



**THE EFFECT OF HOLISTIC TEACHING MODEL AND STUDENTS' INTROVERT-EXTROVERT PERSONALITIES ON STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT**

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**ABSTRACT**

This research was an experimental research. The objective of this experimental research was to investigate whether the achievement of writing analytical exposition text of introverted students was higher than extroverted students in the holistic learning model. The population of this research was the students in class XI both science and social class school academic year 2022/2023. The total number of population was 288 students and there were 36 students selected as sample of this research by applying teaching models. The research design was experimental research by using 2×2 factorial design. The questionnaires were conducted for classifying the students upon the introvert and extrovert personalities. Students' achievement in analytical exposition text writing was measured by using writing test. The data were analyzed by applying two-way analysis of variance (ANOVA) at the level of significance  $\alpha = 0.05$ . The result reveals that the achievement of writing analytical exposition text of introverted students was higher than extrovert students in the holistic learning model with total mean scores was  $85.86 > 80.09$ .

***Keywords:*** *Holistic, Teaching Model, Students' Personalities, Analytical Exposition*

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## **INTRODUCTION**

This study focussed on the holistic teaching model, students' personality traits (extroversion/introversion) in learning, and students achievement in writing of analytical exposition text. The researcher found some problems in students learning in class as seen from writing analytical exposition text. The students' writing of analytical exposition text results could have been more profound even though they were given the same test several times. At the same time, the teacher has explained the material for writing analytical exposition text before being tested. This phenomenon always occurred whenever the teacher gave students a test of writing exposition text.

As a teacher, the researcher reflected on the students' poor test results and reviewed the teaching model used in the classroom. The researcher assumed that the teaching model, teaching method, teaching strategy, and teaching technique might not be appropriate to students' condition, character, cognitive, affective, and psychomotor abilities, or the teacher's teaching approach pattern to students was not right so the results found were still low. After reading and studying various models, methods, strategies, and teaching techniques, the researcher was interested in one of the existing teaching models, namely the holistic teaching model. The researcher saw that the holistic teaching model was appropriate for classroom learning because holistic prioritized students' readiness, class readiness, mental and physical readiness, and students' character readiness. All of these explanations were the reasons for the researcher to conduct this research using the topic: "The Effect of Holistic Teaching Model and Students' Introvert-Extrovert Personalities on Students' Achievement in Writing analytical exposition text."

The researcher conducted this research on students to create an analytical exposition text. In this study the researcher directly watched the activity of writing an analytical exposition text with giving the limited time chosen by the researcher. This study discovered that students' writing results in one class were different and very low; thus, this result became a significant reason for the teacher to make a research why it happened, or why students writing result were low, meanwhile the teacher subject was the same and the material taught was the same and the learning

model used by the teacher was same. The teacher also had treated students in educating by adjusting to the personalities of students in studying, particularly for students with introverted and extroverted personalities. The standard of teaching has been described in the learning process as an interaction between the traits of teachers and students' learning models, such as the achievement of producing an analytical exposition text. As a result, students' learning achievement from analytical writing exposition text is affected by a range of factors, including the teacher's capacity to provide high-quality instruction. The researcher decided to focus on teaching quality aspects with a holistic model, which has been experimentally related to learning and students learning results; efficient classroom management with low levels of distraction and maximum use of time, cognitively challenging teaching offered to students, the formation of a social atmosphere where students feel safe and personally valued (Mainhard, 2018) and an appropriate learning environment.

Moreover, holistic learning is the process of developing students holistically by comprehensively covering intellectual, emotional, social, artistic, physical, and spiritual components. Miller, M. (2019). Henzel (2019) mentioned that holistic learning is an effort to develop all aspects of learning in students, including spiritual, moral, imaginative, intellectual, cultural, aesthetic, emotional, and physical, in a balanced manner that directs all of these aspects towards the attainment of an awareness of his relationship with God. As the definition of holistic education conveyed by Schreiner (2007),

#### 1) Holistic Learning Objectives

According to the concept of holistic learning, the objective of holistic learning is to develop students' potential holistically, including intellectual, aesthetic, social, physical, emotional, and spiritual components. Through experience in interacting with their environment, holistic education strives to assist develop unique individual potentials in a more joyful, democratic, and humane learning environment (Musfah, 2012). Schreiner (2007) stated that the purpose of holistic learning is to bring together many elements in an interrelated environment. Holistic learning aspires to deliver integrated learning as well.

Given the preceding statements, it is reasonable to assume that comprehensive learning serves a purpose. Holistic learning points out three aspects: holistic learning, which strives to strengthen both the vertical relationship between individuals and God as well as the horizontal relationship between individuals; holistic learning, that focuses on developing multiple intelligences as a whole, including intellectual, aesthetic, physical, social, emotional, and spiritual intelligence; and holistic learning, which emphasizes responsibility for caring for nature.

## 2) Holistic Learning Approaches Model

### a. Cooperative Learning

Deming (1950) stated that the most intriguing description and reason for adopting cooperative learning principles in the classroom: "We grow up in a competitive environment among people, teams, departments, divisions, students, schools, and universities." Economists have taught us that competition will fix our issues. The current competitiveness is detrimental. It would be preferable if everyone collaborated as a system with the goal of everyone winning.

### b. Experience Based Learning

Kolb's (1984) explained that experiential learning style hypothesis is made up of four stages of learning in which the student 'hits all the ground':

- (1) Concrete Experience - The student searches for concrete experiences. It could be a new experience or circumstance, or it could be a reinterpretation of an existing event in a new notion.
- (2) Reflective Observation of New Experiences The students respond on new experiences using prior knowledge. Most critically, there is a mismatch between experience and comprehension.
- (3) Abstract Conceptualization - reflection results in the generation of a new idea or the modification of an existing abstract concept (the person has learned from experience).
- (4) Active Experiments - Experiments are born from newly formed or changed concepts. Students test their theories in the real world to observe what happens.

### c. Live Experiments

A significant portion of the public prefers "hands-on" learning experiences to "watching." Many kids, however, prefer active experimenting to reflective observation. To gain a complete comprehension of a new subject, students must interact with reality in a way that engages as many senses as feasible. The benefits of traditional "workshop" learning have been compromised in the present curriculum to make room for other topics.

### d. Diverse Classroom Management

Several teaching approaches are available to attract pupils from various styles of learning. For people who value abstract and general presentations, classical derivations of basic concepts are used. Many quantitative examples are supplied for individuals who require a "feel" for what is going on, and some of these numerical examples are occasionally purposefully strung together to foster a more comprehensive understanding. On other times, a context is formed, and the students are requested to finish development individually, in groups, or both. There are also some brief spoken quizzes. The instructor may choose a respondent, or a volunteer may be accepted. This is frequently followed by a request for feedback on the responses from other groups or people. To foster a climate conducive to active learning, in-class group experiments, study techniques seminars, and one-minute papers at the end of some class periods are used. Assessments are created using the criteria listed above, as well as weekly quizzes, multiple one-hour full examinations, a semester project, and a final exam.

### 3) Holistic Learning Syntax

The syntax of the holistic learning model refers to Ruggerio's (1988) approach, which states that the holistic learning approach has five stages: (1) exploration; (2) expression; (3) investigation; (4) production; and (5) evaluation. A holistic learning model's syntax is supplemented by a personality trait-building method through the steps of receiving, responding, valuing, organization, and characterisation to improve student character. It will influence students' features through the syntax of the holistic learning model and the personality traits-building technique. The following is a syntactic explanation of the holistic learning model.

Meanwhile, personality traits mentioned by Jung (1953), a person's energy focus is determined by two primary personality types. Introverts concentrate on subjective variables, whilst extroverts concentrate on objective factors. In other words, introverted energy flows inside, whereas extraverted energy flows outward. According to Lieberman and Rosenthal (2001), Jung's theory is described in terms of "attention orientation": "For introverts, stimuli are perceived as appropriate attention is of the introvert's mind... internal reactions take precedence over what is reacted, in the outside world," whereas extroverts pay attention to "starved reality" (p. 295). Another key aspect of Jung's psychological type theory is that no one can be completely introverted or completely extroverted (Jung, 1953). Everyone has a balance of both, but most prefer introversion or extraversion to some degree (Jung, 1953).

Furthermore, writing is an intellectual activity to find ideas and main ideas and to be able to express and organize these ideas and main ideas into clear and easily understood statements and paragraphs by people, Nunan (2003). This shows that the writer is required to express his thoughts and arrange them into a good composition. Troia (2014) contends that writing allows students to think, alter, shift concepts, and reflect on their knowledge, opinions, and confusion in written form. Meanwhile, Elhabiri (2013) defines writing as an act of communication, which is considered a skill that needs to be learned and trained to develop. The capacity to write is not innate; rather, it is learned through practice in formal institutions or other learning environments, because it is well understood that writing is an essential skill through which success can be achieved in any academic context. Writing is more than orthography, symbolization of speech, more importantly, the choice of purpose and organization of expression, this means that writing is a group of organized expressions that make up a whole, and convey a certain meaning or thought process to discover ideas, explore and organize them into statements and paragraphs.

## **METHODOLOGY**

This study was designed in the style of an experiment. The pre-and post-test-only control-group design with a 2x2 factorial layout was employed. According to

Gall (2003), the 2x2 factorial design is appropriate for experimental research including more than one independent treatment variable. Three independent factors and one dependent variable were employed in this study. As the treatment variable, the first independent variable was the teaching model and its teaching model is holistic (A). At the same time, personality traits (B) (introvert (B1) and extrovert (B2)) were the second independent variable. The students' writing achievement (Y) was the dependent variable. The 2 x 2 factorial arrangement has the following constellation:

Table 1. The 2 x 2 factorial arrangement's configuration

Personality Traits (B)	Holistic (A)	Writing Achievement (Y)
Introvert (B1)	AB1	Y1
Extrovert (B2)	AB1	Y2

Sugiyono (2016) explained that population is a generalization region composed of objects or individuals with specified features and attributes chosen by researchers to be examined and then concluded. This study's population was class XI, which consisted of 8 classes: XI Science-1, XI Science-2, XI Science-3, XI Science-4, XI Science-5, XI Social-1, XI Social-2, XI Social-3, with a total population of 288 students. The sample was drawn from the population that the researcher wishes to study. This study looked at one class. A total of 36 students were divided into two groups. The first group of 36 students received treatment as an introvert students and another group was the extrovert students. Moreover, this study used two types of instruments were used: a writing exam to determine the students' ability to write analytical expositions, and an instrument questionnaire to investigate the students' personalities.

The researcher employed two types of statistical analysis to gather data findings from data collection instruments: descriptive statistical analysis and inferential statistical analysis using two-way ANOVA, followed by posthoc Multiple Comparison testing using the Tuckey test. A prerequisite test was done before analysis to ensure the data obtained is regular and homogeneous. Meanwhile, the

researcher used the personalities test tool support@16personalities.com from NERIS Analytics Limited to obtain data from the treatment instrument. The researcher used the personality application test tool to determine introverted and extroverted students.

The normality testing was computed by using Lilifors-test and the homogeneity testing was computed by using Barlett-test by using Statistical Package for the Social Sciences (SPSS) version 21. Two way ANOVA (Analysis of Variance) technique with F test at the level of significance  $\alpha = 0.05$  was employed. To find the location of significantly different effect between holistic and students' personality on students' achievement in writing analytical exposition text, Scheffe test was applied.

## **FINDINGS AND DISCUSSIONS**

The writing achievement of analytical exposition text of introvert students is higher than extrovert students in a Holistic teaching model. The first hypothesis test results show introverted students in the holistic teaching model are more effective than extroverted students. It is shown from a considerable difference in students' writing results when holistic instruction is used. The analysis results suggest that the mean score of introverted students taught utilizing holistic methods is 85.87, and the median is 88. These scores are higher than the mean of extroverted students' scores of 86 and the median of 82. Based on the statistics, it is possible to conclude that introverted students outperform extroverted students in terms of writing ability.

Jung (1953) highlighted that the introverted human type is seen based on the human type of thinker. Jung (1953) also stated that this type of thinker focuses more on thoughts than feelings. Human types of thinkers focus on those more inclined to a collection of ideas; understanding, analyzing, synthesizing, and evaluating are essential elements of students who are happy with writing due to the ideas collected. In this study, Jung's thinking was used by the researcher and use holistic teaching model in delivering material to students in a class for various reasons to conclude that a holistic teaching model relevant used to students are both a learning object and



a learning subject, the correct teaching model to apply in class. See the calculation's result of writing achievement in holistic teaching model at the following figure.

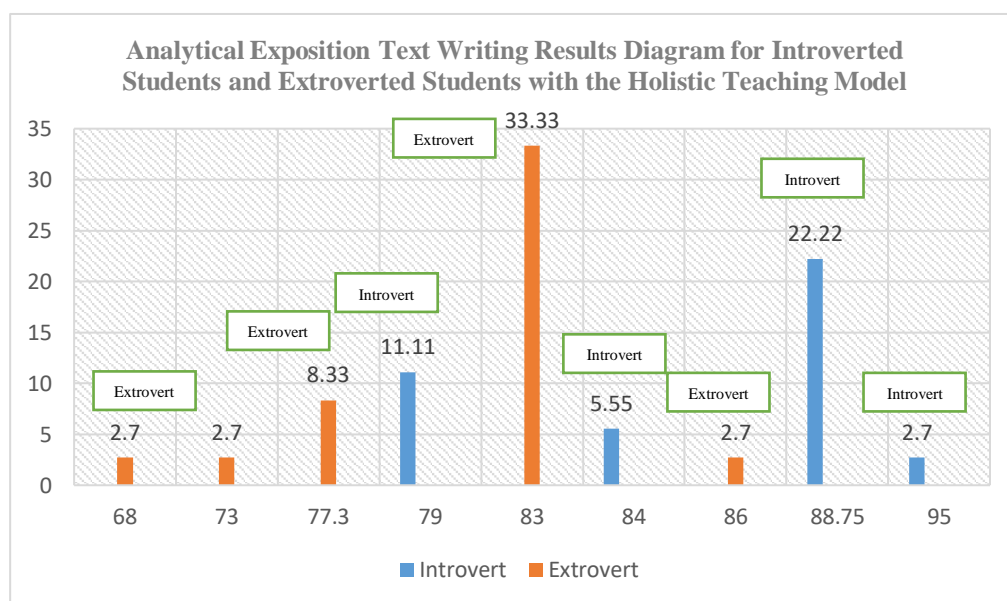


Figure 1. Histogram on achievement in writing of students taught holistic

There is a significant interaction between teaching models and students' personality traits on students' writing achievement. The research findings and hypothesis testing showed a substantial connection between teaching approaches and personality. The evidence shows that instructional models and personality are two essential factors influencing students' achievement in analytical exposition writing. The Scheffe-test determines which sample interaction is most accomplished in analytical exposition writing among pupils. The findings suggest that students with introverted dispositions are valuable when paired with a holistic learning strategy. Furthermore, because it is integrated with students with introverted personalities, the Holistic learning model has higher accomplishment in analytical exposition writing. It is an appropriate combination since holistic writing is a powerful style that promotes collaboration, critical thinking, peer learning, and active engagement in creating the final output. Introverted students meet this need since they can work individually. Until they ultimately get together in a group to review thoughts and

place only the relevant aspects of ideas. As evidenced by the average score of 85.87, this personality is ideal for holistic.

Meanwhile, the students with introverted personalities who are taught utilizing the PBL methodology have a lower score (90). Because it gets into the writer's right brain, which drives a creative concept, problem-based learning is a potent writing paradigm. Each kid worked alone to generate each idea. However, each team member may occasionally speak as they modify and select the idea they will write. The calculation results show which example interaction has the highest accomplishment in analytical exposition writing among the students. Based on the calculation of the research, it can be shown the interaction between teaching models and students' personalities on students' achievement in writing in figure 4.1

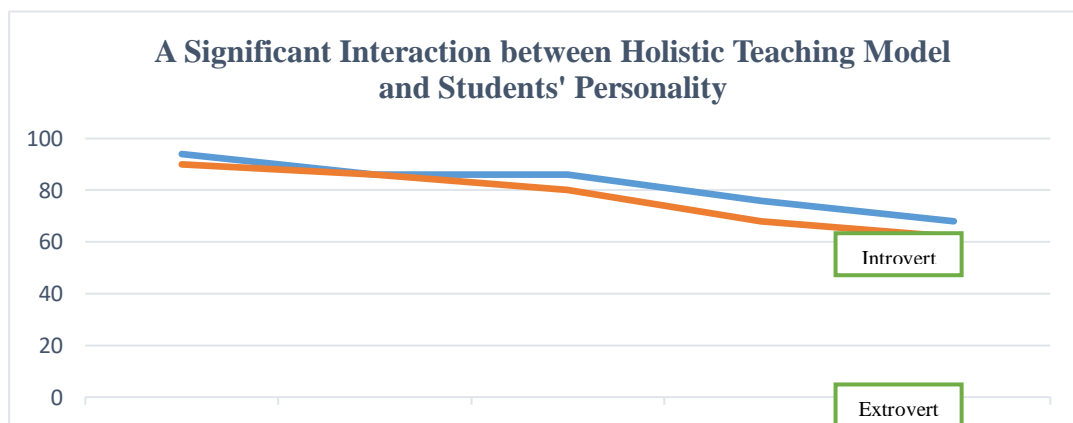


Figure 2. The interaction between holistic teaching and personality traits

## CONCLUSION

Based on the data analysis and hypothesis testing, it can be concluded that:

- 1) Introvert Students' achievement in writing taught by holistic is higher than extrovert students
- 2) Holistic teaching model and personality traits interactively affect the students writing. The result, there is an interaction between holistic teaching model and personality traits.

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