also just wanted to be straight to the point. The gist of the article goes all the way to the reader. Like what the article is about, what is the purpose, what are the problems, what are

the findings. That's it.”

The obstacle faced by MU was not being able to focus too much because there will be another exam after this annotated bibliography exam.

MU : “Constraint huh? There is anyway, haha. Because after this course we have another exam. So I can't focus a little. And I feel that my writing is a little less than optimal, not all of the main points are covered”

c. NP

From the interview, NP explained that the reason he used summative annotation was because among other types of annotated bibliography, summative annotation provides more detail about the articles he was reviewing. NP believed that summative annotation was the simplest type but the gist of it will be more accessible to the reader. This is supported by Kello (2012) where introverts are detail-oriented people.

NP : “I used SA (summative annotation) because among the other types, SA better describes the article that I am reviewing. More details can be given from the article. I didn't use the combined one because later I'm afraid I won't explain in detail from the article. And also SA is simple but can be detailed like that”

NP did not experience any problems in doing the test. According to him, because this was an online exam, he could do it alone in his room. This is similar to Hirsh and Kummerow (2009) where he explains introverts prefer doing work alone and need a calm atmosphere.

NP : “There are no obstacles. Hmmm. I can concentrate more on doing it because it's online. So I can close the bedroom door and be able to work alone in the room, hehe”

d. APC

The results of the analysis and interviews showed that APC used summative annotation because according to him, of the five types of annotated bibliography, he only had an understanding of summative annotation.

APC : “Because of the five types of annotated bibliography, I only

understand the summative one, ma'am. And I see that this summative tells more about the essence of the article”

It is possible that the difficulties experienced by the APC affected the results of the exam. The obstacle experienced by APC was that even though the test was carried out online, APC experienced a problem where his relatives came to the house, creating a crowded atmosphere which caused APC to be unable to focus on doing the test. This is supported by Hirsh and Kummerow (2009) where introverts must be in a quiet place so they can concentrate on doing the task they are doing.

APC : “There was a problem. So we did it online, even though it so happened that at that time my relatives came to the house. Because it was a bit crowded at home. That's why I can't focus. Hopefully the score will be safe”

## 2. Extrovert

### a. AH

From the results of the analysis and interviews, the reason why AH used a combined annotation was because he wanted to inform readers that the article they are reading has benefits if they want to do research in the same field. In addition, AH also provided a brief description of the article, so that readers also know the contents contained in the article.

AH : “I chose combined annotation, I want to tell people who read like this, this article is useful if you want to do research in the same field. Ha ha. But other than that, I don't want to just mention the benefits, so I'll also write down the contents of the article or what the article is about. So the readers will understand”

The obstacle experienced by AH was that he wanted the exam to be carried out face to face. According to him, if it is done face-to-face, he can have discussions with his classmates. This refers to Hirsh and Kummerow (2009) theory that extroverts will come up with different ideas during discussions.

AH : “The problem was because it was online. If not, maybe it would be good to have small discussions like that, right? Discussion, not cheating. Sometimes that's what makes us excited”

b. AFM

From the results of the analysis and interviews, AFM implemented the type of summative annotation because according to him, the type of summative annotation is informative. He wanted what he wrote to be useful for readers.

AFM: "I implemented that type because it seems that summative is more informative. Yes, we want what we write to be useful, right? So I prefer to use summative only. Then also indirectly can make a connection like that with the reader. The connection is in "I give you something informative then you will read what I have written". "

The obstacle experienced by AFM was that he experienced boredom in doing it because the exam was carried out online. He also said that he could not find inspiration in writing an annotated bibliography because the classes were conducted online. AFM hopes that the class can be conducted offline. This is supported by Wulansari (2012: 38) which says that an extrovert is a person who enjoys gatherings.

AFM: "There was a problem. I was bored in doing it. Because we're online, ma'am. Just try to make it offline maybe it would be good. If we do online like this, you can't get inspired"

b. FY

From the results of interviews and analysis, FY used a summative annotation without any reason. According to him, summative annotation is the easiest type to understand.

FY : "There is no definite reason for using that type. Study time, among all, this is the easiest to understand. So yeah, I've used that one"

FY did not have problems in doing the test given. But FY added that he used to having discussions with his study partners before facing exams. Hirsh and Kummerow (2009) supported this situation where he says extroverts will come up with different ideas during discussions.

c. HA

From the analysis and interview results, HA used a combined annotation. According to him if he combined all the process, it would be even better.



HA : “Combined annotation is combining all the types. So I think if we combine all those types, it could be better, right? Get in all of them. On the one hand, I can explain the article, on the other hand, I can also tell you the benefits of the article that I reviewed”

HA did not have any problems in working on his annotated bibliography. Among the 4 skills, namely listening, writing, reading, and speaking, HA revealed that he was bored with writing. It's different from speaking where he feels he can explore himself.

HA : “Nope. There were no obstacles. But I was more bored just doing it. So out of these 4 skills, right, speaking, writing, listening, and one more... what is that... reading, I prefer speaking. I don't write too much because when I write, sometimes I myself get bored. When it comes to speaking, there can be opponents. While writing, fight with pen and paper. Haha that's it”

The reasons given by each student seemed very diverse with the questions why they used that type and the obstacles they faced. The dominant answer from introverted students using summative annotation is to show details of the articles they are reviewing. Likewise those who choose to use a combined annotation. Besides wanting to show the contents of the article, RI also wants to provide an evaluation of the articles he is reviewing. The obstacles that introvert students have in carrying out this exam online are owned by APC who feel they cannot focus on the work they are doing because of distractions. Other introverted students such as RI, MU, NP feel quite happy in taking this exam online because they can concentrate more on writing annotated bibliography. For students who have extroverted personalities, their goal in writing an annotated bibliography is to have a connection with readers who will read their writings. The obstacles experienced by extrovert students are quite a lot. And most of the problems lie in exams that are conducted online. Extrovert students think that they need friends to discuss in writing an annotated bibliography in order to get maximum results.

## **CONCLUSIONS**

When being interviewed why they used a certain style and what challenges they encountered, each student's responses appeared to be highly varied. When employing summative annotation, introverted students' preferred response is to provide specifics

about the articles they are studying. similarly for those who decide to employ a blended annotation. RI wants to present the article's substance, but he also wants to evaluate the articles he is evaluating. APC, who believes that interruptions prevent them from focusing on their job, is responsible for the challenges that introverted students have when taking this exam online. Other introverts, like RI, MU, and NP, are content with taking this test online since it allows them to focus more on creating annotated bibliographies. Writing an annotated bibliography provides an opportunity for extroverted students to establish a rapport with the audience who will be reading their work. Students that are more extroverted face several challenges. And online examinations are where the majority of the issues occur. Extrovert students believe that in order to write an annotated bibliography that produces the best outcomes, they need to discuss it with peers.

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