

**STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY  
IN RELATION TO THEIR PERSONALITY TYPES  
AT SECOND GRADE STUDENTS OF MAN/MAKN KOTO BARU  
PADANG PANJANG**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements  
for the Strata One (S1) Degree*



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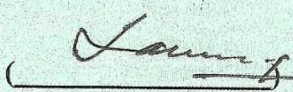
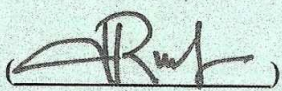
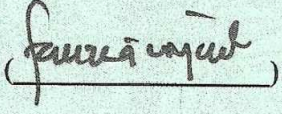
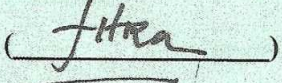
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MAN/MAKN KOTO BARU PADANG PANJANG**

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## ABSTRAK

**Etika, Indah. (2013). *Students' Writing Descriptive Text Ability in Relation to Their Personality Types at Second Grade Students of MAN/MAKN Koto Baru Padang Panjang*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk melihat kemampuan menulis teks deskriptif siswa ditinjau dari tipe personalitinya dengan menggunakan metode deskriptif kuantitatif. Sampel dari penelitian ini adalah 64 orang siswa kelas XI Keagamaan Putra (31 orang) dan XI Keagamaan Putri (33 orang) MAN/MAKN Koto Baru Padang Panjang. Metode pengumpulan data dilakukan dengan menggunakan kuesioner untuk mengetahui tipe personaliti siswa dan tes kemampuan menulis deskriptif siswa. Hasil analisis penelitian ini menunjukkan bahwa ke-empat tipe personaliti tersebut muncul pada ke-64 sampel. Dari kuesioner tipe personaliti yang telah di berikan, siswa dengan tipe *melankolis* mendominasi kelas dengan jumlah 30 orang. Sedangkan tipe personaliti yang paling sedikit adalah siswa dengan tipe *plegmatis* yang hanya 6 orang. Sementara dari tes kemampuan menulis teks deskriptif, didapati skor tertinggi yaitu 77,30 diperoleh dari kelompok siswa dengan tipe *melankolis*. Kemudian, skor terendah diperoleh dari kelompok siswa tipe *koleris* dengan skor 60,55. Hasil dari penelitian ini membuktikan pernyataan Aristoteles (dalam Littauer, 2011) yang menyatakan bahwa semua orang jenius punya watak *melankolis*.

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Students who study English are expected to be able to communicate both in oral and written forms. They should be able to use this English language fluently and accurately. To acquire the standard competencies, the students should have basic competencies of English skills which are listening, reading, speaking, and writing. Among those four skills, there is no doubt that writing is the most difficult for learners to master (Richards and Renandya, 2005).

Some people believe that learning to write is harder than learning to read. By reading you have visual image in front of you. While by writing, you have to create something by yourself, stated by Sainbury (in Child, 2007). In writing, students need to plan and organize the ideas and then pay much consideration to the dictation or word choice, grammatically correct, punctuation, and also accurate spelling.

Students, especially senior high school students, should consider many aspects in producing writing. The aspects involve higher level skills of planning and organizing ideas and lower level skills such as accurate spelling, punctuation, word choice, and then handwriting which also become the consideration in finding out students' comprehension in producing writing.

The researcher's experience showed when she took PPLK (*Program Pengalaman Lapangan Kependidikan*) subject taught in a senior high school as a field teacher, there were some problems found in learning and teaching writing to senior high school students, for example, (1) students got bored when the teacher talked about any kinds of writing text. In *Kurikulum Bahasa Inggris* (KTSP, 2006), the curriculum used in senior high schools are *recount, narrative, procedure, descriptive, and news item* for students grade X; *narrative, spoof, and hortatory exposition* for grade XI, and *narrative and review* for grade XII. (2) When she asked the students to start writing, most of them did not know how and what to write. They just felt confused about the idea and also the technical of writing. They asked the teacher many questions even unnecessary questions in Minangese language which in English meant; "May I use pencil?" (*Buliah pakai pensil buk?*), "How many paragraphs do I need to write?" (*Bara paragraf yang ka dibuek buk?*), "Where do I have to write this text?" (*Dima buek buk?*), "When should I collect this text?" (*Bilo kumpulan buk?*), "What are these words in English?" (*Apo Bahaso Inggris ko buk?*), "After this sentence, what should I write then?" (*Apo lai abis ko buk?*), and so on. The condition of that class became noisier. (3) Most students moved around just to cheat their friends, and (4) they asked permission and tended to go outside when they were asked to write the text dominantly were boys.

There were some notes taken from the situation in that class which each student behaved differently to others. Some students learnt faster, learnt

more, and gathered information longer than others. When they got bored in classroom, they preferred to sit and keep paying attention to the teacher even though they also found hard to understand the lesson or to finish the assignment, writing a text. While other students tended to go out or asked permission spending the time just to avoid studying English or being asked to finish writing a text. Helminen (1999) concludes that the ways students behave and think are called by *Personality*.

Students got their personalities from the parents and affected from the environment and also the society. Usually no one has one type only. They have a combination of two or more types. Each personality types give different effect to the students' daily activities in their daily life but in this thesis, were specified to students' writing descriptive text ability that was being the variable to research.

Based on the researcher's experience as a field teacher in a senior high school, when she did a small interview to some students, what they thought about English subject, it was found that most students considered English only as global language and they had to study this language just for getting the mark and passing their next final examination. Furthermore, when she taught English subject in the classroom, only some students, dominantly clever students, who paid full attention and were interested in this subject while others did not really care about this subject. If it was related to personality type, students with different intelligence had also different personalities. Unfortunately, almost all of students did not know belong to

which personality they were. Beneath it all, by knowing their own personalities, it helped those students to understand themselves better. They could also become aware of their personalities and learn how to deal with their weaknesses.

People's personalities, including senior high school students, are divided into four types; *melancholic*, *choleric*, *sanguine*, and *phlegmatic*. *Melancholic* is a thoughtful student. *Choleric* is a doer. Students of *sanguine* types tend to enjoy social gatherings and making new friends. *Phlegmatic* tends to be self-content and kind. Each of those personalities has the strengths and also weaknesses which affects to students' achievement.

The researcher also gave more attention to *melancholic* students which strongly dominant when studying in classroom. Those *melancholic* students were almost always being the top in class than students with other personality types that could be seen from the score of examinations. The first rank who was the student with the higher score in class room was used to be *melancholic* student. It could be concluded that from those four personality types, there was one personality that dominates the most in any good things that was *melancholic* type. This research referred to many researchers' statements such as Aristoteles (in Littauer, 2011) who was the first claimed that all genius people are *melancholic*. Littauer (2011) categorizes that *melancholic* type belongs to intelligent students. These students are good in analyzing things then provide them with the consideration problem solving.

They are also thoughtful students who are being planners and also scheduled everything in detail. He identified them as *Perfectionist*.

If the students' writing ability is related to their personality types, each type will probably show different criteria in writing. As the sample, students with *melancholic* type tend to be submissive and they are also typically thoughtful people, detailed, idealistic and good in analyzing something. Thus, when the teacher asks them to make assignment about writing text, this student will have well-organized writing text by giving attention to the consideration needs in a text type.

*Phlegmatic* students will also have different criteria in writing based on their characteristics in personality types. These students' unenthusiastic and indecisive character in doing something will also affect to their writing ability. It makes them slow and lazy in finishing their assignment which then they are not doing it well.

For *choleric* type, these students are impatient and rash in doing something. They are also typically headstrong and stubborn. They will do what they are interested in to do. If they are asked to do something they do not want to, they will not do it, even they will disturb others to not to do it. So it may be said that it is hard for them to do even finish what they think it is difficult and uninteresting for them such as writing assignment which finally make them cannot finish it right on the time and as the consequence they will get low score.

It is similar with *sanguine* students. Undisciplined, talkative, disorganized, and messy are the characteristics of this type. These weaknesses will give bad effect to their studying includes their writing ability. They like to procrastinate what being asked to them like finishing their writing assignment which finally they cannot finish it right on the time causing low score.

Based on the phenomena as already stated, this research was aimed to identify students' writing ability which specified to their writing descriptive text in relation to their personality types. This research wanted to conduct to Islamic students in order to know whether the students in council school showed the same indication in writing ability related to their personality types to Islamic students or not. Therefore, this research was conducted to students of MAN/MAKN Koto Baru Padang Panjang at second grade for semester one, academic year 2012-2013. Because when the test taken the students had not started studying about a text type yet, the instruments researched were about the text which was being the last text type they just learnt in their first grade, semester two which was writing descriptive text. Then, the questionnaire was used to know their personality types.

## **B. Identification of the Problem**

Based on the background of the problem above, there were two main problems, concluded the four problems as stated in background, found in teaching and learning writing skill at senior high school students. The

problems were identified as followed; (1) students felt confused about the idea and also the technical of writing when the teacher asked them to write a text. (2) Most students were not interested in learning about any kinds of writing text such as *recount*, *narrative*, *procedure*, *descriptive*, *news item*, *spoof*, *hortatory exposition*, and *review*. Those students' problems in writing skill were indicated by the ability of students which were differently each other in relation to their personality types.

### **C. Limitation of the Problem**

From the identification of problems above, this research was limited to the students' writing descriptive text ability in relation to their personality types at second grade students of MAN/MAKN Koto Baru Padang Panjang for academic year 2012-2013.

### **D. Formulation of the Problem**

Based on the limitation as stated previously, the problems of this research were formulated in the following question; "How is students' writing descriptive text ability related to their personality types?"

### **E. Purpose of the Research**

The purpose of this research was to view students' writing descriptive text ability related to their personality types at second grade students of MAN/MAKN Koto Baru Padang Panjang for semester one academic year 2012-2013.

## **F. Significance of the Research**

This research was limited to view students' writing descriptive text ability in relation to their personality types. It was researched because there was no any researcher that definitely researched about these problems or used the same variables. The findings of this research were expected to give scientific information for the better process of teaching and learning English as a foreign language at MAN/MAKN Koto Baru Padang Panjang, especially in teaching writing skill.

For second grade students of MAN/MAKN Koto Baru Padang Panjang, being aware about their strengths and also their weaknesses that should be covered would make them be more care about their potential and goals which affected their way of studying English generally, and writing skill especially. This research was also hoped to give them the motivation to study more about English writing skill. Moreover, this research was also hoped to be able replicated in other subjects' areas.

While for the teachers, recently, as the demand of being professional teacher to incarnate the purpose of national education which is *Pendidikan Berkarakter* in teaching the students, knowing students' character based on their personality types would really help them in incarnating it. This information about students' writing descriptive text ability in relation to their personality types could be constructive input for them to know what were the strengths and weaknesses for each type of their students and direct them to cover their potential. Thus, teacher might also learn which approach that was

appropriate to use when faced the students with different character based on their personality types. The appropriate approach to each different personality types would help the teacher to make the students achieved their goals in learning English, especially in writing skill.

Finally, it was also hoped that this research finding give beneficial and useful information for the next researchers who wish to conduct further research thesis or paper concerning with personality types.

#### **G. Definition of Key Terms**

To avoid misunderstanding, these were the key terms used in this research as follows:

1. Students' writing descriptive text ability at second grade students of MAN/MAKN Koto Baru Padang Panjang means the students' capability to produce a writing descriptive text gains in the process of English language learning.
2. Students' personality types mean the qualities which attribute to those students who inherit it from their parents (*melancholic*, *phlegmatic*, *choleric*, and *sanguine*) and are influenced by the environment and society.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

There are some conclusions that can be showed in this chapter that answered the formulation of problem in this research which are “how is students’ writing descriptive text ability related to their personality types?”. Students have different personality type each other which mean the strengths and weaknesses of their personality types are not same. Personality types are divided into four; *melancholic*, *phlegmatic*, *choleric*, and *sanguine*. Those students’ personality types are inherited from their parents. Meanwhile, it has to be noted that each personality types have their own strengths and also weaknesses. Students’ personality types can be changed and influenced by environment and also the society.

From those 64 samples of second grade students of MAN/MAKN Koto Baru Padang Panjang, the personality type was dominated by *melancholic* type, 30 students. While *phlegmatic* type was in minority type which only 6 students.

When examined those students’ writing descriptive text papers, it showed that there were 24 students got *High* score, 25 students got *Moderate* score, 5 students got *Low* score, 4 students did not collect their writing tests, and 6 students were not present when the test given. Overall, there was no student got *Very Low* category on their writing descriptive test.

From those students with *High* category of scoring, they were dominated by *melancholic* types. Meanwhile in this research, the *Low* category of scoring belonged to *choleric* type. The average score for *melancholic* type was 77.30, and the average score for *choleric* type was 60.55. This findings also proved Aristoteles's (in Littauer, 2011) statement that all genius people are *melancholic*.

Therefore, it may be concluded that, this research finding from the 64 sample of class XI Keagamaan Putra and XI Keagamaan Putri students' writing descriptive text ability represented all students writing descriptive text ability of second grade students at MAN/MAKN Koto Baru Padang Panjang, which showed *melancholic* students generally have good writing descriptive text ability, while other students with different personality types might have writing descriptive text ability in moderate and low.

## **B. Suggestion**

The following suggestions are aimed to those who are involved in the school performances; whether they are teachers, students, and also the school itself. Knowing students' personality types are important in teaching learning process. Each personality types have their own strengths and also weaknesses. Therefore, as the demand of being professional teacher nowadays, teachers need to be creative in teaching the students. One of the ways can be done is learning the characteristics of each personality types and find how to face those types to help them in teaching the students more easily. Then the teacher may know how to use an appropriate approach to

each student's personality types which finally can improve their ability generally, and English writing descriptive text ability especially. These personality types can be influenced by the environment and also the society. The strengths of the personality types should be maintained to be better characteristics. While the weaknesses of the personality types can be covered into the potential by influencing them with the better and appropriate ways.

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