

# The Impact of the Application of Paired-storytelling Technique and Personality Type on Creative Writing

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**Abstract**—This research aims at finding the impact of application of paired-storytelling technique and personality type (extrovert and introvert) toward creative writing skill of students in Indonesian Language Education and Art FBS UNP. This research used experimental research factorial 2x2 with 48 samples of students in Indonesian Language Education and Art FBS UNP. The findings of the research showed that (1) the level of creative writing of students who taught using paired-storytelling technique was higher than students who were taught by conventional technique, (2) there was no significant difference between the level of students' creative writing skill who had extrovert and introvert personality, (3) there was positive interaction between paired-storytelling technique and students personality type toward the level of students' creative writing, (4) the creative writing skill of extrovert students who were taught by *paired-storytelling* technique was higher than students who were taught by conventional technique, (5) the creative writing skill of introvert students who were taught using conventional technique were higher than students' creative writing skill who were taught by paired-storytelling technique. The conclusion showed that the application of paired-storytelling technique in creative writing skill had significant impact toward students' creative writing skill by considering students' personality type.

**Index Terms**—impact, paired-storytelling technique, personality type, creative writing

## I. INTRODUCTION

There are some thoughts concerning why it is important to study the impact of paired-storytelling technique and personality type toward creative writing skill of students in Indonesian Language Education and Art FBS UNP. *First*, the creative writing skill, especially writing short story, was one of the core competencies that must be mastered by bahasa Indonesia teacher candidate based on the demands of Bahasa Indonesia curriculum 2013. It means that creative writing skill was one of the skill that must be mastered by students, so that through this, it is hoped that they will success to do their professional job as bahasa Indonesia teacher in Junior (SMP) and Senior (SMA) High School. Creative writing skill is one of the skill that support students to live independently appropriate with the goal of high school education (Puskur Balitbang Depdiknas, 2006). The goal of high school education is to improve shrewdness, knowledge, personality, good attitude and the skill to life independently and continue the study. Bahasa Indonesia is one of the important lessons and has impact on students' ability in communication. Toward the bahasa Indonesia learning, students must master the formal knowledge that related to knowledge about the nature of language, language process, and also language skill. Writing short story skill is one of language skill that aims to express idea, concept, and feeling in written form. Using this skill, student will experience thinking process to express their idea and concept widely or divergent thinking. Writing process is strongly related to the factor of free thinking, based on the experience.

*Second*, creative writing (in this case was limited in writing short story) was one of the materials in bahasa Indonesia which is genre-based text, in junior and senior high school. In reality, there were some obstacles that faced by student-teacher candidates in creative writing skill, especially writing short story. Based on the interview with some bahasa Indonesia's teacher in SMP in Padang, most of the obstacle faced by the students-teacher candidate during teaching practice were: (1) exploring and organizing idea to story; (2) creating characters; (3) presenting conflict; (4) developing story and connecting story. Other obstacles that faced by students in writing short story was work on fictional element. This can be seen in the unclear flow of the story. They face difficulties in writing the event structures into the story, in the beginning, middle and ending. The events in the story flow without clear pattern, the characters were characterized accidentally. It was also happen with the choosing of background and point of view; it caused the story focus become unclear and makes readers difficult to understand the story. Next obstacle was related with the textual readability, the form of language element was categorized difficult. This reflected on the use of long sentences and distracted readers' concentration, it was also happened in the use of vocabularies; the terms and certain expression seemed to be forced.

*Third*, based on the observation of creative writing learning in the classroom, it was identified that in pre-writing teacher gave information through the discussion about nature, characteristics, and pattern of short story. The examples and illustrations were revealed from teacher's own experiences. It caused students did not mentally involved. They tend to positioned as note-taker and good listener. After that in while-writing, students did not have real image of good form

of writing short story. The task of writing short story was done by their potential. The impact of this learning was weak students' short story not only in finding and developing ideas but also in telling the story. Next, in post-writing, teacher rarely gave feedback and correction individually or classically. The giving of feedback and correction in small groups was not done.

The learning reality stated above, a solution was needed, so that the aim of creative writing skill (writing short story) as what stated in Bahasa Indonesia Curriculum 2013 can be realized. One of the solutions that were given was the use of appropriate learning technique. The learning technique has important role in teaching and learning activity; especially to improve creative writing skill of student-teacher candidates is paired-storytelling. The reason is this technique demand students to think imaginatively and creatively. By using this technique it is hoped that when students become teachers in the future they can help in activating students' schemata in order to make the material more meaningful. So that in the future they will be able to guide the students not only to master the learning material but also to stimulate their thinking to process the information from reading and key phrases that they get from pair. After thinking, students were demanded to imagine and develop information that they got become a narrative text. By using this technique it was hoped that it can improve students' skill in writing because they were stimulated to think and imagine.

Besides, in learning process, personality type of the student needs to be concerned. Personality is a dynamic organization that comes from individual psychophysics that determines the ability of self appropriateness that has unique toward the environment (Eysenck and Wilson, 1980). Thus, each individual has specific personality that is not identical and cannot be substitute by the others. The individual characterize in his/ her psychological aspects that differentiate them each other. Personality covered structure and process that reflect characteristics and experience. Personality is influenced by past and present events (Naisaban, 2003).

Based on the background above, this problem of this present study can be formulated as follow. (1) Creative writing skill of students who were taught by using paired-storytelling technique was higher than students who were taught by using conventional technique; (2) creative writing skill of extrovert students was higher than introvert students; (3) there were a positive interaction between learning technique and personality type in learning creative writing of short story text; (4) extrovert students who were taught by using paired-storytelling had higher creative writing skill than students who were taught by using conventional technique; and (5) introvert students who were taught by using paired-storytelling had higher creative writing skill than students who were taught by using conventional technique.

In order to answer the problems above, the theories that were used are the theory about creative writing of short story, paired-storytelling and personality types.

**First**, writing skill is the part of language in written form in order to express the idea to the readers (Fajri, 2005). The aims of writing are as follow: (1) deliver the main idea to the readers; (2) give information about a story to the reader; (3) entertain the reader, and (4) convince the reader through the writing. Based on the aims above, writing can be differentiating into some types: fiction and non-fiction. In this proposal, the type was focused on the effort to improve writing short story (fiction). Fiction writing use informal vocabulary and it is the combination of fiction and common story. It has logic and illogic characteristics. Narrative text is the text that is fictive and can be the form of writer experience. In narrative text, there is sequences story. It is presented in clear image, clear characters, plot and setting as whole. Thus, it seems that reader experience the story directly (Fajri, 2005, p. 952).

The basic of creative writing is similar with common writing in general. The element of creativity gets the important role in developing writers' creativeness in their work (Titik 2003, p.31). Creative process is needed in writing; it is started with idea as the source of the writing. The idea can be gotten anytime. The main sources were reading, socializing, traveling, contemplating, monolog, internal and external monolog, rebels, happiness, achievement, professional demand and etc. These things can be used as the gate to enter the creative process (Rokazakis, Laurie, (2004). The key is strong passion as the main modal to begin to write.

Writing is a productive and expressive activity. Writing short story refers to the activity of free writing including creative writing that is influenced by imagination of the writer. Writing short story is the most selective and economic way of writing. The story in short story is very sequence; there is no part of the story that functions as the supplement. There is no useless part in each part; each sentence and each word, each of them give important contribution to run the story, reveal the character and describe the situation. There is no empty and excess part (Diponegoro 1994, p.6).

Writing short story is the effort to portrait the reality into writing and expressing it using light language. It is both difficult and easy job. Writing story by our own line with up-and-down conflicts need imaginative and futuristic thought. It is about how to make the reader focus deeply in the story (<http://www.hrena.com/MENULISpersen20CERPEN.cfm?pt=2&rpt=1&kt=1,cerpen banten>).

Naning, Pranoto (2006, p.19) state that creative writing is an appreciative and expressive writing. Appreciative means that through writing, someone can recognize, enjoy and recreate creative text critically and make use of it into real life.

Expressive means that we are allowed to express many experience and communicate it to others through creative writing as something meaningful. One of the kinds of creative writing is short story.

Based on the explanation above it can be concluded that creative writing is creative activities that need imaginative and futuristic thought and the process is influenced by writer's imagination.

Short story is the set of events that bound into one unite and there is conflict of the characters in the background and plot (Kurniawan, 2012, p.60). In short, short story is a narrative fictive prose or fiction story. Short story tends thick and straight to the goal if it is compared to other fictions. Short story means that all short, in the events, story content, and amount of characters and words that is written.

Events in short story are in form of the relationship between character, place and time that unite. It is similar with real life; an event is happen because of human, place and time unity (Thahar, 2008)

In order to determine the length of the short story, especially related with the amount of the words used, some experts proposed their theories. According to Guerin (1979), short story usually use 15.000 words or 15 pages, meanwhile Nugroho Notosusanto states that the amount of words used is about 5.000 words or 17 A4 pages double space. Beside the amount of the words use, the events and content of the story are also short. The events told in the story are short but has deep impression.

Based on the theory above, it can be concluded that short story is a writing that create, tell, and unite events based on human act and experience that is arranged in chronological order.

As a form of writing, short story has five functions: recreative, didactic, esthetic, morality and religion. In recreative function, short story can give enjoyment, delight and entertain the reader. The other function of short story is didactic function that is to educate or lead the reader because of the truth value. Then esthetic function gives esthetic to the reader through the explanation of background (place and situation) and also the explanation of character using good language. Another function of short story is morality function is the value that is represented in short story can be a model for the reader for example helpful, patient, diligent and hardworking characters. The last function of the short story is religion function that contain of religion lesson that can be modeled by the readers.

There are two elements of short story; intrinsic and extrinsic element. Intrinsic element is the element that related with the existence of literature as autonomy verbal structure. It means that intrinsic element is the element that sticks in the short story or thing that can be observed and analyzed from the short story (Priyatni, 2012, p. 109). The intrinsic elements of short story are theme, character, plot, style, setting, point of view and mood and atmosphere. Meanwhile extrinsic element is the outside element that influences the creation of literature. There are two elements of extrinsic; socio-culture background and psychology aspect. By socio-culture background, a story can give clear image of a place in one period.

There are six structures of short story; title, introduction, complication, climax, resolution and moral value (Joni, 2006). Meanwhile the language feature in short story are: (a) including adjectives to describe characters, physical appearance or personality, (b) including adverb to describe setting (place, time and social condition), (c) including verb that shows the events that the characters experienced, and (d) having point of view.

In writing short story, there are some steps that need to be followed: (1) find sources to write short story, (2) develop the line of the story, (3) write the opening, (4) live the character using dialog, (5) develop the background and (6) write the ending.

**Second** is paired-storytelling. According to Anita Lie (2008, p. 71) paired-storytelling is a technique of cooperative and creative learning. It is called cooperative because the students are required to work together with others in getting and sharing information. It is called creative because in creative learning, students must activate their background knowledge. So that, it can be stated that in this technique teacher pay attention to the schemata or background experience of the students and helping students to activate the schemata in order to make the learning more meaningful. In this activity, students are stimulated to develop their thinking and imagination. Their thought will be appreciated and makes students encourage in learning. Paired-story telling can be used for all level of students. Isjoni (2011, p. 80) states that in this technique, students are demanded to work together and have many chances to get information and improve their communication skill. So that, in getting information, think creative and imagination can improve students active and participation in learning activity.

Based on the explanation, it can be concluded that paired-storytelling technique is a technique that combine four language skills. Teacher, students and materials are influenced each other. The appropriate materials are the narrative text. In this technique students are stimulated to develop their creative thinking and imagination toward schemata or students' background knowledge. Besides, students were work together to get and share information and create communication skill in written form.

**Third**, according to Sugiyanto (2010, p. 52) there are 7 steps of the application of paired-storytelling technique in writing short story: (1) teacher distributed materials that are given into two parts, (2) before the materials presented, teacher explains some topics that will be given, (3) students were divided into pairs. The first part is given to the first students and the second students get the second part. Then, students read or listen their own part; (4) while reading or listening, students write and list some key words in their parts and share the keywords with their pairs; (5) students who already read/ listen the first part try to rewrite what happen next based on the keywords from their pairs; (6) after writing, students are given chance to read their writing, and (7) teacher distribute the part that is not read yet to each students, and students read the part.

Based on the explanation above, it can be concluded that creative writing skill is the students writing skill in writing short story that three indicators: (1) students' skill in build story structure that can be seen in the way students begin the story, build complication, develop climax and the way they end the story; (2) students skill in developing story element

such as developing plot of the story, character and story background; (3) students' skill in developing the language features.

In general, personality type of students in learning can be divided into two types; extrovert and introvert. Extrovert is the tendency that leads the personality to outside than inside. Extrovert character is talk more, friendly, socialize, active, adventurous, easily feel bored and do not like monotonous things (Larsen, 2002).

According to Hall and Lindzey (1998), extrovert students easier to socialize, like to have fun, have many friends, need someone to talk, do not like to read and learn alone, need enjoyment, take a risk, impulsive, humorous, cheerful, and optimist. They like to move and do activity, aggressive and easier to lose patient. In general, their feeling is difficult to be kept.

Meanwhile, introvert students tend to pull themselves from social life. According to Jung and Naisaban, introvert is the silent person, and pulls him/herself from social life (Naisaban, 2003).Hall dan Lindzey (1998) add that introvert is the characteristic of shy, introspective, love books than human, unfriendly. This character plans something carefully before act and does not belief their heart easier. This character do not like crowded, take everything serious and like organized things. They always hide the feeling, not aggressive and not easy to lose patient. Extrovert and introvert person are not different in intellectual activity. Both of them are different and have different characteristic in doing activity, like to socialize, risk taking, impulsiveness, expressiveness, reflectiveness and responsibility (Eysensk & Wilson, 1980).

## II. METHOD

This research used quasi-experimental research in 2x2 factorial design. The dependent variable in this research was the level of writing short story skill. Treatment variable was paired-storytelling; meanwhile the control variable was conventional learning technique. Attribute variable was students personality type (extrovert and introvert).

In order to make the same perception, creative writing skill here means students creative writing that was described in: (1) started, developed, appeared the conflict, and ended the story; (2) developed protagonist and antagonist characters; and (3) developed background of the story.

Personality type is the score that was gotten from all organized behavior and stated in someone that was used to response the stimulus from inside and outside and can be measured through tendency of activity, sociability, risk taking, impulsiveness, expressiveness, reflectiveness, and responsibility.

The technique of sampling was multi stage random sampling, which was the random sampling in some steps. *First*, took all students who take the creative writing lesson randomly in Indonesian Language Education and Art FBS UNP. semester 2013/2014. *Second*, from random sampling it was gotten 2 classes from 4 classes (class A and B) with 48 totals of the sample. *Third*, from two classes the experimental and control class were determined in random, experimental group was taught by using paired-story telling and another was using conventional technique. *Fourth*, did personality test from both classes. Personality test was done to know extrovert and introvert personality. The test that was used had been tested the validity and reliability.

There were two instruments in the research; writing short story and personality test. Each instrument was developed and tried-out in order to know the validity and reliability. The test was validated from the experts and personality test was validated using *Product Moment Pearson*. The measurement showed that instrument validity was about 0,321–0,681. This number was fulfilling the rule of validity in collecting the data. The reliability was measured using *Alpha Cronbach*. The measurement showed the reliability 0.92 which mean it had high reliability

## III. FINDINGS AND DISCUSSION

Based on the data analysis, the hypothesis testing, there were some findings. First, based on the measurement using Lilliefors test, eight groups of the data came from the population that had normal distribution and based on Barttler test, all data groups has homogeny variance. Second, based on the Anava two lines measurement, it was known that there was significant differentiate between creative writing skill of students who were taught using paired-storytelling and students who are taught using conventional technique (F value > F table = 4,06). Besides, there was an interaction of learning strategy and personality type (Fh = 27,31 > Ftable = 4,06). So that, the result of analysis result and hypothesis testing fulfill the criteria, and the next activity was hypothesis test using Tukey Test to know the strength of each group.

The first hypothesis was true after analyzed using Anava and Tukey test. The average score of creative writing skill of students who were taught using paired-storytelling (33,42) was higher than students who were taught using conventional technique (30,46). So that, it can be concluded that creative writing skill of students who were taught using paired-storytelling technique was higher than students who were taught using conventional technique.

TABLE 1:  
THE RESULT OF TUKEY-TEST

	Qh	Qt
$\mu A1 > \mu A2$	2,88	2,86
$\mu B1 < \mu B2$	1,97	2,86
$\mu A1B1 > \mu A2B1$	7,25	2,86

TABLE 2:  
THE RESULT OF CREATIVE WRITING TEST USING ANAVA

Variance sources	dk	JK	RJK
Paired-storytelling technique (A)	1	105,02	105,02
Personality type (B)	1	50,02	50,02
Interaction (A X B)	1	697,69	697,69
Error in cell (D)	44	1124,08	25,55
Total	47	1976,81	

The *second* hypothesis was true after measured using Anava and Tukey-test. The average score of creative writing skill of extrovert students (32,96) was different with the average of creative writing skill of introvert students (30,92). Although there were differences of the average score of students creative writing skill of extrovert and introvert students, but after did Anava test, the differences was not significant. So that, it can be concluded that the level of students' creative writing of extrovert and introvert was not different.

The *third* hypothesis was true. It was showed by the result of Anava testing, which F value= 27,1 > Ftable (0,05) = 4,06. So that, it can be concluded that there was interaction between the use of learning technique with personality type toward creative writing skill of students of Indonesian Language Education and Art FBS UNP.

The *fourth* hypothesis was true after analyzed using Tukey test. The average score of creative writing of students in Indonesian Language Education and Art FBS UNP who had extrovert who were taught using paired-storytelling (A1B1 = 38,25) was higher than students who were taught using conventional technique (A2B1 = 27,67). So that, it can be concluded that creative writing skill of extrovert students who were taught using paired-storytelling was higher than students who were taught by conventional technique.

Fifth hypothesis was true after tested using Tukey test. The average score of creative writing skill of introvert students who were taught using paired-storytelling technique (A1B2 = 28,58) was lower than the average score of students who were taught by using conventional technique (A2B2 = 33,25). So that, it can be concluded that the level of creative writing skill of introvert students who were taught using conventional technique was higher than students who were taught using paired-storytelling technique.

The creative writing skill of students who were taught using paired-storytelling technique was higher than students who were taught using conventional technique. It was showed that the result of the research was in line with the main theories that were used as the theoretical basis in this research. The creative writing learning that was focus on the aspect skill, more than the knowledge about short story. The learning of short story was not only to improve the ability of thinking but also reasoning, imagining, and wider the insight. So that, the learning of creative writing skill, short story, must contain the material about the concept, function, structure, elements and language features of the short story. The characteristic of short story text demanded students to do more reading and writing than theory, teacher was demanded to be able to apply the learning technique that was relevant with the lesson characteristics.

Paired-storytelling technique that was applied by the teacher as one of the supplement of other learning technique was appropriate with the characteristic of material. The characteristic of paired-storytelling demand the cooperation and have chances to get information and improve communication skill. So that, the activity of getting information, thinks creative and imagination can improve students' active involvement and also their participation in class

The form of social interaction was the exercise for students to communicate well, and this was the goal of short story learning. Besides the appropriateness characteristic of teaching material and strategy characteristic of cooperative learning, the success of paired-storytelling technique was also influenced by the students' characteristic. The subject in this research was students age 18-20 and can be categorized into adult (Hurlock, 1980). In social development, adult had tendency to form group with the same age. The influence of friends in behaves, talk, interest, appearance was great in adult and dominant than family influence.

The reality showed that there was appropriateness between the paired-storytelling, material characteristic, students' characteristic were strong basis to answer hypothesis that stated that creative writing skill of students who were taught using paired-storytelling technique was higher than students who were taught by conventional technique.

Creative writing skill of extrovert students was not much different with introvert students (Fvalue = 1, 96 < Ftable = 4,06). Extrovert and introvert personality types were two groups in different behavior (outside and inside orientation) that were had by individual and become the characteristic of the individual in did adaptation with environment that can be seen in the activity, socialization, the bravery to take risk, feeling statement, deep learning and responsibility. According to Larsen (2002), extrovert and introvert individual were not different in intellectual activity. So that the differentiation of extrovert and introvert was just on the orientation toward the environment and was not on the cognitive ability. It did not mean that extrovert students were clever than introvert in accepting, thinking and solving the problem in building the knowledge toward all information/ stimulus that were faced. There was possibility of extrovert students have different result of study with introvert students, but the differences happen because they tend to focus the attention in learning and getting the material by making use of the appropriate stimulation with their characteristic.

There was interaction between learning strategy and personality type toward creative writing skill (Fvalue = 27,21 > Ftable = 4,06). Extroverts students have characteristic of socialize with others and they are appropriate if taught using paired-storytelling technique that characterize to have interaction and dominant communication. Meanwhile, introvert students like to be alone and conventional technique was appropriate for them.

So that, based on the findings of this research can be interpreted that the impact of each learning technique strongly related with students' personality type. By knowing the personality type of the student, teacher can determine the strategy, model, approach, method and learning technique that is appropriate for students. This is done in order to optimize the learning process of short story and creative writing skill.

#### IV. CONCLUSION

Based on the findings and discussion, it can be concluded that: (1) the application of paired-storytelling technique in learning short story significantly gave impact on short story writing of introvert students; (3) there was level differentiate of short story writing skill of extrovert and introvert students, but the difference was not significant; (4) there was positive interaction between short story learning technique with personality type of the students. The interaction showed that extrovert students who were taught using paired-storytelling technique had higher score than students who were taught using conventional technique. It means that the implementation of paired-storytelling technique to extrovert students was more effective than students who were taught using conventional technique. Meanwhile, introvert students' skill in writing short story that were taught conventional technique had higher score than students who were taught using paired-storytelling technique.

Thus, these findings suggest Bahasa Indonesia teachers in Junior High School to apply the technique in learning short story based on students' personality type. For example for extrovert students, it is better for them to be taught using paired-storytelling technique. Then, since this research was still done in limited samples, it is suggested to the future researchers to do the experiment with more samples.

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