

Types of Annotated Bibliography Used by Introvert and Extrovert Students in UIN SU Medan

Indri Octa Miransyah¹, Rahmad Husein², and Maitowarni Siregar³

{indriocetamiransyah@gmail.com¹}

Department of English Applied Linguistics, Universitas Negeri Medan, Medan, Indonesia¹

Department of English Applied Linguistics, Universitas Negeri Medan, Medan, Indonesia²

Department of English Applied Linguistics, Universitas Negeri Medan, Medan, Indonesia³

Abstract. Writing is highly essential in school, especially in the English Department, since they must master the fundamentals of writing. Unfortunately, writing is considered as the most challenging of the four English language abilities. Numerous researches discovered that EFL students also experienced a variety of issues with academic writing. This issue must be handled carefully since it has an impact on the teachers' ability to teach writing in the classroom. In order to overcome these issues, students' personalities must be understood. Students' personalities have a critical effect on their capacity to write. Introvert and extrovert are two personality characteristics that contribute to individual differences. This research used descriptive research where the participants were 8 students who took academic writing class. The students were given a personality questionnaire and the result showed 4 students were introvert and 4 others are extrovert. 1 introvert student uses combined annotation and 3 introvert students use summative annotation.

Keywords: Academic Writing, Annotated Bibliography, Personality, Introvert, Extrovert.

1 Introduction

As a compulsory subject, English is learned within certain duration by students as English for foreign language. Language learners must master writing as one of the abilities in English, in addition to listening, speaking, and reading. Writing is one of four skills that students must master. It is critical to master writing since it is one of the most efficient methods to communicate in English, which is the primary goal of studying English. Writing is a method of communicating our thoughts and ideas to another person in written form. It can take several forms, including a journal, a book, a novel, tales, an article, an essay, or a letter. Writing allows people to interact and share their thought and ideas with others, even if they live in

different areas. Aside from that, anyone might voice their ideas or whatever else they felt. Writing is highly essential in school, especially in the English Department, since they must master the fundamentals of writing. Because of the importance of writing, English Department students are expected to be able to generate effective writing.

Unfortunately, writing is considered as the most challenging of the four English language abilities¹. The requirement for style, organization, and vocabulary in writing makes it the hardest ability in the English language for pupils to master, according to ². Additionally, faults and blunders are a part of writing. Additionally, the writing challenges that EFL students encountered impacted their ability to write. Writing skill is one of the keys to success in academic writing. It is clear that a student would find it challenging to produce quality academic writing if they frequently have writing issues or lack writing skills.

This issue must be handled carefully since it has an impact on the teachers' ability to teach writing in the classroom. This also meant that the teachers' approach and strategy for teaching writing could not be influenced by the students. It appears that students' diverse learning styles, as well as their enthusiasm in a subject or activity, and impact their ability to do a skill. As a result, in order to overcome these issues, students' personalities must be understood. People have diverse features that impact their lives, which is why there are differences among pupils. These personal characteristics have an impact on how they learn. One cause for these many constant traits is the individual's personality.

Students' personalities have a critical effect on their capacity to write. Personality is a manner of thinking, feeling, and interacting among individuals or interlocutors in the realm of communication, including writing³. Introvert and extrovert are two personality characteristics that contribute to individual differences. Extroverts are gregarious, energetic, risk-takers, indecisive, vocal, and love being in groups, whereas introverts are quiet, contemplative, and reserved, with the exception of close friends⁴. As a result, introvert and extrovert personalities have distinct traits that are impacted by their psychological.

Several studies on the impact of personality on writing skills have different results, such as Damayanti, Mulyadi, and Simaibang (2021) revealed that personality type has little effect on writing ability. On the other hand, the research conducted by Sucianik& Natasha (2018), Qanwal&Ghani (2019), and Zaswita&Ihsan (2020) have different results from Damayanti et al (2021). These studies described that students' personality has a considerable influence on their writing skills. Students with introverted personalities, on the other hand, are better learners of ESL writing skills than extroverts. So this research will discuss the types of annotated bibliography used by Introvert and Extrovert Students in UIN SU Medan.

¹Darwish, A. S., and A. A. Sadeqi. (2016). Reasons for college students to plagiarize in EFL writing: Students' motivation to pass. *International Education Studies*, 9(9), 1-12.

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³Damayanti, R., Mulyadi, and B. Simaibang. (2021). Who are your Students in Writing?. *Jurnal Pendidikan Tambusai*, 5(1). 2600 – 2609.

⁴Nezhad, S.H., S. Jahandar and M. Khodabandehlou, (2014). The Impact of Extroversion Vs Introversion on Iranian EFL Learners' Writing Ability. *Indian Journal of Fundamental and Applied Life Sciences*. 4(1). 11 – 128.

2 Review of Literature

In conducting this study some theories are needed to explain the study.

2.1 Academic Writing

There are two benefits to EFL writing. It encourages students to organize their thoughts, think critically, and learn to summarize, analyse, and criticize. Second, it improves how students study, analyse, and consider the English language.

Sukei, Emzir, and Akhadiyah emphasized how three crucial factors impacted the student's capacity for academic writing. These include linguistic proficiency, reading preferences, and originality. These three elements work well together and are very beneficial for enhancing students' learning results for academic writing. In addition, they added, students will study academic writing more effectively if their grammatical understanding is increased. In a similar vein, students who read voraciously will also write well academically. If students' creative thinking develops, their academic writing performance will as well. There are numerous sorts of academic writing, including bibliographies, abstracts, book reviews, research papers, literature reviews, bibliographic essays, and annotated bibliographies.⁵

The annotated bibliography serves as an invitation to the expanding body of literature rather than serving as a conclusion to the literature of undergraduate study. five different categories of annotation⁶:

1. Descriptive annotations identify the features and main sections of a source
2. Summative annotations recap the main points and arguments of a source
3. Evaluative annotations judge the trustworthiness, reliability, and value of a source
4. Reflective annotations tell where and how one might use a source in one's work
5. Combined annotations use two to four of the annotation types listed above

2.2 Personality

Each person's personality develops throughout time⁷. There are several contributing elements during the personality development process, including genetic factors, environmental factors, learning aspects, parental factors, developmental factors, awareness factors, and unconscious influences. The fact that all of these factors contribute the same amount does not imply that one element is dominant.

⁵Beatty, L., and C. A. Cochran. (2020). Writing the annotated bibliography: A guide for students and researchers. Routledge.

⁶Ibid

⁷Hidayat, D. R. (2015). Teori dan Aplikasi Psikologi Kepribadian dalam Konseling. Penerbit Ghalia Indonesia: Bogor

Individual personality types are one cause for having these varied and constant qualities. Jung was the first to coin the words "extraversion" and "introversion." With the publication of Jung's Psychological Types in the 1920s, the first became popular.⁸

An extrovert possesses extraversion qualities, i.e., persons who have a predisposition to direct their personality outward⁹. An extroverted personality as an open personality who have extroverted personalities show to develop hysterical symptoms. In addition, the intelligence of people who have a relatively extroverted personality. Vocabulary is lacking and they have a tendency to be unstable in their stance¹⁰.

Introverts are persons who shun social interaction with others and are often absorbed with their feelings, ideas, and experiences, according to the definition. But keep in mind that being alone with their thoughts is just as restorative as sleeping or as nutritious as eating.¹¹

Introverts are typically silent and prefer to be alone, believing that they can meet their own needs without the help of others. Introverts are quiet, shy, introspective, like to read, likes to be alone and keep a distance except with friends with whom they are already familiar, tend to plan ahead of time, see before moving, suspicious, dislike excitement, live a serious and well-organized lifestyle, and keep their feelings private. Rarely acts violently, cannot control his fury, can be trusted, is gloomy in certain aspects, and has strong ethical standards¹². An extrovert possesses extraversion qualities, i.e., persons who have a predisposition to direct their personality outward⁹. An extroverted personality as an open personality who have extroverted personalities show to develop hysterical symptoms. In addition, the intelligence of people who have a relatively extroverted personality. Vocabulary is lacking and they have a tendency to be unstable in their stance¹⁰.

3 Method

This study should be conducted using descriptive research using a qualitative approach. Descriptive studies use data to describe their findings; theoretical studies use data to demonstrate concepts. The goal of descriptive research was to create a systematic, factual, and accurate account of a population's facts and features. The source of this research were the students of University of Islamic North Sumatera, who were taking Academic Class Writing, namely class LTBI-4 in Faculty of Tarbiyah and Teacher Training. The initial name of the students who participated the research were RI, MU, NP, APC, AH, AFM, FY, and HA.

In taking data, the writer needed sources to get available data. In this case, the data source were taken from the writing of 8 students in academic writing class. The sources of data were

⁸Ryckman, R. (2007). *Theories of Personality*. Amerika Serikat: Cengage Learning

⁹Chaplin, S. P. (2000). *Dictionary of Psychology* (terjemahan oleh Kartini Kartono). Rajawali Press: Jakarta

¹⁰Suryabrata, S. (2002). *Psikologi Kepribadian*. Jakarta: Raja Grafindo Persada

¹¹Richards, J. C., and R. W. Schmidt. (2002). *Dictionary of Language Teaching and Applied Linguistics*. New York: Longman.

¹²Wulansari, S. (2011). Pengaruh Model Pembelajaran dan Tipe Kepribadian Terhadap Hasil Belajar Fisika pada Siswa SMP Swasta di Kecamatan Medan Area. *Jurnal Tabularasa PPS Unimed*, 9 (1).

8 students were after being given a personality questionnaire, the result was 4 students were introverts, while 4 others were extroverts. This department was chosen because it represents the demographic and sample for this study. To find out the students' personality, the researcher gave the students personality questionnaire which can be seen in Table 1.

Table 1. Personality Questionnaire Sheet.

No.	Questions	Yes	No
1.	I easily communicate with the environment around me		
2.	I am always excited to go about my daily activities		
3.	I like the quiet atmosphere		
4.	I prefer to spend free time alone		
5.	I dare to express my opinion when discussing with other people (friends/family)		
6.	I am always firm in making decisions		
7.	I stick to the principles that I have		
8.	I always do the same activities every day and on time		
9.	My attention is easily distracted		
10.	I always consider the situation I'm in right now		
11.	In thinking I can put myself well		
12.	I tend to think about the future rather than the past		
13.	I often procrastinate		
14.	I tend to ignore the promises I have made		
15.	I'm never late in keeping my promise		
16.	I help others without asking for anything in return		
17.	I like to be actively involved in social activities such as recitation, organization on campus, and mutual cooperation		
18.	I feel comfortable speaking in front of many people		
19.	I feel uncomfortable being around a lot of people		
20.	I don't like crowds		
21.	I am the type of person who gets angry easily		
22.	I tend to be more open to others in expressing the feelings I feel		
23.	I tend to use feelings in every action I do		
24.	I find it easy to talk about my feelings with other people		
25.	I often do work in a hurry		
26.	I tend to make an instant decision at a moment's notice without considering it first		
27.	I am always careful in speaking		
28.	I tend to carefully consider every decision I make		

The JTI (Jung's Type Indicator) test was based on CG Jung's thinking (Utami, 2017). This questionnaire is adopted by Erni Utami's research (2017) and takes the form of a 'Closed Ended Dichotomy Question,' or a closed question with a "Yes" or "No" response. The 28 questions of Jung's Type Indicator Test are divided into seven sub-concepts: Activities, Taking Risks, Depth of Thinking, Responsibility, Sociability, Expression of Feelings, and Decreased Inspiration.

Each personality type is separated into two groups, with 14 questions for extroverted personalities and 14 questions for introverted personalities. If the response "Yes" is given a value of 1, and if the answer "No" is given a value of 0, the extrovert personality type is given a value of 1, and vice versa with the introvert personality type. If the total score is greater than

14, the person is categorized as an extrovert personality type; if the total value is less than 14, the person is defined as an introvert personality type.

4 Result

If students have a better comprehension of grammar, they will be able to study academic writing more efficiently. Students who read a lot will also write well for academic purposes, in a similar manner. Academic writing styles include bibliographies, abstracts, book reviews, research papers, literature reviews, bibliographic essays, and annotated bibliographies, according to Beatty and Coachran (2021). Before the students wrote the annotated bibliography, the writer shared the personality questionnaire to 8 students to get data on introverted and extroverted students. As the result, 4 students were introvert and 4 others were extrovert. 5 students used summative annotations which were MU, NP, APC, AFM and FY, meanwhile the students who used combined annotation were RI, AH, and HA.

The types of annotated bibliography used by introvert and extrovert students can be seen in table 2.

Table 2. Types of Annotated Bibliography used by the introvert and extrovert students.

Number	Personality	Initial Name of Respondents	Types of Annotated Bibliography	Description
1		RI	Combined Annotation	a brief description of the article, told the purpose of the article, evaluates, provided a literature review, evaluated, and provided recommendations for further research
2	Introvert	MU	Summative Annotation	described the contents of the article
3		NP	Summative Annotation	unpacked the article's contents
4		APC	Summative Annotation	described the contents of the article
5	Extrovert	AH	Combined Annotation	A brief description of the article, evaluated it, and provided recommendations for further research.
6		AFM	Summative Annotation	described the contents of the article
7		FY	Summative Annotation	described the contents of the article

8	HA	Combined Annotation	a brief description of the article, evaluated it, and provided recommendations for further research
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5 Discussion

The types of annotated bibliography in different personality can be seen in the elaboration as follows.

1. RI

RI used the combined annotation type in reviewing its articles. Where Beatty and Cochran (2021) elaborated a combined annotation is a combination of the various sorts of annotations. It was said to be a combined annotation because RI provided a brief description of the article, told the purpose of the article, evaluated it, provided a literature review, and provided recommendations for further research. This could also be seen from the sentences he used such as "This paper investigates the language...." To tell the genre and subject of the article. In the sentence "The purpose of this paper.." showed RI explained the purpose of the article. Then in the sentence "Learning another language is a life..." showed that RI was currently elaborating on a literature review. "This study expands our knowledge.." provided an evaluation of the article. Then the sentence "It is possible that the methods in this journal ..." gave recommendations to further researchers. In terms of using combined annotations, RI seems to be more dominant in explaining the contents of the article in terms of using summative annotations rather than using other types of annotations.

2. MU

In reviewed the article, MU used a type of summative annotation, which summarizes a book's key ideas and arguments in your own words. It generally begins with a statement identifying the format and author of the work, followed by phrases summarizing the purpose, theme/thesis, and key points of the work (Beatty and Cochran 2021). It could be seen that he was trying to describe the content in the sentence "This study assessed the efficacy...". Then MU wrote additional sentences to further explain important supporting points which is one of the key elements of summative annotation. MU also described the methods, analysis, findings, and conclusion contained in the articles he reviewed.

3. NP

In reviewed the article, NP used a type of summative annotation. It could be seen that he was trying to describe the content in the sentence "This study assessed the efficacy...". Then NP wrote to introduce the basic context of an issue and state the author's purpose, then NP offered a review of prior research (called a literature review, which is a summary of research on a topic) which is one of the key elements summative annotation. NP also described the methods, analysis, findings, and conclusion contained in the article he reviewed, namely in the sentence "In the method, this study used a federal list...".

4. APC

In reviewing the article, APC used a type of summative annotation. It could be seen that he was trying to describe the contents of the sentence "This article presents a research...". Then APC wrote introduce the basic context of an issue and state the author's purpose, then APC offered a review of prior research (called a literature review, which is a summary of research on a topic) which is one of the key elements summative annotation. APC also described the methods, analysis, findings, and conclusion.

5. AH

AH used combined annotation could be seen because AH used the combined annotation type in reviewing his articles. It is said to be a combined annotation because the AH provided a brief description regarding the article, objectives, and provides recommendations for further research. This could also be seen from the sentences he used such as "In the present paper, we focus on two understudied..." to tell the genre of his article. In the sentence "Overall, our results highlight .." showed AH was evaluating the article. Then in the sentence "The current findings suggest..." showed AH is providing reflection for further research (App.2/AH).

6. AFM

AFM reviewed the article using a summative annotation. Here AFM tried to identify the writer's work and the main point of the work. Further, AFM explained the supporting point of the article. This could be seen from the sentence "This paper investigates examining and comparing the two poems.." which was used to explain the subject of the article. AFM in the sentence "The pedagogy that directed this course..." explained the supporting points of the article.

7. FY

In reviewing articles, FY used summative annotations. This could be seen from FY which describes the contents of the article. In the review that FY wrote, he explained the context content of the article.

8. HA

HA used combined annotation could be seen because HA used the combined annotation type in reviewing his articles. It was said to be a combined annotation because the HA provided a brief description of the article, the purpose and methods used by the author. This could also be seen from the sentences he uses such as "This study aims..." To tell the purpose of his article. In the sentence "Results related to the.." showed AH was describing the results of the article.

Table 2 demonstrated that students in the academic writing class were equally introverted and extroverted. Judging from the use of the annotated bibliography type, introverts are more dominant in using the summative annotation type. Even though RI uses the combined type, the most dominant thing in his writing is describing the contents of the article which includes the type of summative annotation. Beatty and Cochran (2021) say that a summative annotation explained essential supporting arguments refers to Kello (2012) who thinks that introverts are detail-oriented personalities. Furthermore, for students who have extrovert personalities, no one is dominant because two students use combined annotation and the other two use summative annotation. In using a combined annotation, both extrovert students provide recommendations for further research, this is in accordance with Boroujeni (2015) where he said that the extrovert likes to communicate and interact with other people. It can be seen

through their writing, these two extrovert students showed their interactions with the next researcher through the writing recommendations they made.

As the result, the types of annotated bibliography used by introverted and extrovert students from the five types of annotated bibliography are summative annotation and combined annotation. 4 introverted students used 1 combined annotation, while 3 others used summative annotation. In this case, it can be seen that the use of summative annotation for introverted students is more dominant than the combined annotation type. 4 extrovert students used 2 combined annotations while the other 2 students used the summative annotation type.

6 Conclusion

Out of the five forms of annotated bibliographies, summative annotation and combination annotation are employed by both introverted and outgoing students. Three other students utilized summative annotation, while four introverted students used one aggregate annotation. As can be observed in this instance, summative annotation is more commonly used for introverted students than the combination annotation kind. While the other two students utilized the summative annotation type, the four extroverted students employed two combined annotations.

Dealing with the academic writing, it is highly recommended to the further researcher or reader in order to be able to do research with other types of academic writing such as bibliographies, abstracts, book reviews, research papers, literature reviews, bibliographic essays, and annotated bibliographies. Or if you want to conduct a research on annotated bibliography, it is highly recommended to do research on types other than summative and combined annotation.

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