

The Correlation Between Senior High School Students' Personality Types and Writing *Cerkak* Ability

Yusuf Nur Kholiq¹, Joko Sukoyo²

¹ Universitas Negeri Semarang, Indonesia; yusufnurkholiq@gmail.com

² Universitas Negeri Semarang, Indonesia; j_sukoyo@mail.unnes.ac.id

ARTICLE INFO

Keywords:

Extrovert;
Introvert;
Personality type;
Writing *cerkak*

Article history:

Received 2023-02-07

Revised 2023-04-01

Accepted 2023-12-06

ABSTRACT

Students' personality types are thought to have a correlation with *Cerkak's* writing ability, and students with introverted personality types are thought to have better *Cerkak's* writing ability. This study aimed to determine the correlation between personality types and *Cerkak's* writing ability in class X students at a public senior high school in Gombong. This study used a correlational research design with a sample of 35 students. The sampling technique was carried out using the cluster random sampling technique. The data were collected through observation, interviews, and writing tests. Data writing tests analysis was performed by using regression and correlation. Data observation and interviews were performed by using qualitative descriptive. The results showed that personality type and the results of writing *cerkak* had a very strong correlation with a correlation coefficient of 0.874, and students with introverted personality types had better *cerkak* writing abilities than students with extroverted personality types. In this study, personality type has effect of 49.4% on the results of writing *cerkak* and the remaining 50.6% is influenced by factors not examined in this study. Hence, a correlation exists between personality type and *cerkak* writing ability in grade X students, with introverted children demonstrating superior writing skills compared to their extroverted counterparts.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Yusuf Nur Kholiq

Universitas Negeri Semarang, Indonesia; yusufnurkholiq@gmail.com

1. INTRODUCTION

Learning Javanese is very important because it contains the cultivation of character values, ethics, and norms, as well as an introduction to culture and customs (Khoirummalizzakiya, 2020:44). Javanese language learning aims to make students are able to communicate in polite Javanese and have a noble character that is in accordance with Javanese culture (Kurniati, 2015). Language competence within the framework of Javanese language subjects includes writing, reading, listening, and speaking (Sukoyo, 2013). Writing is one of the most important aspects of language. Writing competence is considered a very complex competency because before writing, a person must master the competencies of reading, listening, and speaking (Sari & Nurgiyantoro, 2020). Writing is an activity of expressing ideas through writing. Writing is a process of thinking and pouring the results of these thoughts into essays (Mundziroh et al., 2013). Writing is not just pouring ideas into writing. Writing also functions as a vehicle that is proven to reduce emotions in adolescents (Fikri, 2012) and as a therapy to reduce stress

(Safithry & Dewi, 2020). Learning to write in Javanese language subjects is still being promoted because apart from being an effort to convey ideas, thoughts, and feelings, writing in the context of language learning is also an effort to preserve Javanese as a regional language rich in wisdom. Therefore, learning to write in Javanese language subjects needs attention.

One of the writing activities that became the learning achievement of grade X students in the independent curriculum of Javanese language subjects was writing *cerkak*. *Cerkak* is a literary work in narrative form with a limited number of characters, has a very simple theme, which can be completed in one sitting and one reading (Kosasih, 2012:34). *Cerkak* is a Javanese term which is an abbreviation of *Crita Cekak*, or in Indonesian it means short story. According to Nurhayati (2015), *cerkak* contains less than 10,000 words. As a form of modern Javanese literature, it is implicitly utilized in learning Javanese to shape the character of Javanese students.

Based on the results of observations and interviews at meetings 3 of the basic competence of *cerkak* at a senior high school in Gombong, the learning of *cerkak* for grade X students encountered several obstacles and barriers. Observations were made at SMA Negeri 1 Gombong because the majority of students use Javanese for daily communication and in consideration of good school achievement. From the results of observations of students' *cerkak* writing scores in the previous school year, out of a total of 360 students, it is known that 65% of students still have low grades in *cerkak* writing. There 65% of students' *cerkak* writing abilities that were not in accordance with the Javanese writing rules, the storylines were not systematic, and the lack of vocabulary resulted in only 35% students' *cerkak* writing abilities showing good and satisfying results. *Cerkak* text learning in the independent curriculum consists of 2 basic competencies: examining *cerkak* texts and constructing *cerkak* texts.

Cerkak text learning at school was carried out by using the inquiry discovery learning model. The inquiry discovery learning model focuses on the problem-solving process that focuses on students being able to find and determine a concept on their own according to directions from the teacher to achieve learning goals (Sasanti et al., 2017). In the process of studying the text of the *cerkak*, the learning was conducive and the students' enthusiasm was high. Obstacles and barriers encountered were that most students were unable to understand the content and intent of the *cerkak* they read. Students experienced difficulties in understanding the language used in *cerkak*. This was proven by the high enthusiasm of students to ask about the meaning of words and the results of the analysis of wrong intrinsic elements. When writing a *cerkak*, it was known that many students experienced difficulties even though the steps in writing a *cerkak* had been analyzed together. According to interviews with a Javanese teacher of grade X senior high school in Gombong, many students still experienced difficulties understanding Javanese grammar as the main capital in writing *cerkak*, limited vocabulary mastery, logical and systematic storyline preparation, and determining intrinsic elements in *cerkak* to be written. These difficulties were due to the lack of mastery of Javanese vocabulary, very little writing activity both inside and outside the classroom, and students' low interest in *cerkak*. The difficulties experienced by students greatly influenced their writing ability.

There are many factors that affect students' writing skills, both internally and externally. One of the internal factors or factors that exist in students is personality type. Personality is an essential characteristic of a person, which is reflected through attitudes and behaviour that distinguishes him from others (Winarso, 2014). Personality type is very important when studying a person's character and behaviour. By studying a person according to his personality type, direct, clear and straightforward information will be produced. The grouping of personality types is distinguished according to habits, differences in responses, and traits displayed by a person in interpersonal correlations. Besides that, personality types also explain the individual's position in reaction or behaviour. Differences in personality types in a person have an influence on social skills, including in learning. Personality type gives a person uniqueness, which can be seen from his attitude to his learning outcomes.

Characteristics of a person's personality type can be seen from several scales, namely characteristics in social situations, activities, courage to take risks, depth of thought, imagining things, showing emotions, self-control, and a sense of responsibility at work (Rosida & Astuti, 2015).

Personality types are divided into two, namely introvert and extrovert. Introverts are more inward-oriented and extroverts are more outward-oriented. Introvert personalities tend to prefer to be alone, enjoy being in calm conditions, and have a tendency to stay away from new things, while extroverts tend to be more open, energetic, and easier to interact with outsiders (Loren et al., 2016). Introverted personality types tend to be more shy, unsociable, quiet, and prefer to be alone, while extroverted personality types tend to be sociable, always appear enthusiastic, and are impulsive in displaying behaviour (Widiantari & Herdiyanto, 2013). In simple terms, many people interpret that someone with an extrovert personality type is better because they are more friendly and communicative. This is inversely proportional to the assumption that someone with an introverted personality type is considered difficult to understand.

A person's personality type greatly influences their ability to socialize and communicate (Prayitno & Ayu, 2018). Someone with an introverted personality type usually experiences difficulties in verbal communication, namely difficulty expressing their thoughts, which is inversely proportional to the extroverted personality type (Zubaidah, 2017). Someone with an introverted personality type tends to prefer expressing their feeling and thoughts through writing rather than verbal communication. According to Suhendra (2013), someone with an introverted personality type usually likes to write because they feel they can be more open in conveying their thoughts or sharing experiences with others. Through writing, an introvert is able to present his ideas and thoughts freely and without limits. For an introvert, writing can be a vehicle to get energy. The writing they write is an expression of their hearts and minds that they do not express orally.

Personality types in grade X students were assumed to have a correlation with the writing ability in the Javanese language subject. Introverted personality types are believed to have better *cerkak* writing abilities because they prefer to do written communication to express their ideas. Writing is considered an alternative for introverts to express their ideas because of its confidential and personal nature (Ilmiyana, 2020). According to Zainal & Mohamad (2017), someone with an introverted personality type tends to prefer a writing approach to express feelings and experiences they go through in accordance with their personality trait, which tend to prefer to be alone and express feelings less through conversation. The introverted personality type is more fluent in writing and communicating something through writing (Siska et al., 2020). According to the results of interviews with two students with different personality types, students with introverted personality types found it was easier to write *cerkak*. He felt happier in writing activities than speaking, as in the basic competence of a person in Javanese language subjects. According to him, he could be free to express ideas in his mind without being restricted and without pressure. This was inversely proportional to the results of interviews with extroverted students who stated that writing *cerkak* was very difficult because they were more used to expressing ideas through verbal communication. He felt he preferred the basic competency of speaking over writing because he was free to express ideas through words and express them in front of audiences.

The research on the correlation between personality type and Javanese language ability is still rare. Previous studies were carried out on other subjects and mostly related to speaking, reading and listening skills. The research on learning to write narratives in learning English for students at the University of Muhammadiyah Makassar concluded that there was a significant correlation between introverted personality types and writing skills (Sangkala, 2012). The research on the comparison of writing abilities and strategies between students with introverted and extroverted personality types concluded that students with introverted personality types had better writing skills and strategies than students with extroverted personality types (Ramadhan et al., 2019). The research on learning to write in English subjects for grade XI students at SMK 1 Sungai Penuh concluded that students with introverted personality types had better writing scores than students with extroverted personality types (Zaswita & Ihsan, 2020). This research would be different from previous studies because *cerkak* on Javanese language subject, as the product of the study, would be produced by students who have background using Javanese in everyday life. Moreover, it is also linked to student personality types which is so far rarely revealed.

Based on the description above, it was necessary to conduct a research to determine the correlation between personality types and the ability of writing *cerkak*. This study departed from the notion that personality type had a correlation with writing ability. This research would provide new concepts, especially regarding the correlation between personality types and writing ability, as well as references in learning Javanese, especially writing *cerkak*.

2. METHODS

This research was a type of correlational research. Correlational research is research that aims to determine the level of correlation and correlation between two or more variables without any attempt to manipulate and influence these variables (Prastania & Sanoto, 2021). This research was conducted at SMA Negeri 1 Gombong, Kebumen Regency, in October 2022. The research population was grade X students, totaling 360 students and the samples were 35 students. The sample consisted of 12 male students and 23 female students aged 15-17 years. The sampling technique was carried out using the cluster random sampling technique in grade X6 students. This study used a cross-sectional design because personality type was the independent variable, and the writing ability were taken at the same time.

This study's data sources were students, teachers, and grade X6 SMA Negeri 1 Gombong. The first data in this study was the results of tests on student personality types. The second data was in the form of the results of writing *cerkak of students* grade X6 SMA Negeri 1 Gombong. The third data -was in the form of interviews with the Javanese language teacher in grade X SMA Negeri 1 Gombong and students in grade X SMA Negeri 1 Gombong, while the fourth data comes from observations in learning *cerkak*.

The data in this study were collected through interviews, observation, and writing tests. Interviews were conducted with a Javanese teacher of grade X SMA Negeri 1 Gombong and two students of grade X6 SMA Negeri 1 Gombong. Interviews with Javanese teacher were intended to find out the constraints, opportunities, learning models, and assessment methods for *cerkak* learning, while interviews with two students who had different personality types were conducted to find out the obstacles and barriers when writing *cerkak*. Interviews were conducted in Indonesian. The recording technique was by using a tape recorder to capture data.

Observations were made in a structured way inside and outside the classroom to find out the progress of learning and writing *cerkak*. Observations were carried out in a structured way using observation sheets. Observations were made during learning *check at meetings* 3. The indicators in this observation are the interaction of students and teachers in learning, the ability to absorb material, student motivation, student behavior during learning responses or student responses to learning.

Tests were carried out by students to find out student personality types using Google Forms and the results of students' *cerkak* writing by using paper. Data on students' writing ability were obtained through a *cerkak* writing test. Students were required to write *cerkak* by using the *banyumasan* dialect with the education theme consisting of 10000 words. The aspects being assessed from the *cerkak* writing test were content, presentation and organization, language, and mechanics.

Table 1. Aspects of the Check Writing Test Assessment

No	Aspects	Score
1	Content	20-40
2	Presentation and Organization	20-30
3	Language	10-20
4	Mechanism	5-10

Data on student personality types were obtained by using a personality test of Eysenck Personality Inventory (EPI) theory developed by Hans Eysenck and registered with the American Psychological Association (APA). EPI is a measurement tool to test the tendency of introverted and extroverted personality types. EPI consists of 24 questions to find out extraversion in which each category of questions must be answered with a yes or no answer. The EPI scale is an accurate scale for measuring

student personality types. Answers that match the key will be given a score of 1 and answers that do not fit the key will get a score of 0. The total score for extroverts is >12 while the total score for introverts is ≤ 12 .

The research was conducted at meetings 3 and 4 of the basic competence of *cerkak* in grade X6 students of SMA Negeri 1 Gombong for 2×45 minutes in each session. The meeting 3 of the basic competencies of *cerkak* text focused on observation activities to find out the obstacles, barriers, and students' enthusiasm in learning. The research at meeting 4 focused on taking personality type tests and students' writing abilities. Students worked on online questionnaires via Google Forms to find out each student's personality type. After that, students wrote checkmarks on the paper provided. *Cerkak* assignments were written using the local dialect in accordance with the provisions of the independent curriculum. *Cerkak* was written using the Banyumasan dialect as the dialect of SMA Negeri 1 Gombong. The students' writing abilities were then collected and assessed by researchers and Javanese language teachers for grade X6 SMA Negeri 1 Gombong.

Analysis of personality type test data was carried out by grouping students into introverted and extroverted personality types according to the test score. Data analysis on the results of their *cerkak* writing was carried out in the following stages: first, reading the results of the student's *cerkak* writing carefully; second, providing an assessment of the results of students' *cerkak* writing according to the instrument (Boroujeni et al., 2015).

Table 2. The Check Writing Test Category

Score	Category
0-59	Very Less
60-70	Less
71-79	Enough
80-85	Good
86-100	Very Good

Data analysis was carried out using the SPSS 25.0 program (*Statistical Product and Service Solutions*). Analysis of the personality type test data and the results of the *cerkak* writing was carried out by using a simple linear regression to determine the effect of personality types and the results of the *cerkak* writing. Then a correlation test was carried out to find out whether there was a correlation between the results of the personality type test and the results of the *cerkak* writing, to find out whether the type of correlation was positive or negative, and find out how much the correlation between the results of the personality type test and the writing ability.

The hypothesis in this study is that there is a correlation between personality type and *cerkak* writing ability, students with introverted personality types have better *cerkak* writing skills than students with extroverted personality types. The research procedure in this study is presented through the following figure.

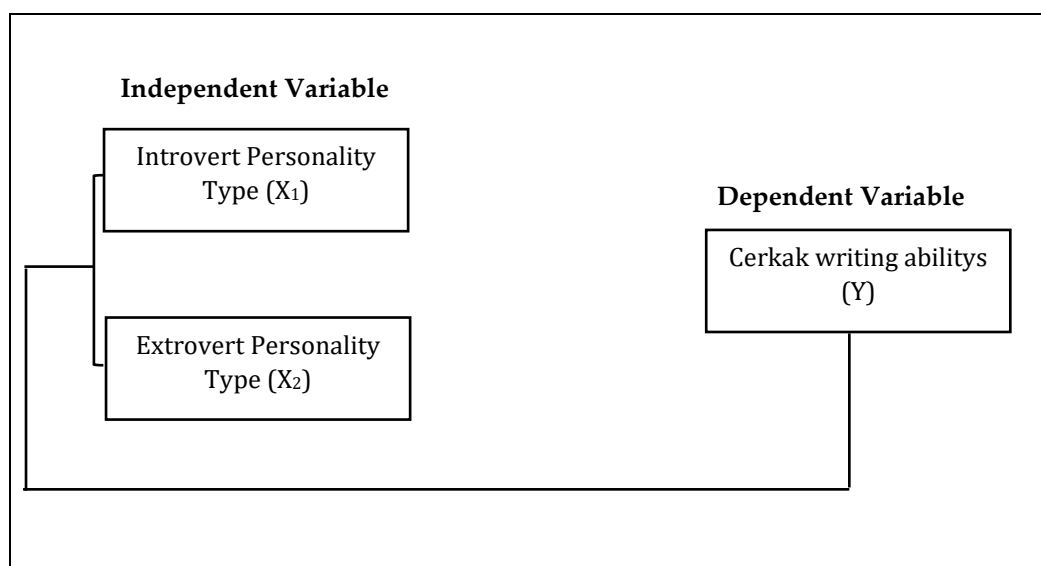


Figure 1. Research procedure

3. FINDINGS AND DISCUSSION

The data in this study were the results of student personality type tests, writing abilities *cerkak* students, the results of interviews, and the results of observations on learning *cerkak*. An analysis of personality type test data and writing abilities *cerkak* carried out using a simple linear regression technique then carried out a correlation test to determine whether there is a correlation between the results of personality type tests and writing abilities *cerkak*, knowing the type of correlation is positive or negative, and knowing how much the correlation between personality type test results and writing abilities *cerkak*.

3.1. The Students' Personality Type Test Results and Writing Cerkak Ability

The students' personality types were obtained through a personality type test which consisted of 24 questions referring to the theory of the Eysenck Personality Inventory (EPI). Based on the results of personality type test scores on 35 students, 17 students with introverted personality types (48.6%) and 18 students with extroverted personality types (51.4%) were obtained. The personality type test results are presented in the following table.

Table 3. Number and Percentage of Personality Types of Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Introvert	17	48.6	48.6	48.6
	Extrovert	18	51.4	51.4	100.0
	Total	35	100.0	100.0	

The research results show that the number of students with the extrovert personality type (51.4%) is more than the students with the introvert personality type (48.6%). This shows that the number of students with the extrovert personality type is greater than the number of students with the introvert personality type. Putra & Aryani (2015), found that the percentage of extrovert personality types was 56.5%, and introvert personality types were 43.5%. Another study conducted by (Alayyubi et al., 2020) on grade XI students of MA Guppi Samata also found students with an extrovert personality type 65% and an introvert personality type of 35% which showed that the number of extrovert students was more than students introverts. The results of these two studies are the same as the results of this study, which show that students with extroverted personality types outnumber students with introverted personality types. In a person, there is nothing that is truly extroverted or introverted 100%, but one personality type stands out from the two (Sari, 2022). Based on these studies, it can be concluded that

the number of people with introverted personality types is less than people with extroverted personality types. There are more extroverts in the world than introverts.

The results of students' *cerkak* writing test were assessed from content, presentation and organization, language, and mechanics. Based on the students' *cerkak* writing test results, the average score was 83.6, the median was 84, the mode was 79, the lowest score was 71, and the highest score was 92. The results of the *cerkak* writing test are presented in the following table.

Table 4. Frequency Distribution of the *Cerkak* Writing ability of Students

<i>Cerkak</i> Value		
N	Valid	35
	Missing	0
Mean		83.5714
Median		84.0000
Mode		79.00 ^a
Minimum		71.00
Maximum		92.00

Based on the writing ability test, it is known that the average value of student writing is 83.6. The average value is in a good category, but it still needs improvement. When viewed from the aspect of the assessment, the result of the *cerkak* writing of students have strengths and weaknesses. Generally the strengths of the result of the *cerkak* writing of students can be seen from the presentation and organizational aspects. Presentation and organization aspects, including character, plot, setting, and title, are very close to the students. Most of the *Cerkaks* wrote about the valuable experiences of the students so that it produced messages that were in accordance with the lives of the students. The weakness in general of students' *cerkak* writing ability was the lack of ideas in writing. This was proven by the results of writing students' checklists that had not reached the minimum number of words set. When viewed based on their personality type, the results of students' *cerkak* writing with introverted personality types generally tended to be more systematic and use more varied diction so that they were easy to enjoy. This was different from the results of students' check writing with extroverted personality types. In general, the results of students' *cerkak* writing with extroverted personality types tended to be still not systematic, and the use of diction is still minimal. Some students with extroverted personality types had not reached the set number of words in *cerkak* writing.

3.2. Hypothesis: There is a correlation between the students' personality type and *cerkak* writing ability

The hypothesis in this study is that there is a correlation between the students' personality type and *cerkak* writing ability. Hypothesis testing was carried out by using a correlation test. A correlation test was conducted to determine the level of flatness and the type of correlation between the students' personality types and *Cerkak* writing ability, whether positive or negative. Based on the results of the correlation test, it is known that there is a correlation between the students' personality type and *cerkak* writing ability (sig <0.05) and a Pearson correlation of 0.874 which means there is a very strong correlation between personality type and *cerkak* writing ability. The negative sign on the Pearson correlation means a negative correlation exists between personality type and the writing ability. This finding means that the fewer degrees of personality type (introvert), the higher the results of writing the *cerkak* or the higher the degree of personality type (extrovert), the lower the results of writing the *cerkak*. The results of the correlation test are presented in the following table.

Table 5. Correlation Test of Personality Type Test Scores and *Cerkak* Writing Ability

		<i>Cerkak</i> Value	Personality Types
Personality Types	<i>Pearson correlation</i>	1	-.874**
	Sig. (2-tailed)		.000
	N	35	35
<i>Cerkak</i> Value	<i>Pearson correlation</i>	-.874**	1
	Sig. (2-tailed)	.000	
	N	35	35

Based on the results of the correlation test in table 3, the Pearson correlation score was 0.874. The Pearson correlation score in the correlation test was 0.874, which means it is in the range of 0.81 to 1. Based on the guidelines for the degree of correlation, the Pearson correlation score of 0.874 is in the category of very strong correlation (Effendi et al., 2018). The negative sign on the correlation test indicates a negative correlation between personality types and writing ability. This finding means that the lower the degree of personality type (introvert), the higher the results of writing the *cerkak*. This finding is similar to the findings of Zulkarnain & Nurmayana (2022), who found that the writing abilities of introverted students were higher than those of extroverted students. It can be concluded that students with introverted personality types have better *cerkak* writing ability than students with extroverted personality types. These findings were also found by Ramadhan et al. (2019), which stated that introverted students were better at writing strategies and results. Students with introverted personality types are much stronger in writing achievement than students with extroverted personality types (Revola et al., 2016).

Personality types in students play a major role in their writing ability. Students with introverted personality types are much more neat and thorough in conveying their ideas (Ningsih & Awalludin, 2021). Through *cerkak* writing, students with introverted personality types are able to get energy (Roza et al., 2020). This differs from students with extroverted personality types who prefer oral communication over written communication. Students with extroverted personality types tend to prefer communication in front of audiences (Untari, 2014). Introverted students tend to be neater and more thorough in writing down their ideas than extroverted students, who tend to finish their writing more easily (Qonita, 2021). As a result, there are different written communication styles between students with introverted and extroverted personality types. The existence of differences in written communication styles will certainly affect writing ability. It can be concluded that the results of writing *cerkak* students with introverted personality types did better than students with extroverted personality types because students with introverted personality types used written communication more often and were more thorough in writing.

3.3. The Influence of The Students' Personality Type on the *Cerkak* Writing Ability

Based on the results of hypothesis testing, it was known that the personality type of students influences the results of writing *cerkak*. A regression test was carried out to find out the influence of personality type on writing ability. The regression test results show the number 0.494, which shows the percentage of influence of personality type on writing ability. Thus it could be concluded that personality type has an influence of 49.4% on students' *cerkak* writing ability, while the remaining 50.6% is influenced by factors that were not examined in this study. The regression test is presented in the following table.

Table 6. Model Summary Table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.494	.479	3.70227

In general, the simple linear regression equation is $Y = a + bX$. The value $a = 106.405$ and $b = -1.804$ is obtained. The meaning of this equation is that the value of $a = a$ constant is 106.405. This means that if the result of the personality type test is 0, then the result of writing the *cerkak* is 106.405, and the value of $b =$ the regression coefficient is -1.804, meaning that if the degree of personality type on the *cerkak* writing test increases by one unit, then the result of writing the *cerkak* has decreased by 1.804. The regression test is presented in the following table.

Table 7. Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	106.405	4.068			26.155	.000
	Personality Type Values	-1.804	.318	-.874		-5.680	.000

Table 6 shows that the higher the degree of personality, the lower the results of writing the checkmark. Students with the introverted type have better writing abilities because the degree of personality they have is lower than students with the extroverted personality type. Students with introverted personality types tend to be more fluent in writing and communicating things through handwriting (Siska et al., 2020). When introverted students would communicate, they tend to choose written communication rather than verbal. They prefer to express their hearts and feelings in writing rather than communicate orally. Hence, students with introverted personality types having better *cerkak* writing abilities than extroverted students.

The hypothesis accepted in this study states that there was a correlation between the students' personality type and the ability to write *cerkak*, which means that the position of the independent variable as a predictor of variance in the writing ability is not in doubt. In addition to the personality type factor, there were many other factors that influenced the writing ability. These factors were talent, interest, health, motivation, family, school, and the surrounding environment. Thus, it can be concluded that of all the factors that influence writing ability, personality type was a factor that has been shown to be significantly related to the writing ability.

4. CONCLUSION

Based on the problems and findings in the study, it can be concluded that there was a correlation between personality type and the writing ability in grade X students at SMA Negeri 1 Gombong, with a correlation coefficient of 0.874. Thus the hypothesis that there was a correlation between personality type and the writing ability had been proven true. It meant that there was a correlation between personality type and the writing ability. This showed that the lower the degree of personality type (introvert) the higher the results of their *cerkak* writing, or students with introverted personality types had better *cerkak* writing abilities than students with extroverted personality types. Thus, the hypothesis "students with introverted personality types have better results in *cerkak* writing" was tested for truth. In this study, personality type had an influence of 49.4% on the writing ability and the remaining 50.6% was influenced by factors not examined in this study. There are still limitations to the findings of this study. The capacity to write is affected by a great many other things as well. Things like surroundings, intrinsic drive to study, and enthusiasm in reading and writing are examples. So that other researchers can dig deeper and find out what else affects chequewriting outcomes. Additionally, it has the potential to expand research into the correlation between personality types and literary and non-literary writing abilities.

REFERENCES

- Alayyubi, A. I., Kasmawati, & Jusriana, A. (2020). *Perbandingan Hasil Belajar Fisika Peserta Didik Berdasarkan Karakter Introvert Dan Ekstrovert*. 2(2). <https://doi.org/10.24252/asma.v2i2.16163>
- Boroujeni, A. A. J., Roohani, A., & Hasanimanesh, A. (2015). The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability. *Theory and Practice in Language Studies*, 5(1), 212. <https://doi.org/10.17507/tppls.0501.29>
- Effendi, Mursilah, & Mujiono. (2018). Korelasi Tingkat Perhatian Orang Tuadan Kemandirian Belajar dengan Prestasi Belajar Siswa. *Jurnal Ilmiah Multi Sciences*, 10(1), 17–23. <https://doi.org/10.30599/jti.v10i1.131>
- Fikri, H. T. (2012). Pengaruh Menulis Pengalaman Emosional Dalam Terapi Ekspresif Terhadap Emosi Marah Pada Remaja. *Humanitas*, IX.
- Ilmiyana, H. (2020). Pengembangan Paket Pelatihan Menulis Ekspresif Sebagai Media Katarsis Kecemasan Siswa Introvert Di SMA. *Jurnal Konseling Pendidikan Islam*, 01(01). <https://doi.org/10.32806/jkpi.v1i1.4>
- Khoirummalizzakiya, S. (2020). *Signifikansi Pembelajaran Bahasa Jawa Kelas V Dalam [Skripsi]*. Institut Agama Islam Negeri Ponorogo.
- Kosasih. (2012). *Dasar-Dasar Keterampilan Bersastra*. Yrama Widya.
- Kurniati, E. (2015). Implementasi Pembelajaran Bahasa Jawa Sd Yang Integratif Komunikatif Berbasis Folklore Lisan Sebagai Wujud Konservasi Budaya. In *Jurnal Penelitian Pendidikan* (Vol. 32). DOI: <https://doi.org/10.15294/jpp.v32i2.5056>
- Loren, Y. A., Wilson, & Kahtan, M. I. (2016). Hubungan Tipe Kepribadian Introvert dan Ekstrovert dan Tingkat Kecemasan pada Siswa Kelas XII dalam Menghadapi Ujian Nasional. *Jurnal Kesehatan Khatulistiwa*, 2. <https://jurnal.untan.ac.id/index.php/jfk/article/view/29468/75676579058>
- Mundziroh, S., Andayani, & Saddhono, K. (2013). Peningkatan Kemampuan Menulis Cerita Dengan Menggunakan Metode Picture And Picture Pada Siswa Sekolah Dasar. *Sastra Indonesia Dan Pengajarannya*, 2(1). https://jurnal.fkip.uns.ac.id/index.php/bhs_indonesia/article/view/2148/1563
- Ningsih, R. M., & Awalludin, S. A. (2021). Analisis Kemampuan Komunikasi Matematis Ditinjau dari Tipe Kepribadian Ekstrovert dan Introvert. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 05(03), 2756–2767. <https://doi.org/10.31004/cendekia.v5i3.763>
- Nurhayati, N. (2015). Model Pembelajaran Menulis Cerita Pendek Dengan Menggunakan Teknik Brainwriting Yang Berorientasi pada Kreativitas Siswa. *Riksa Bahasa*, 1(1), 14–26. <https://doi.org/10.17509/rb.v1i1.5789>
- Prastania, M. S., & Sanoto, H. (2021). Korelasi antara Supervisi Akademik dengan Kompetensi Profesional Guru di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 861–868. <https://doi.org/10.31004/basicedu.v5i2.834>
- Prayitno, S. H., & Ayu, S. M. (2018). Hubungan Antara Kepribadian Introvert Dan Ekstrovert Dengan Speaking Skill Mahasiswa Prodi D III Keperawatan Tahun. *Jurnal Insight Fakultas Psikologi Universitas Muhammadiyah Jember*, 14(1), 2503–0949. <https://doi.org/10.32528/ins.v14i1.1077>
- Putra, I. G. S. S., & Aryani, L. N. A. (2015). *The Relationship Between Introvert And Extrovert Personality With Stress Among Co-Assistant Batch 2011 Of Faculty Of Medicine-Udayana University*. <https://ojs.unud.ac.id/index.php/eum/article/view/13098>
- Qonita, W. (2021). Kemampuan Komunikasi Matematis Siswa Ditinjau dari Tipe Kepribadian Ekstrovert dan Introvert. *Kemampuan Komunikasi Matematis JIPM*, 3(1), 32–38. <https://doi.org/10.31004/cendekia.v5i3.763>

- Ramadhan, G., Setiyadi, A. B., & Putrawan, G. E. (2019). *A Comparative Study of Students' Writing Competence and Strategies between Extrovert and Introvert Students at the Second Year of SMAN 1 Terbanggi Besar*. <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/17564/pdf>
- Revola, Y., Harahap, A., & Suwarno, B. (2016). The Analysis Of Significance Difference In Writing Achievement Among The Students Who Are Introvert, Extrovert, And Ambivert. In *Journal of Applied Linguistics and Literature* (Vol. 1, Issue 1). <https://doi.org/10.33369/joall.v1i1.3939>
- Rosida, E. R., & Astuti, T. P. (2015). Perbedaan Penerimaan Teman Sebaya Ditinjau Dari Tipe Kepribadian Ekstrovert Dan Introvert. *Jurnal Empati Fakultas Psikologi Universitas Diponegoro*, 4(1), 77–81. <https://doi.org/10.14710/empati.2015.13120>
- Roza, M., Iskandar, R., & Marta, W. (2020). *Jurnal Desain Komunikasi Kreatif* [https://judikatif-upiypk.org/ojs/Perancangan Buku Ilustrasi Tentang Aku Seorang Introvert](https://judikatif-upiypk.org/ojs/Perancangan+Buku+Ilustrasi+Tentang+Aku+Seorang+Introvert). <https://doi.org/10.35134/judikatif.v131.1>
- Safithry, E. A., & Dewi, I. S. (2020). Terapi Menulis Ekspresif Untuk Menurunkan Tingkat Stres Akademik Peserta Didik Di Sekolah Full Day School Expressive Writing Therapy To Reduce Academic Stress Of Students In Full Day School. *Maret*, 5, 40–47. <https://doi.org/10.33084/suluh.v5i1.1313>
- Sangkala, I. (2012). The Correlation Between Students' Extraversion Personality And Their Writing Skill At Muhammadiyah University Of Makassar (A Descriptive Study). *English Education Department*, 1(2). <https://doi.org/10.26618/exposure.v1i2.773>
- Sari, D. U. (2022). *Pengaruh Tipe Kepribadian Introver Dan ekstrover terhadap Keterampilan Menulis Teks Narasi Pada Siswa Kelas VII SMP Negeri 21 Malang*.
- Sari, W. A., & Nurgiyantoro, B. (2020). Validasi bahan ajar menulis teks nonfiksi berbasis pendekatan genre. *BAHA STRA*, 40(1), 60. <https://doi.org/10.26555/bahastra.v40i1.15754>
- Sasanti, M., Hartini, S., & Mahardika, A. I. (2017). Pengembangan Lks Dengan Model Inquiry Discovery Learning (Idl) Untuk Melatihkan Keterampilan Proses Sains Pada Pokok Bahasan Listrik Dinamis. *Berkala Ilmiah Pendidikan Fisika*, 5(1).
- Siska, M., Marzal, J., & Effendi, M. H. (2020). Profil Kemampuan Komunikasi Dan Pemahaman Matematis Siswa Berdasarkan Tipe Kepribadian Ekstrovert Dan Introvert. *Delta: Jurnal Ilmiah Pendidikan Matematika*, 8(2), 173. <https://doi.org/10.31941/delta.v8i2.1056>
- Suhendra. (2013). Introvert. In 2013 (p. 2). <https://pdfcoffee.com/qdownload/introvert-pdf-free.html>
- Sukoyo, J. (2013). *Hubungan Antara Penguasaan Tingkat Tutur Dan Sikap Ekstrovert Dengan Keterampilan Berbicara Krama Alus Mahasiswa Program Studi Pendidikan Bahasa Dan Sastra Jawa Universitas Negeri Semarang* [Tesis]. Universitas Sebelas Maret.
- Untari, R. (2014). *Kontribusi Dukungan Sosial Dan Tingkat Ekstroversi Terhadap Kecenderungan Depresi Pada Atlit Penyandang Disabilitas*.
- Widiantari, K. S., & Herdiyanto, Y. K. (2013). Perbedaan Intensitas Komunikasi Melalui Jejaring Sosial antara Tipe Kepribadian Ekstrovert dan Introvert pada Remaja. *Jurnal Psikologi Udayana*, 1(1), 106–115. <https://doi.org/10.24843/JPU.2013.v01.i01.p11>
- Winarso, W. (2014). Pengaruh Perbedaan Tipe Kepribadian terhadap Sikap Belajar Matematika Siswa SMA Islam Al-Azhar 5 Cirebon. *JPM IAIN Antasari*, 02(01). <http://dx.doi.org/10.18592/jpm.v2i1.1170>
- Zainal, L., & Mohamad, M. (2017). Choices Of Words In Writing: A Case Study Among Extrovert And Introvert. *Journal of Education and Social Sciences*, 6(2), 295–302. https://www.jesoc.com/wp-content/uploads/2017/05/KC6_218.pdf
- Zaswita, H., & Ihsan, R. (2020). The Impact of Personality Types on Students' Writing Ability. *JPI (Jurnal Pendidikan Indonesia)*, 9(1), 75. <https://doi.org/10.23887/jpi-undiksha.v9i1.21101>

- Zubaidah, C. (2017). Hubungan Kepribadian Introvert Dengan Komunikasi Verbal Siswa Kelas XI SMA Negeri 1 Kademangan Blitar Tahun Pelajaran 2016/2017. *Jurnal Simki Pedagogia*. <http://simki.unpkediri.ac.id/detail/12.1.01.01.0297>
- Zulkarnain, I., & Nurmayana. (2022). The Effect of Extrovert and Introvert Personality Towards Students' Achievement in Writing Recount Text Through Jigsaw. *Journal On Teacher Education*, 3(3), 2686–1798. <https://doi.org/10.31004/jote.v3i3.6861>