



THE CORRELATION BETWEEN STUDENTS' PERSONALITY TRAITS AND THEIR WRITING ABILITY

Sucianik

State Islamic University of Sultan Syarif Kasim Riau, Indonesia
suci.anik@uin-suska.ac.id

Harum Natasha

State Islamic University of Sultan Syarif Kasim Riau, Indonesia
harum.natash@uin-suska.ac.id

ABSTRACT

The purpose of learning English is to develop the students competence in oral and written communication in order to reach the functional literacy. State Senior High School 2 Rambah Hilir 2 Rokan Hulu Regency is one of the schools that used this curriculum learning process. After doing the observation at school, the problems identified are: some of the students are good at writing, but not good at speaking; some others are not good at writing, but excellent at speaking. This research was aimed at determining whether there is a significant correlation between students' personality traits and their writing ability. This research was a correlational research. The instruments of the research were psychological test that was adopted from Big Five Inventory and test of writing ability. In analyzing the data, the writer used Pearson product moment correlation coefficient. The result of the research was detailed based on its five indicators, as follow: extraversion = 0.839, agreeableness = 0.849, conscientiousness = 0.703, neuroticism = -0.114, and openness = 0.825, higher than r table at level 5% (0.413) and 1% (0.526). In short, Null hypothesis (Ho) is rejected. It can be concluded that students' personality traits are strongly correlated with their writing ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency.

Keywords: Students personality traits, writing ability

A. Introduction

English language teaching and learning process is increasingly conducted in order to regenerate qualified foreign language learners. It needs a long process and involves internal and external aspects. Brown (2000) stated that learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. Someone is able to communicate, do the task, change the behavior and gain the

knowledge by having experience in learning process (p. 7).

The process of English language teaching and learning in Indonesia is started by learning English at elementary school. It is continued to high school and university level. The result is determined by several factors; teaching method, student' practice, the environment that influence the language learners, and students' goal in learning. Although the environment supports the language learners but they are not

intrinsically motivated to do an autonomous learning, it also influences the result.

Talking about the process of English language teaching and learning, it is related to phenomena that happen nowadays. An example happened in Rokan Hulu regency in Riau province especially at State Senior High School 2 Rambah Hilir. The students had the same class, the same teacher, the same environment, but their English proficiency was different. It was indicated that various backgrounds made difference among the students.

At school, a student might be extremely shy, somewhat shy, or not shy at all. This problem needed to be managed very well because it influences the progress of learning and causes the difference of proficiency. This also made the teachers' method and strategy in teaching cannot touch all students entirely. That is why students' personality needs to be understood in order to help teacher in solving the process of learning's problem. A student could be very active in speaking, on the other hand he or she could be very 'silent' in writing. This happened several years. There is something wrong about the process of learning. There was a student that was quiet good at speaking, his writing was also good. Then the second was a student that was good at speaking, but poor at writing.

To be sure, John Nye, Ekaterina Orel, and Ekaterina Kochergina (2013) stated that academic achievement is strongly correlated with various measures of individual personality traits (p. 3). Yan Zhang (2008) also stated that personality factors significantly influence the degree of success that individuals achieve in learning a second language (p. 1).

Regarding the fact, there are some factors that affect students' writing ability and those have been investigated by linguists to help students in mastering English. One of them is the affective factors. It refers to emotional side of human behavior that has been researched by linguist that it has an important impact on language learning. Similarly, Andres (2002) stated that the importance of affective factors has been interest in the field of language learning because of their high effects on learning a foreign or a second language (p. 2).

So that affective factors like personality traits cause the difference in English language learning. The learners are different each other. Some others are highly confident and extrovertly speak on public while others are not confident in speaking but very good in writing. This indicated that writing, affective factors or something like personality traits are very closed each other.

Based on the description above, it is ideal for each student to have differences in gaining the goal of learning process because of the differences of personality traits, especially in learning foreign language. This school, State Senior High School 2 Rambah Hilir Rokan Hulu, uses School-Based Curriculum (KTSP) as the current curriculum and puts English as one of the compulsory subjects which is taught two times a week and it has passing grade 75.

Based on the preliminary study, the researcher found some problems which can be seen, as follows: (1) some of the students have troubles in asking question during the question-answer session while some others seem do not know when to stop questioning teacher, (2) some of the students are motivated in writing but not in speaking English, (3) some of the students are motivated

in reading and listening but cannot speak English well, (4) few of the students are quite good at speaking but do not want to read text in English, (5) few of the students are not motivated in learning English at all while other subjects are seriously learned by them, (6) some of the students are afraid of doing grammatical mistake in writing English, (7) few of the students are motivated in learning all skills of English and also quite skillful while other subjects are ignored by them, (8) some of the students are excited while some others are sleepy in the process of learning.

It was clear that some of the eleventh grade students at State Senior High School 2 Rambah Hilir Rokan Hulu still had some difficulties in writing English. This problem indicated that it was important to conduct a study entitled: **“The Correlation between Students' Personality Traits and Their Writing Ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency.”**

B. REVIEW OF RELATED LITERATURE

Personality Traits

Personality has been defined in many ways by several psycholinguists who wrote on the concept. The traits of personality cause difference character between people. Personality traits are often defined as enduring “dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings, and actions” (McCrae and Costa, 1990, p. 23).

In addition, Walter Mischel (1981) writes there are many people who put forward definitions regarding the term „personality” but he agrees that it refers to the distinctive patterns of behavior (including thoughts and

emotions) that characterize each individual” s adaption to the situations of his or her life (p. 2).

1. Factors Influence Personality Traits

According to Matthews (2003), between the ages of eighteen and thirty, mean trait levels of neuroticism, extraversion and openness have been found to decrease slightly, whereas agreeableness and conscientiousness increase slightly. After the age thirty the same pattern of changes are observed over time, but to a lesser extent (p. 59). Furthermore, these researchers also state that the structure of personality traits shows consistency across different groups of people in different cultures. Traits are stable across time, and there is evidence to indicate that some of them may have a tractable biological basis. It seems reasonable to enquire to what extent individual differences in personality traits are caused by genetic and environmental factors. It means that the environmental factors are like education, family, and friendship influence the changing and development of personality traits.

2. The Component of Personality Traits

In this case, personality traits cause the differences between students. For instance, some students are thinking deeply, while some others are doing something spontaneously. It is because the differences of component of traits. These are several theories of personality traits, as follow:

1) Eysenck's Three Factor Model

According to Gerald and friends, theory of Eysenck (1967, 1997) state that there are three broad personality factors, named neuroticism, extraversion–introversion, and psychoticism. These factors are assessed using a self-report

questionnaire in which the test that is required to answer 'yes' or 'no' to a number of questions (2003, p. 22).

Table II.1 Eysenck Theory

Domain	Description
Neuroticism	Anxious, depressed, guilt feelings, low self-esteem, tense, irrational, shy, moody, emotional
Extraversion	Sociable, lively, active, assertive, sensation-seeking, carefree, dominant, venturesome
Psychoticism	Aggressive, cold, egocentric, impersonal, impulsive, antisocial, unempathic, creative, tough-minded

Some of the lower-level traits captured by Eysenck's three dimensions are shown in the table. He also describes the typical extravert as someone who is sociable, craves excitement, takes chances, is fond of practical jokes, can at times lose their temper. Their characterization is someone who is quiet and retiring, is fond of books, is serious, keeps feelings under close control, is reliable and has high ethical standards. The high neuroticism (N) scorer is someone who tends towards anxiety and depression, worries, has bad sleep and psychosomatic disorders, allows emotions to affect judgement. Meanwhile, the low N scorer recovers quickly after an emotionally upsetting experience and is calm and unworried.

A high scorer on psychoticism is solitary, often troublesome, sometimes cruel, unempathic, aggressive, and has unusual tastes. However, Eysenck emphasized that both neuroticism and psychoticism are normal personality traits, even though these might predispose to neurotic and psychotic disorders, respectively, in a very few individuals. Eysenck suggested that these might be replaced with emotionality and tough-mindedness versus superego control, respectively.

2) Five Factor Models: Costa and McCrae

According to Costa (1992, p. 16-18), these are the facets of five factor models of personality traits, as follow:

a) Neuroticism

First, it is anxious. Anxious individuals are apprehensive, fearful, prone to worry, nervous, tense, and jittery. Low scorers are calm and relaxed; they do not dwell on things that might go wrong. Second, it is also related to angry hostility represents the tendency to experience anger and related states such as frustration and bitterness. Low scorers are easygoing and slow to anger. Third, this scale measures normal individual differences in the tendency to experience depressive affect. High scorers are prone to feelings of guilt, sadness, hopelessness, and loneliness. Low scorers rarely experience such emotions, but they are not necessarily cheerful and lighthearted-characteristics that are associated instead with Extraversion. Fourth is self-consciousness. The emotions of shame and embarrassment form the core of this facet of Neuroticism. Low scorers do not necessarily have poise or good social skills; they are simply less disturbed by awkward social situations. Fifth, impulsiveness refers to the inability to

control cravings and urges. Desires (e.g., for food, cigarettes, possessions) are perceived as being so strong that the individual cannot resist them, although he or she may later regret the behavior. Low scorers find it easier to resist such temptations, having a high tolerance for frustration. Sixth, the final facet of neuroticism is vulnerability to stress. Individuals who score high on this scale feel unable to cope with stress, becoming dependent, hopeless, or panicked when facing emergency situations. Low scorers perceive themselves as capable of handling themselves in difficult situations.

b) Extraversion

It is the facet of extraversion that is most relevant to issues of interpersonal intimacy. Warm people are affectionate and friendly. They genuinely like people and easily form close attachments to others. Low scorers are neither hostile nor necessarily lacking in compassion, but they are more formal, reserved, and distant in manner than are high scorers. Warmth is the facet of extraversion that is closest to agreeableness in interpersonal space, but it is distinguished by a cordiality and heartiness that is not part of Agreeableness. The second is gregariousness. It is a second aspect of Extraversion is gregariousness-the preference for other people's company. Low scorers on this scale tend to be loners who do not seek-or who even actively avoid-social stimulation. The third is assertiveness. High scorers on this scale are dominant, forceful, and socially ascendant. Low scorers prefer to keep in the background and to let others do the talking. The fourth is Activity. It is a high activity score is seen in rapid tempo and vigorous movement, a sense of energy, and a need to keep busy. Active people lead

fast-paced lives. Low scorers are more leisurely and relaxed in tempo, although they are not necessarily sluggish or lazy. The fifth is excitement seeking. High scorers on this scale crave excitement and stimulation. They like bright colors and noisy environments. Low scorers feel little need for thrills and prefer a life that high scorers might find boring. The sixth is positive emotions. The last facet of extraversion assesses the tendency to experience positive emotions such as joy, happiness, love, and excitement. High scorers on the positive emotions scale laugh easily and often; are cheerful and optimistic. Low scorers are not necessarily unhappy; they are merely less exuberant and high spirited.

c) Openness to Experience Facets

The first is fantasy. Individuals who are open to fantasy have a vivid imagination and an active fantasy life. They elaborate and develop their fantasies and believe that imagination contributes to a rich and creative life. Low scorers are more prosaic and prefer to keep their minds on the task at hand. The second is aesthetics. High scorers on this scale have a deep appreciation for art and beauty. They are moved by poetry, absorbed in music, and intrigued by art. Low scorers are relatively insensitive to and uninterested in art and beauty. The third is Feelings. Openness to feelings implies receptivity to one's own inner feelings and emotions and the evaluation of emotion as an important part of life. High scorers experience deeper and more differentiated emotional states and feel both happiness and unhappiness more intensely than do others. Low scorers have somewhat blunted affect and do not believe that feeling states are much importance. The fourth is Actions. Openness is seen behaviorally in the willingness to try

different activities, go to new places, or eat unusual foods. High scorers on this scale prefer novelty and variety to familiarity. Low scorers find change difficult and prefer to stick with the tried-and-true. The fifth is Ideas. Intellectual curiosity is an aspect of openness that has long been recognized. High scorers enjoy both philosophical arguments and brain teasers. Openness to ideas does not necessarily imply high intelligence, although it can contribute to the development of intellectual potential. Low scorers on this scale have limited capacity and, if highly intelligent, narrowly focus their resources on limited topics. The sixth is values. Openness to values means the readiness to re-examine social, political, and religious values. Closed individuals tend to accept authority and honor tradition; as a consequence, this type is generally conservative, regardless of political party affiliation. The seventh is agreeableness. High scorers on this scale have a disposition to believe that others are honest and well intentioned. Low scorers on this scale tend to be cynical and skeptical and to assume that others may be dishonest or dangerous. The eighth is straightforwardness. Straightforward individuals are frank, sincere, and ingenuous. Low scorers on this scale are more willing to manipulate others through flattery, craftiness, or deception. A low scorer on this scale is more likely to stretch the truth or to be guarded in expressing his or her true feelings, but this should not be interpreted to mean that he or she is a dishonest or manipulative person. In particular, this scale should not be regarded as a lie scale, either for assessing the validity of the test itself or for making predictions about honesty in employment or other settings. The ninth is altruism. High scorers on this scale have an active concern for others"

welfare, as shown in generosity, consideration of others, and a willingness to assist others in need of help. Low scorers on this scale are somewhat more self-centered and are reluctant to get involved in the problems of others. The tenth is compliance which is agreeableness concerns characteristic reactions to interpersonal conflict. The high scorer tends to defer to others, to inhibit aggression, and to forgive and forget. The low scorer is aggressive, prefers to compete rather than cooperate, and has no reluctance to express anger when necessary. The eleventh is modesty. High scorers on this scale are humble and self-effacing, although they are not necessarily lacking in self-confidence or self-esteem. Low scorers believe they are superior people and may be considered conceited or arrogant by others. A pathological lack of modesty is part of the clinical conception of narcissism. The twelfth is tender-mindedness. This facet scale measures attitudes of sympathy and concern for others. High scorers are moved by others' needs and emphasize the human side of social policies. Low scorers are more hardheaded and less moved by appeals to pity.

d) Conscientiousness

The first is competence. It refers to the sense that one is capable, sensible, prudent, and effective. High scorers on this scale feel well prepared to deal with life. Low scorers have a lower opinion of their abilities and admit that they are often unprepared and inept. The second is order. High scorers on this scale are neat, tidy, and well organized. Low scorers are unable to get organized and describe themselves as unmethodical. The third is dutifulness. In one sense, conscientious means "governed by conscience," and

that aspect of Conscientiousness is assessed as dutifulness. High scorers on this scale adhere strictly to their ethical principles and scrupulously fulfill their moral obligations. Low scorers are more casual about such matters and may be somewhat undependable or unreliable. The fourth is achievement striving. Individuals who score high on this facet have high aspiration levels and work hard to achieve their goals. Very high scorers, however, may invest too much in their careers and become workaholics. Low scorers are lackadaisical and perhaps even lazy. They lack ambition and may seem aimless, but they are often perfectly content with their low levels of achievement. The fifth is self-discipline. Self-discipline refers to the ability to begin tasks and carry them through to completion, despite boredom and other distractions. High scorers have the ability to motivate themselves to get the job done. Low scorers procrastinate in beginning chores and are easily discouraged and eager to quit. The sixth facet is deliberation. The tendency to think carefully before acting. High scorers on this facet are cautious and deliberate. Low scorers are hasty and often speak or act without considering the consequences. At best, low scorers are spontaneous and able to make snap decisions when necessary.

Writing

Writing is a linguistic behavior that presents the sounds of language through visual symbols. It is different from talking spontaneous and permanent (Broughton, 1980, p. 116). Additionally, Hughey (1983) stated that "writing is a way of discovering and developing ourselves, it is a means for self-actualization. What we learn about ourselves through writing can help us

realize our individual potentials and to achieve personal goals" (p. 35).

Therefore, besides being an external activity through which we communicate with others, writing also serves our inner selves. It is clear that writing can be a tool for communication that we can communicate with others through writing down on papers to share our feeling or our ideas. Then, there are four interrelated factors, which always involve writing as communication. They are: 1) Audience (who), 2) Purpose (why), 3) Content (what), 4) Form (how). Correspondingly, writing is one of four language skills that need more attention from the students to make a good writing. Writing is a process or an application of putting symbols, words, sentence or paragraph and produces the text so that people can read and understand its content. Hughey (1983, p. 3) also reported that "writing differs from speech in several important ways. His statement was also supported by Vygotsky" s idea (in Hughey, 1983, p. 3), that is composing written discourse is a separate linguistic function, differing from oral speech in both structure and mode of functioning. Even its minimal development requires a high level of abstraction."

Furthermore, according to Nunan, the learner's purposes of writing, which transcend, are producing text from teacher. However, the student's concerns and interests are acknowledged can be developed rapidly through writing skill. In which forming words to be a coherent sentence in a paragraph can practice it (1991, p. 88).

Through writing, students can express their ideas, feelings and creativities. Writing for some writers has different purposes. By knowing the purpose, students will be easy to decide the techniques to achieve good writing. Therefore, students need to identify a

purpose of their writing. According to Hughes (2003, p. 101-102), there are five aspects of a good writing. There are:

a) Grammar

Grammatically correct writing is one of the aspects that results a qualified writing in English. It needs to use appropriate tenses and words.

b) Vocabulary

Talking about vocabulary, it is about arranging several words into sentence. A standardized or qualified writing has rich, appropriate, and effective vocabulary.

c) Mechanics

Mechanic is related to spelling, punctuation, capitalization, and paragraphing.

d) Fluency

Fluency in writing is the same as coherence. Meaning that, a sentence is logically connected to another.

e) Organization

Good organization is well-linked. Fluent expression, ideas clearly stated, well-organized, and logically sequenced a cohesive.

In order to make a good writing in English, a researcher needs to write based on the standard above. Those items are for making a qualified writing. Likewise, Langan (1986, p. 89-90) stated that "people who want to study about writing are prohibited to believe that writing is the natural gift. Because people with this attitude will think that, they are only one, for whom writing is an unbearably difficult activity. Even the result of the attitude is that people do not do their best when they write, thus their writing fails chiefly, because they have brainwashed themselves to think that they do not have the natural

talent needed to write, until their attitude changes, they probably do not learn how to write effectively."

He also states that realistic attitude about writing should build on the following two ideas:

a) Writing is a hard work for almost every one.

Writing needs a long process and involves several aspects, for instance grammar, organization, vocabulary, and fluency.

b) Writing is a skill.

Almost the same with the other skills, we can learn it if we decide that we are going to learn and then really work on it.

Based on the statement above, the researcher concludes writing is more respectable by learners because writing is not only developing their idea in a paragraph but also arranging it in a process of writing.

Writing is importantly taught in education. It involves the other skills of English like listening, speaking, and reading. Not all people can write well, some of them encounter difficulties in improving this skill (Nation, 2009, p. 13). Meanwhile, according to Blanchard and Root (2004, p. 4-9), there are three elements of a good writing, they are:

1) Subject

In composing a good writing, the writers will choose the topic that interests them and that they know and understand well. Here, the writer will assign a subject and try to focus on the subject.

2) Purpose

The purposes of writing are, as follow: to entertain, to inform and to persuade. These three purposes are not exclusive because writers can

accomplish several purposes at the same time in a piece of writing.

3) Audience

According to Reid (1998, p. 2), the audience is essential concepts for all writers have to choose their methods diction, sentence structure, and organization. So, what you write about subject and your reason for writing are greatly affected by whom you are writing for audience.

1. Factors Influence Writing Ability

Talking about factors that influence writing ability, it is truly related to several things, like prior knowledge, personality, and education. Writing ability is the ability of person to express his/her ideas, feelings, or something in his/her minds to others by using written language. Writing course is not merely intended to establish the students' ability. Theoretically, writing is a productive skill to express the ideas and feelings by using written language. Essay writing

is at the heart of education. Whatever you study, at some point you will be asked to write an essay. This remains the most effective way to demonstrate your understanding of your subject and your ability to use what you know (Nigel, 2006, p. 7).

Brown Douglas, author of *Principals of Language Learning and Teaching* discusses extraversion in particular. Although he mentions Personality Factors in the support of Language learning, he states that extraversion becomes support or barrier in the process of Acquiring Second Language (2000, p. 155).

It is supported by Rod Ellis theory (in Davies, 2004, p. 530) that personality is one of the factors influences the ability of students in language learning process. Similarly,

Erhman and Oxford conducted three studies in three different years in order to find out relation between personality traits and second language acquisition. The subjects of the research were twenty Foreign Service Institute students (Marefat, 2006, p. 117). He (2006) also reported that firstly, in 1990, they found "some language advantage for introverts, intuitives, feelers, and perceiver. Secondly, in 1994, they conducted the follow up of the research and they found "introverts, intuitives, thinkers, were better readers." Thirdly, in conducted subsequent research in 1995, they found that extrovert make a lot of contact. They have more chance to be good learners in second language (p. 323).

C. Research Design

The type of this study is correlation. According to Creswell (2008, p. 338), correlation is a statistical test to determine the tendency of pattern for two or more variables or two sets of data to vary consistently. There were two variables in this study; they were the students' personality traits and their writing ability. The students' personality was as the independent variable symbolized by X and writing ability was as the dependent variable that symbolized by Y. This research was conducted at State Senior High School 2 Rambah Hilir Rokan Hulu regency. The population of this research was the eleventh grade students of State Senior High School 2 Rambah Hilir Rokan Hulu Regency. Meanwhile, the sample of this reaserch was taken by using purposive sampling technique. It was aimed at getting the data based on the indicators of variable Y. The sample of this study was 25 respondents. It is supported by Margono (2010, p. 123) in

his book that oversampling is always better than under sampling.

D. The Research Findings

This research was conducted to know the relationship between two variables, namely, the students' personality traits as the independent variable (X) and students' writing ability as the dependent variable (Y). In order to get the data in this research, the researcher used the questionnaire and the test. The first score of the independent variable (X) was obtained

from the students' answer to the questionnaire given. The questionnaire was adapted from psychological test, Big Five Inventory. Then, for the Y variable, it was used writing test.

1. The Data Presentation of Students' Personality Traits

The data were presented based on the items. In this research, there were five items in questionnaire of personality traits, as follow:

Table IV. 1 The Score of Questionnaire

Positive Statement	Score	Negative Statement	Score
Agree Strongly	5	Disagree Strongly	1
Agree a Little	4	Disagree a Little	2
Neither agree nor disagree	3	Neither agree nor disagree	3
Disagree a Little	2	Agree a Little	4
Disagree Strongly	1	Agree Strongly	5

These are the questions of students' personality traits test, as follow:

Table IV.2 Question 1 Is talkative

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 36% of respondents answered agree strongly.

Table IV.3 Question 2 Tends to find fault with others

No	Alternative	F	P
1	Disagree Strongly	8	32%
2	Disagree a little	8	32%

3	Neither agree or disagree	9	36%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 32% of respondents answered disagree strongly, 32% of respondents answered disagree a little, 36% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.4 Question 3 Does a thorough job

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	1	4%
3	Neither agree or disagree	5	20%
4	Agree a little	10	40%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 4% of respondents answered disagree a little, 20% of

respondents answered neither agree nor disagree, 40% of respondents answered agree a little and 36% of respondents answered agree strongly.

Table IV.5 Question 4 Is depressed, blue

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	6	24%
4	Agree a little	9	36%
5	Agree strongly	7	28%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 24% of respondents answered neither agree nor disagree, 36% of respondents answered agree a little and 28% of respondents answered agree strongly.

Table IV.6 Question 5 Is original, comes up with new ideas

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	2	8%
3	Neither agree or disagree	6	24%
4	Agree a little	8	32%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 8% of respondents answered disagree a little, 24% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 36% of respondents answered agree strongly.

Table IV.7 Question 6 Is reserved

No	Alternative	F	P
1	Disagree Strongly	6	24%
2	Disagree a little	7	28%
3	Neither agree or disagree	12	48%
4	Agree a little	0	0%

5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 24% of respondents answered disagree strongly, 28% of respondents answered disagree a little, 48% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.8 Question 7 Is helpful and unselfish with others

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 36% of respondents answered agree strongly.

Table IV.9 Question 8 Can be somewhat careless

No	Alternative	F	P
1	Disagree Strongly	11	60%
2	Disagree a little	10	36%
3	Neither agree or disagree	4	4%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 60% of respondents answered disagree strongly, 36% of respondents answered disagree a little, 4% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

**Table IV.10 Question 9
Is relaxed, handless stress well**

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	8	36%
3	Neither agree or disagree	4	4%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 32% of respondents answered disagree a little, 28% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.11 Question 10 Is curious about many different things

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	6	24%
4	Agree a little	8	32%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 24% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.12 Question 11 Is full of energy

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 24% of respondents answered neither agree nor disagree, 36% of respondents answered agree a little and 28% of respondents answered agree strongly.

Table IV.13 Question 12 Starts quarrels with others

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	10	40%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 40% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.14 Question 13 Is reliable worker

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.15 Question 14 Can be tense

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	4	16%
4	Agree a little	11	44%
5	Agree strongly	6	24%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 26% of respondents answered neither agree nor disagree, 44% of respondents answered agree a little and 24% of respondents answered agree strongly.

Table IV.16 Question 15 Is ingenious, a deep thinker

No	Alternative	F	P
1	Disagree Strongly	1	4%
2	Disagree a little	2	8%
3	Neither agree or disagree	6	24%
4	Agree a little	8	32%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 4% of respondents answered disagree strongly, 8% of respondents answered disagree a little, 24% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.17 Question 16 Generates a lot of enthusiasm

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents

answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table. IV.18 Question 17 Has a forgiving nature

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	10	40%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 40% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.19 Question 18 Tends to be disorganized

No	Alternative	F	P
1	Disagree Strongly	11	44%
2	Disagree a little	9	36%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 44% of respondents answered disagree strongly, 36% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.20 Question 19 Worries a lot

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	6	24%

	disagree		
4	Agree a little	6	24%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 8% of respondents answered disagree a little, 24% of respondents answered neither agree nor disagree, 24% of respondents answered agree a little and 36% of respondents answered agree strongly.

Table. IV.2 Question 20 Has an active imagination

No	Alternative	F	P
1	Disagree Strongly	1	4%
2	Disagree a little	2	8%
3	Neither agree or disagree	5	20%
4	Agree a little	6	24%
5	Agree strongly	11	44%
Total		25	100%

Based on the table above, it was found that 4% of respondents answered disagree strongly, 8% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 24% of respondents answered agree a little and 44% of respondents answered agree strongly.

Table IV.22 Question 21 Tends to be quite

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	8	32%
3	Neither agree or disagree	7	28%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 32% of respondents answered disagree a little, 28% of respondents answered neither agree nor disagree, 0% of respondents

answered agree a little and 0% of respondents answered agree strongly.

Table IV.23 Question 22 Is generally trusting

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	8	32%
3	Neither agree or disagree	7	28%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 32% of respondents answered disagree a little, 28% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.24 Question 23 Tends to be lazy

No	Alternative	F	P
1	Disagree Strongly	11	44%
2	Disagree a little	9	36%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 44% of respondents answered disagree strongly, 36% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.25 Question 24 Is emotionally stable, not easily upset

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	4	16%
4	Agree a little	9	36%
5	Agree strongly	8	32%

Total	25	100%
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Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 16% of respondents answered neither agree nor disagree, 36% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.26 Question 25 Is inventive

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 36% of respondents answered agree strongly.

Table IV.27 Question 26 Has an assertive personality

No	Alternative	F	P
1	Disagree Strongly	9	12%
2	Disagree a little	8	32%
3	Neither agree or disagree	8	32%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 36% of respondents answered disagree strongly, 32% of respondents answered disagree a little, 32% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.28 Question 27 Can be cold and aloof

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	10	40%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 40% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.29 Question 28 Perseveres until the tasks is finished

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	4	16%
4	Agree a little	9	36%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 16% of respondents answered neither agree nor disagree, 36% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.30 Question 29 Can be moody

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	4	16%
4	Agree a little	9	36%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents

answered disagree a little, 16% of respondents answered neither agree nor disagree, 36% of respondents answered agree a little and 32% of respondents answered agree strongly.

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	9	36%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 36% of respondents answered agree strongly.

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.33 Question 32 Is considerate and kind to almost everyone

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.34 Question 33 Does things efficiently

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	10	40%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 40% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.35 Question 34 Remains calm in tense situations

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	10	40%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 40% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.36 Question 35 Prefers work that is routine

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	5	20%
4	Agree a little	8	32%
5	Agree strongly	8	32%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 32% of respondents answered agree a little and 32% of respondents answered agree strongly.

Table IV.37 Question 36 Is outgoing, sociable

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	6	24%
5	Agree strongly	11	44%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 24% of respondents answered agree a little and 44% of respondents answered agree strongly.

Table IV.38 Question 37 Is sometimes rude to others

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	10	40%
3	Neither agree or disagree	5	20%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 40% of respondents answered disagree strongly, 40% of respondents answered disagree a little, 20% of respondents answered neither

agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.39 Question 38 Makes plans and follows through with them

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	10	40%
5	Agree strongly	6	24%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 40% of respondents answered agree a little and 24% of respondents answered agree strongly.

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	12%
3	Neither agree or disagree	5	20%
4	Agree a little	10	40%
5	Agree strongly	6	24%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 28% of respondents answered agree a little and 40% of respondents answered agree strongly.

Table IV.41 Question 40 Likes to reflect, play with ideas

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	8	36%
3	Neither agree or disagree	4	4%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 32% of respondents answered disagree strongly, 32% of respondents answered disagree a little, 36% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.42 Question 41 Has few artistic interests

No	Alternative	F	P
1	Disagree Strongly	8	32%
2	Disagree a little	9	36%
3	Neither agree or disagree	8	32%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 32% of respondents answered disagree strongly, 36% of respondents answered disagree a little, 32% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.43 Question 42 Likes to cooperate with others

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	4	16%
3	Neither agree or disagree	5	20%
4	Agree a little	9	36%
5	Agree strongly	7	28%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 16% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 36% of respondents answered agree a little and 28% of respondents answered agree strongly.

Table IV.44 Question 43 Is easily distracted

No	Alternative	F	P
1	Disagree Strongly	10	40%
2	Disagree a little	8	36%
3	Neither agree or disagree	4	4%
4	Agree a little	0	0%
5	Agree strongly	0	0%
Total		25	100%

Based on the table above, it was found that 36% of respondents answered disagree strongly, 36% of respondents answered disagree a little, 28% of respondents answered neither agree nor disagree, 0% of respondents answered agree a little and 0% of respondents answered agree strongly.

Table IV.45 Question 44 Is sophisticated in art, music, or literature

No	Alternative	F	P
1	Disagree Strongly	0	0%
2	Disagree a little	3	12%
3	Neither agree or disagree	5	20%
4	Agree a little	5	20%
5	Agree strongly	12	48%
Total		25	100%

Based on the table above, it was found that 0% of respondents answered disagree strongly, 12% of respondents answered disagree a little, 20% of respondents answered neither agree nor disagree, 20% of respondents answered agree a little and 48% of respondents answered agree strongly.

D. Data Analysis

The Correlation between Students' Personality Traits and Their Writing Ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency

This research is a correlation research between students' personality traits and students' ability in writing of the eighth grade at state senior high school 2 Rambah Hilir Rokan Hulu

Regency. The writer used the Pearson product moment correlation coefficient because the variables are interval and ratio.

The interpretation can be seen, as follows:

1. Comparison between value r_{table} with r_o

If $r_o > r_{table}$ so, H_a is accepted

If $r_o < r_{table}$ so, H_o is accepted

$df = N - nr$

$df = 25 - 2 = 23$ at 5% level of significance is 0.413 and at 1% level of significance is 0.526.

The value of correlation coefficient extraversion 0.839 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance where df is 23. The value of correlation agreeableness 0.849 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance where df is 23. The value of correlation conscientiousness 0.703 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance where df is 23. The correlation coefficient neuroticism -0.114 is smaller than 0.413 at 5% level of significance and 0.526 at 1% level of significance where df is 23. Then correlation coefficient openness 0.825 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance where df is 23. It means that H_o is rejected and H_a is accepted.

2. The sig.value

Based on the table IV.53 above, it can be seen that the sig.values are $0.000 < 0.05$ in significance level 5% and $0.000 < 0.001$ in significance level 1% but neuroticism. It means that H_a is accepted and shows that there is a significant correlation between students' personality traits and their writing ability. Especially for the trait

number 4, Neuroticism, it has sig.value 0.707.

3. The symbol ** (star)

Based on the table above shows that symbol (**) correlation is significant at the 0.01 level (2-tailed) and there is no sign in front of the coefficient correlation means that the direction is positive. It is clear that there is a positive correlation between extraversion, agreeableness, conscientiousness, and openness of students' personality traits and their writing ability. Then especially for the trait neuroticism, it has a negative correlation.

4. Determination Coefficient

Finally, to find out how significant the correlation between students' personality traits and their writing ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency, the R determinant should be found. To obtain the R determinant, the square of r null is multiplied by 100%. The following is the process.

Extraversion

$$R = (0.839)^2 \times 100\% \\ = 70.39\%$$

Agreeableness

$$R = (0.849)^2 \times 100\% \\ = 70.08\%$$

Conscientiousness

$$R = (0.703)^2 \times 100\% \\ = 49.42\%$$

Neuroticism

$$R = (-0.114)^2 \times 100\% \\ = 1.29\%$$

Openness to experience

$$R = (0.825)^2 \times 100\% \\ = 68.06\%$$

So, the R determinant of trait extraversion is 70.39%, trait agreeableness is 70.08%, trait conscientiousness is 49.42%, trait

neuroticism is 1.29%, and trait openness is 68.06%.

CONCLUSION AND SUGGESTION

A. The Conclusion

In light of research findings, the following conclusions are drawn:

1. Based on the data analysis, the percentage obtained for students' personality traits is 61.4%.
2. Based on the data analysis, the percentage obtained for students' writing ability is 52.8%. It means that the writing ability of the eleventh grade at State Senior High School 2 Rambah Hilir Rokan Hulu Regency is categorized into average level.
3. There is a positive significant correlation between extraversion of personality traits and their writing ability of the eleventh grade at State Senior High School 2 Rambah Hilir Rokan Hulu Regency. The value of correlation coefficient extraversion 0.839 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance. In conclusion, the higher extraversion trait, the higher students' writing ability.
4. There is a positive significant correlation between agreeableness of personality traits and their writing ability of the eleventh grade at State Senior High School 2 Rambah Hilir Rokan Hulu regency. The value of correlation agreeableness 0.849 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance. In conclusion, the higher agreeableness trait, the higher students' writing ability.
5. There is a positive significant correlation between conscientiousness of personality traits and their writing ability of the eleventh grade at State Senior High School 2 Rambah Hilir Rokan Hulu regency. The value of correlation conscientiousness 0.703 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance. In conclusion, the higher conscientiousness trait, the higher students' writing ability.
6. There is a negative insignificant correlation between neuroticism of personality traits and their writing ability of the eleventh grade at State Senior High School 2 Rambah Hilir Rokan Hulu regency. The value coefficient neuroticism -0.114 is smaller than 0.413 at 5% level of significance and 0.526 at 1% level of significance. In conclusion, the higher neuroticism, the lower students' writing ability.
7. There is a positive significant correlation between openness of personality traits and their writing ability of the eleventh grade at State Senior High School 2 Rambah Hilir Rokan Hulu regency. Then the value of correlation coefficient openness 0.825 is bigger than 0.413 at 5% level of significance and 0.526 at 1% level of significance. In conclusion, the higher openness, the higher students' writing ability.
8. The R determinant of trait extraversion is 70.39%, trait agreeableness is 70.08%, trait conscientiousness is 49.42%, trait neuroticism is 1.29%, and trait openness is 68.06%. In conclusion, extraversion, agreeableness, conscientiousness, and openness trait are correlated with writing ability.

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