STUDENTS' PREFERENCES ON TEACHER'S APPROACHES IN TEACHING ENGLISH WRITING BASED ON BIG FIVE PERSONALITY TRAITS

THESIS

Submitted in partial fulfillment of the requirement for the

degree of Sarjana Pendidikan (S.Pd) in Teaching English

By

Sabrina Sanda Martina
NIM D75216117

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA
2021

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama   : Sabrina Sanda Martina

NIM   : D75216117

Jurusan/Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Keguruan

Judul Skripsi   : *"Students' Preferences on Teacher's Approaches in Teaching English Writing Based on Big Five Personality Traits"*

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain. Segala materi yang diambil dari orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.
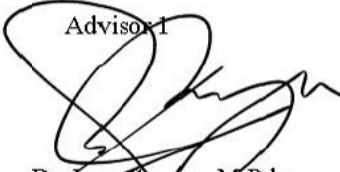
Surabaya, 13 Juli 2021

Yang membuat Pernyataan,

Sabrina Sanda Martina
NIM. D75216117

ADVISOR APPROVAL SHEET

This thesis by Sabrina Sanda Martina entitled "Students' Preferences on Teacher's Approaches in Teaching English Writing Based on Big Five Personality Traits" has been approved by thesis advisors for further approval by the Boards of Examiners.

Surabaya, 23rd June 2021

Advisor 1

Dr. Irma Soraya, M.Pd.
NIP.196709301993032004

Advisor 2

25/06/2021
Dr. Siti Asmiyah, M.TESOL
NIP.197704142006042003

i

EXAMINER APPROVAL SHEET

This thesis by Sabrina Sanda Martina entitled "Students' Preferences on Teacher's Approaches in Teaching English Writing Based on Big Five Personality Traits" has been examined on 13 July 2021 and approved by the board of examiners.

Dean,

Dr. H. Ali Mas'ud, M. Ag, M.Pd.I
NIP. 196301123199303100<u>2</u>

Examiner 1

Dr. Arbaiyah Ys, M.A.
NIP. 196405031991032002

Examiner 2

Fitriah, M. A., Ph. D.
NIP. 197610042009122001

Examiner 3

Dr. Irma Soraya, M.Pd.
NIP. 196709301993032004

Examiner 4

Dr. Siti Asmiyah, M. TESOL
NIP. 197704142006042003

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	:	SABRINA SANDA MARTINA
NIM	:	D75216117
Fakultas/Jurusan	:	TARBIYAH DAN KEGURUAN/PENDIDIKAN BAHASA INGGRIS
E-mail address	:	sndmartina@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
■ Sekripsi   ☐ Tesis   ☐ Desertasi   ☐ Lain-lain (................................)
yang berjudul :

Students' Preferences on Teacher's Approaches in Teaching English Writing Based on Big Five Personality Traits

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 13 Juli 2021

Penulis

SABRINA SANDA MARTINA

ix

ABSTRACT

Sanda Martina, Sabrina. (2021). *Students' Preferences on Teacher's Approaches in Teaching English Writing Based on Big Five Personality Traits*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Dr. Irma Soraya, M.Pd., Advisor II: Dr. Siti Asmiyah, M.TESOL.

Keywords: *Student's preference, Teaching English writing approaches, Big Five personality*

The effectiveness of the teaching approach has resulted in the success of the learning process in facing students' different learning preferences. This study aimed to describe the highest Big Five personality type of the students and to investigate the most suitable teaching writing approach for all of the Big Five personality types in Academic Article Writing class at English Language Education Department. This study used qualitative data to analyze the research questions by distributing two types of questionnaires to 11 students from Academic Article Writing classes and interviewing 5 students. The findings of this study showed that 8 out of 11 students are the Agreeableness types after filling the first questionnaire and the following types are the Openness to Experience type, the Extraversion type, the Neuroticism type, and Conscientiousness type. The study also revealed that the students preferred process approach in article academic writing class. The process approach requires steps that include discussion which helps students to learn writing quickly and share their ideas with other students. In sum, the process approach resulted in a positive effect for all of the Academic Article Writing students.

ABSTRAK

Sanda Martina, Sabrina. (2021). *Students' Preferences on Teacher's Approaches in Teaching English Writing Based on Big Five Personality Traits*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Irma Soraya, M.Pd., Pembimbing II: Dr. Siti Asmiyah, M.TESOL.
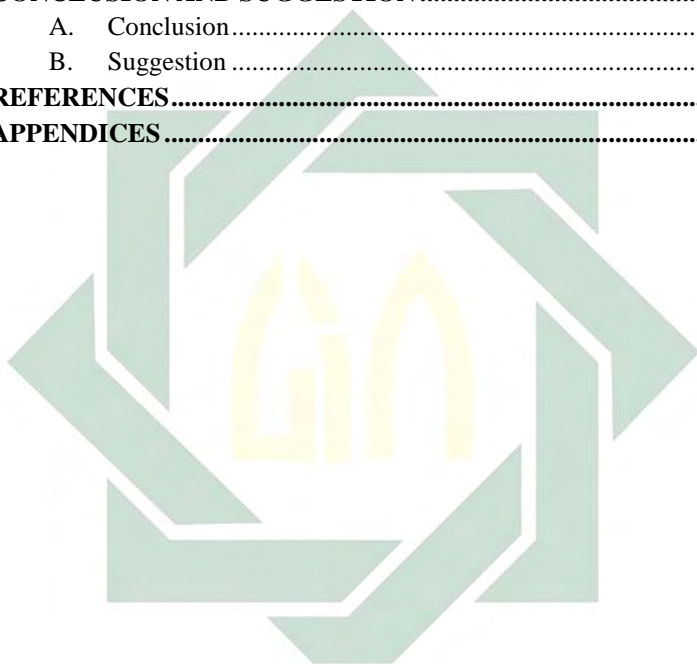
Kata Kunci: *Preferensi siswa, Pendekatan mengajar menulis Bahasa Inggris, Kepribadian Big Five*

Keefektifan pendekatan pengajaran telah menghasilkan keberhasilan pada proses pembelajaran terhadap preferensi belajar siswa yang berbeda. Penelitian ini bertujuan untuk mendeskripsikan tipe kepribadian Big Five tertinggi dari siswa dan untuk menyelidiki pendekatan pengajaran menulis yang paling sesuai untuk semua tipe kepribadian Big Five di kelas Academic Article Writing di Jurusan Pendidikan Bahasa Inggris. Penelitian ini menggunakan data kualitatif untuk menganalisis pertanyaan penelitian dengan menyebarkan dua jenis kuesioner kepada 11 siswa dari kelas Academic Article Writing.dan mewawancarai 5 siswa. Temuan penelitian ini menunjukkan bahwa tipe kepribadian 8 dari 11 siswa adalah tipe agreeableness setelah mengisi questionnaire pertama, dan tipe berikutnya adalah tipe openness to experience, tipe extraversion, tipe neuroticism, dan tipe conscientiousness. Studi ini juga mengungkapkan bahwa siswa lebih menyukai pendekatan proses di kelas Academic Article Writing. Pendekatan proses memerlukan langkah-langkah yang mencakup diskusi yang membantu siswa untuk belajar menulis dengan cepat dan berbagi ide dengan siswa lain. Singkatnya, pendekatan proses menghasilkan efek positif bagi semua siswa Academic Article Writing.
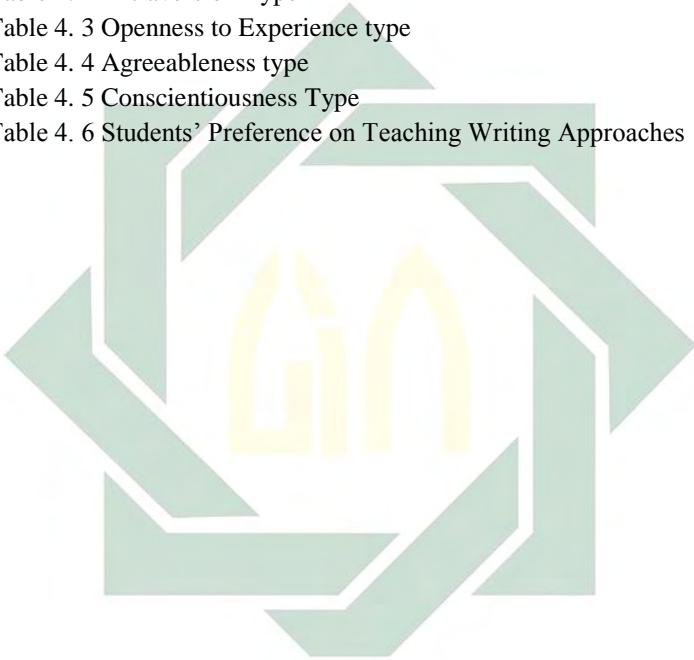
TABLE OF CONTENTS

LIST OF TABLES

xii

LIST OF APPENDICES

LIST OF ABBREVIATION

AAW   : Academic Article Writing

EFL   : English as Foreign Language

NEO-PI-R   : NEO Personality Inventory-Revised (Big Five
                  personality test)

IPIC   : Inventory of Processes in College Composition
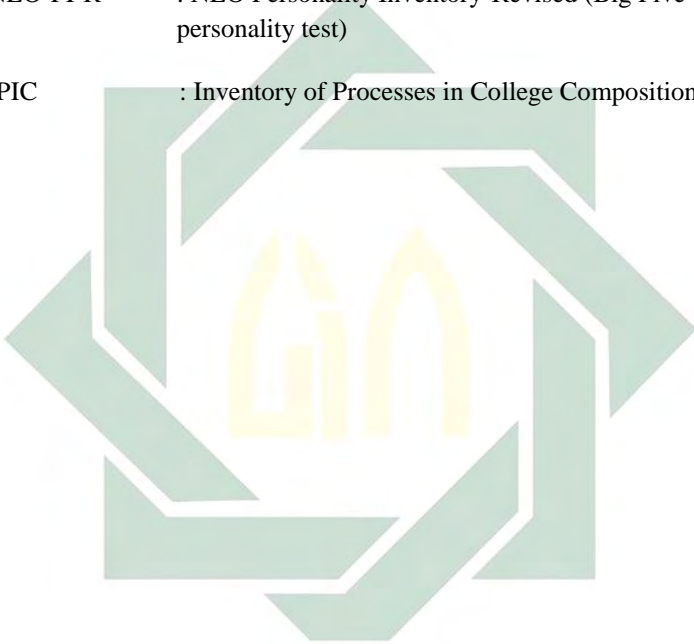
CHAPTER I

INTRODUCTION

A. Background of the Study

The essential of teaching writing approaches for the teachers is the key success to support students' development in improving their English proficiency. There are 7 researches with related findings as the previous studies for this research such as Sarala *et.al.* (2014)[1]; Blanka (2014)[2]; Salim (2016)[3]; Hakimeh (2017)[4]; Pasand & Eshrat (2013)[5]; Laurie (2020)[6]; and Tomas (2007)[7], have suggested the implementation of an approach for the teachers as to sort the education course further in effect also efficiently in various situations during learning English.

One important area needed to be reviewed in present research is the approaches approved by teachers in teaching English writing which assumes that the approaches used by English teachers are various and result in different amplifications. The term approach refers to a group composed of various preconceptions about the particular topic that has

---

[1] Sarala Thulasi Palpanadan, *et.al.*,"Comparative Analysis of Process Versus Product Approach of Teaching Writing in Malaysian Schools: Review of Literature". *Middle-East Journal of Scientific Research,* Vol. 22, 2014, 789-795.

[2] Blanka Frydrychova Klimova, "Approaches to the teaching of writing skills".*Procedia - Social and Behavioral Sciences,* Vol. 112, February 2014, 147 – 151.

[3] Salim Nabhan,"The Process Approach to Improve Students' Writing Ability in English Education Department University of PGRI Adi Buana Surabaya". *Jembatan Merah, Jurnal Pengajaran Bahasa dan Sastra,* Vol. 13, June 2016, 1-15.

[4] Hakimeh Shahrokhi Mehr, "The Impact of Product and Process Approach on Iranian EFL Learners' Writing Ability and Their Attitudes toward Writing Skill". *International Journal of English Linguistics,* Vol. 7, Issue 2, 2017, 158-166.

[5] Pasand Parastou Gholam & Eshrat Bazarmajn Haghi,"Process-Product Approachto Writing: the Effect of Model Essays on EFL Learners' Writing Accuracy". *International Journal of Applied Linguistics & English Literature,*Vol. 2, January 2013, 75-79.

[6] Laurie Murphy, *et.al.*, "Relationship between Personality Type and Preferred Teaching Methods for Undergraduate College Students". *International Journal of Research in Education and Science,* Vol. 6, Issue 1, 2020, 100-109.

[7] Tomas Chamorro Premuzic, *et.al.*,"Personality and approaches to learning predict preference for different teaching methods".*Learning and Individual Differences,* Vol. 17, 2007, 241–250.

1

to be educated.[8] For EFL context, it is generally believed that applying the appropriate teaching approaches are important to facilitate the acquisition of language skills such as English writing. Moreover, the finding by Blanka pointed out that while deciding the teaching approaches for better English writing situations in the class, the teacher found any significant improvement from the students.[9] Taking this idea in the context of English writing, through the experiments of the teaching writing approach, their English writing skill can also be better developed.

The fundamental theory of teaching writing approaches come from the ideas of researchers and educators who are already stated to prioritize the need to find ways and means to look into the essence of this skill and the effective methods to utilize particularly to an English writing lesson.[10] Some errors in the writing aspect such as punctuation, grammar, or sentence structure and the failure of the teaching writing approach in the class may be the reasons the students found out if English writing is practically hard for them.[11] Based on the fact above, the appropriateness of the teaching approaches to the real condition becomes useful for the teachers to teach writing in the EFL class.

Product-oriented, process-in-stages, and mixture of process-product methods are the three ways to teach writing. Those approaches show different kinds of activities, achievements, and impacts on the teaching evaluation. Moreover, the teaching writing between the product and the process teaching approaches have significantly different evaluation.[12] A process approach gives various activities as part of the writing work process in mastering their writing through continuation stages before becoming the final work as their product of writing. The

---

[8] Jack C. Richards &Theodore S, Rodgers, *Approaches and Methods in Language Teaching.*(Cambridge : Cambridge University Press, 1986), 15.

[9]Blanka Frydrychova Klimova, "Approaches to the teaching of writing skills".*Procedia - Social and Behavioral Sciences,* Vol. 112, February 2014, 147 – 151.

[10] Dr. Talal Abd Alhameed Alodwan & Dr. Salem Saleh Khalaf Ibnian,"The effect of using the process approach to writing on developing university students' essay writing skills in EFL". International Journal of Linguistics and Communication, Vol. 2, Issue 2, 2014, 147-163.

[11]Salim Nabhan,"The Process Approach to Improve Students' Writing Ability in English Education Department University of PGRI Adi Buana Surabaya". *Jembatan Merah, Jurnal Pengajaran Bahasa dan Sastra,* Vol. 13, June 2016, 1-15.

[12]David Nunan. *Language Teaching Methodology: A textbook for teachers.*(Sidney: Prentice Hall International English Language Teaching, 1991).86-87.

product approach, in his study, is the end of the writing process and the expectation for the students to be able to do it as a fluent user of the language.

An addition from the other study by Badger and White stated the stages in the product approach; it involves the familiarization stage which requires the learners to identify the set of words of what kind of writing they wanted. Then, at the controlled stage, the learners start to make a simple sentence by practicing using guided writing until they can make their free writing as their product of writing. On the other hand, the process approaches four stages commonly used for the learners: prewriting; drafting/composing; revising; and editing.[13] In this approach, the learners will learn their writing better through errors and feedback which can be from the teacher and also their classmates. Although the process approach seems efficient than others, there is a disadvantage through the stages. For instance, it may take several revisions by the teacher's help, re-drafting after getting some revisions or any further discussion which surely cannot be done in a short time.[14] Those are surely ineffective for teaching writing and also cannot ensure all the students get the teacher's revision at the time.

Among these arguments, there is also the study from Sarala *et.al.*, showing that there is a possibility to use both product and process approaches as the blended teaching approaches which are useful for some teachers in Malaysia.[15] This finding proved that combining both teaching approaches as the process-product approach in teaching writing resulted in completed evaluation rather than selecting one approach. Yet, it all depends on the condition and environment of classes whether the teacher needs to apply one of the approaches or combine them through observation. In addition, the study by Pasand & Eshrat also showed the effectiveness in taking the product-process-blended approach in lecturing practices, an essay that resulted in the positive effect on the

---

[13]Richard Badger & Goodith White,"A process genre approach to teaching writing". *ELT Journal*, Vol. 54, Issue 2, April 2000, 153-160.

[14]Jeremy Harmer, *The Practice of English Language Teaching*. 3rd ed. (Harlow, United Kingdom: Pearson Education Limited, 2001).

[15]Sarala Thulasi Palpanadan, *et.al.*,"Comparative Analysis of Process Versus Product Approach of Teaching Writing in Malaysian Schools: Review of Literature". *Middle-East Journal of Scientific Research,* Vol. 22, 2014, 789-795.

student's accuracy rather than writing by copying.[16] The combination of product and process also gives several experiences for the students. The study by Hasan & Akhand showed in their findings, the impact of balancing those approaches for college ESL students of Bangladesh can be a potential approach since they were required to think critically on their writing as the goal of their writing.[17] From here, the duty for the language teachers is to understand the suitable teaching writing approach by considering the learner's various conditions in English as a foreign language class. These differences in facing the difficulties of learning English writing are the student's learning speed, interest and ability which are included as the individual differences.[18] At this point, the difference of each student described in adjectives related to the learning.

The individual difference basically would affect their preferences when it comes to choosing the most suitable teaching methods. Some researchers who gained this topic also carried out different theories about the individual differences. For instance, the study by Murphy et.al. that had been conducted, were investigating the undergraduate students' preference on teaching method based on their MBTI (*Myers-Briggs Type Indicator*) personality.[19] This research resulted in each four MBTI dichotomies showing different preferred teaching methods and media for each student. On the other personality theory, the research about the impact of Big Five personality traits toward institution and campus undergraduates' academic success in a study by Smidt also added some evidence that a personality type can adapt the learning well. As expected on their result, the conscientiousness type students showed higher GPA and satisfaction

16Pasand Parastou Gholam& Eshrat Bazarmajn Haghi,"Process-Product Approachto Writing: the Effect of Model Essays on EFL Learners' Writing Accuracy". *International Journal of Applied Linguistics & English Literature,*Vol. 2, January 2013, 75-79.

17Md. Kamrul Hasan & Mohd. Moniruzzaman Akhand,"Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level". *Journal of NELTA*, Vol. 15,December2010, 77-87.

18 Ulas Kubat,"Identifying the Individual Differences Among Students During Learning and Teaching Process by Science Teachers". *International Journal of Research in Education and Science*, Vol. 4, Issue 1, 2018, 30-38.

19Laurie Murphy, *et.al.*, "Relationship between Personality Type and Preferred Teaching Methods for Undergraduate College Students". *International Journal of Research in Education and Science,* Vol. 6, Issue 1, 2020, 100-109.

with the learning material. [20] Believed as the predictors, the latest research had investigated the Big Five traits theory about how far the Big Five could predict academic success along with the learning style. The study by Köseoğlu also found that one of the Big Five's personality traits which is openness-to new-experiences could be the mediation of the two learning styles, which are synthesis-analysis and elaborative processing, to achieve academic success. [21] In general, the individual differences have the crucial role in the common course yet these researches did not specifically mention which subject and focused skill the EFL students need.

Mostly in the classroom, the students with their various individual differences and personal difficulties sometimes do not feel comfortable toward writing English. The fact is these approaches result in significant differences for one and another. As the previous study by McCutchen, *et.al*., concluded that the students who are skilled in writing skill showed highly scores in sentence generation and lexical retrieval rather than less-skilled. [22] The student's personal performances showed relatively little on their writing process. Besides, in order to deliver the learning material, it would be difficult for the teachers nowadays if they are still not considering the student's own personal preference on the teaching approaches.

From here, the development of a student's writing proficiency surely will not equally be handled by the teachers. Therefore, reflecting those problems of teaching writing approaches above, this study aimed to seek the student's preferences when they were taught with the three teaching writing approaches which are the product, process, product-process approach. The participants for this study are the sixth semester students who took the Academic Article Writing class course.

As the key term for this research, the Big Five personality trait is one of the personality theory traits to show personal attitude and normal behaviour toward something through the observation by teachers

---

[20]Wilfried Smidt,"Big Five personality traits as predictors of the academic success of university and college students in early childhood education". *Journal of Education for Teaching,* Vol. 41, Issue 4,2015, 385–403.

[21]Yaman Köseoğlu, "To What Extent Can the Big Five and Learning Styles Predict Academic Achievement".*Journal of Education and Practice,* Vol. 7, Issue 30, 2016, 43-51.

[22]Deborah McCutchen, *et.al.*, "Individual Differences in Writing: Implications of Translating Fluency".*Journal of Educational Psychology,* Vol. 86, 1994, 256-266.

or student's reflection.[23] In the Big Five personality theory, there are five types of personality. The first type is the Neuroticism type, people with this type are most likely to have negative feelings which include the feelings of unstable emotions, shyness, guiltiness, defeatism, and low self-confidence. The second personality type is the Extraverts type; this type has traits which include feeling sociable and has high self-confidence. Thus, it makes the Extraverts people prefer to work with other people. The third type is the Openness type, the people with this type are likely open-minded, full of imagination, prefer on variation, and have individual judgment. So, these make the Openness people less conservative and traditional. The fourth type is the Agreeableness type, this type also has some positive feelings including unselfish, considerate, and likes to help others. People with this type also value and respect other people's principles and agreements. The fifth type is Conscientiousness; the people with this type are described as determined, decided, responsible, and reliable.[24] There is a *NEO-FFI* test; it is a measurement test to describe someone's Big Five personality trait.[25]

The fundamental of this study is based on the facts in Academic Article Writing class. The reason for choosing the site and sample here is by the observation's results and self-experiencing the teaching and learning process. It found that the lecturer mostly applied the process approach to teach and monitor the student's work and as the academic reasons for selecting the Academic Article Writing learning subject in UIN Sunan Ampel Surabaya as the chosen site is because the university has ISO standards. ISO standards which also meant that the composing of the product or the article of this class is based on the standards used internationally and also has differences in terms of the professionalism of the lecturers compared to other standards. Therefore, these chosen sites and samples in Academic Article Writing class are

---

[23] Tomas Chamorro Premuzic, *et.al.*,"Personality and approaches to learning predict preference for different teaching methods".*Learning and Individual Differences,* Vol. 17, 2007, 241–250.

[24] Li-fang Zhang, "Does the big five predict learning approaches?". *Personality and Individual Differences,* Vol. 34, 2003, 1431–1446.

[25] Tomas Chamorro Premuzic, *et.al.*,"Personality and approaches to learning predict preference for different teaching methods".*Learning and Individual Differences,* Vol. 17, 2007, 241–250.

enough to fulfil the data to determine the student's preference on teaching writing approaches based on the student's Big Five personality.

B. Research Question

Based on the background presented above, this study found some research questions as below.

1. What is the highest Big Five personality type of the students in Academic Article Writing class at the English Language Education Department?
2. What is the most preferred teaching writing approach for all of the Big Five personality types in Academic Article Writing class?

C. Objective of the Study

Related to the research questions above, the objectives of this study are:

1. to describe the highest Big Five personality type of the students in Academic Article Writing class,
2. to investigate the most suitable teaching writing approach for all of the Big Five personality types in Academic Article Writing class at the English Language Education Department.

D. Significance of the Research

This study is expected to bring some significance as presented below.

1. Theoretical Significance

It has clearly explained that this study tried to seek the students' most preferred among the teaching writing approaches which are the product approach, the process approach and the product-process approach based on their Big Five personality traits and explain the

reason why they choose such teaching writing approach. Therefore, the findings of this study can be a reference for other researchers who will conduct the further research on the implementation of the three teaching writing approaches in other aspects of writing or in the other point of views besides the student's. Such as, the influence of the teaching approaches in student's writing habits and feedback from the teacher or the impacts of the blended process and product teaching approaches as the samples of further research.

2. Practical Significance

a. The result of this research will give more information to the Academic Article Writing lecturers about the students' preference on teaching writing approaches dealing with the individual differences.

b. The result of this study will provide an overview and idea of what the future researchers should explore to gain more data about individual differences and its relationship with the teaching writing English approaches.

E.   Scope and Limitation

The scope of this research focuses on analysis of the highest Big Five personality type of the students in Academic Article Writing class and the most suitable teaching writing approach for all of the Big Five personality types in Academic Article Writing class. The subjects were taken from different classes of AAW in the sixth semester. The data comes from the students who are still the students of AAW and have experience or knowledge about the three teaching writing approaches. The three writing approaches mentioned in this study are the product, process, and product-process approach.

This study has some limitations in conducting the data, which are the subject and the setting of the research. The research involved 11 students from all the Article Academic Writing classes. For the setting of the study, this study chose specifically one of the subjects in the sixth semester which is the Academic Article Writing class as the location. The academic year is 2020/2021 of the English Language Education Department in UIN Sunan Ampel Surabaya.

F.   Definition of Key Term

1.   Student's preference

Preference means the latent tendency to consider something desirable or undesirable[26] and From the theory of learning style, there will be a learners' learning preference when the learner meets the suitable learning style which helps them to learn effectively.[27] In this research, preference is defined as the student's selection of one of the teaching writing approaches desirable for them as the most suitable approach in Academic Article Writing at English Language Education Department.

2.   The Teaching Writing Approaches

Richard and Rodgers defined the approach as "a set of correlative assumptions dealing with the nature of language teaching and learning in which the subject matter needs to be taught".[28] They defined the teaching writing approaches as the set of writing activities to improve the teaching and learning writing skill and the ideas about writing strategies. In this study, the teaching writing approaches are a set of assumptions on what to teach and how to teach in teaching English academic article writing.

3.   Individual Difference

As the term suggests, individual differences (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other.[29] Reflected to the main case in this study

---

[26]Caleb Warren, *et.al.*, (2010). Values and preferences: defining preference construction. *WIREs Cognitive Science, 2*, 193-205.

[27]Neil J. Salkind,*Encyclopedia of educational psychology.*(California: SAGE Publications, Inc., 2008), 592.

[28]Jack C. Richards &Theodore S, Rodgers, *Approaches and Methods in Language Teaching.*(Cambridge : Cambridge University Press, 1986), 15.

[29]Zoltán Dörnyei, *The Psychology Of The Language Learner: Individual Differences In Second Language Acquisition*. (New Jersey: Lawrence Erlbaum Associates, Inc., 2005). 1.

therefore, individual difference can be termed as the distinct personality trait of individuals who learn English academic article writing.

4. Big Five Personality

The Big Five personality trait is one of the personality theory traits to show personal attitude and normal behavior toward something through the observation by teachers or student's reflection. It can be theorized in terms of five basic orthogonal dimensions which are Extraversion, Neuroticism, Openness to Experience, Agreeableness, and Conscientiousness.[30] In this research, the Big Five personality trait is defined as the attitude and behavior of students taking academic article writing with traits covering the five dimensions of extraversion, neuroticism, openness to experience, agreeableness and conscientiousness.

5. Academic Article Writing

Academic writing is the kind of formal writing used in high school and college classes.[31] Academic article is also a form of writing which clear, well-organized, and provide validated evidences[32]. In this research, academic article writing is defined as a journal article as a form of formal type of text with clarity and good organization and support of evidence developed by the undergraduate students as one of the courses in ELT.

---

[30]Tomas Chamorro Premuzic, *et.al.*,"Personality and approaches to learning predict preference for different teaching methods".*Learning and Individual Differences,* Vol. 17, 2007, 241–250.

[31] Alice Oshima & Ann Hogue, *Introduction to Academic Writing, Third Edition*. (New York: Pearson Education, Inc., 2007, 3rd ed.). 3.

[32] Theuns Kotze, "Guidelines on writing a first quantitative academic article". *Departement of marketing and communication management university of pretoria*, 2007, 1-84.

6.   Writing Approaches

Writing can be defined as both a *process* and *product*.[33] The process which involves the writers' order step in writing such as imagining, organizing, drafting, editing, reading, and rereading to become the product for the audience. Besides, Lavelle and Bushrow stated that the writing approaches the relationship between the writer's ideas of writing and the applied motives toward the writing as the writer's strategies.[34] Therefore, the terms of writing approaches in this research are writing principles and the thought of writing concepts implemented by the teacher when teaching English academic article writing.

---

[33] David Nunan, *PRACTICAL ENGLISH LANGUAGE TEACHING.*(New York: The McGraw-Hill Companies, Inc., 2003, First ed.),88.

[34] Melanie Selvaraj & Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms". *International Journal of Academic Research in Progressive Education and Development,* Vol. 8, Issue 4, November 2019, 450–473.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Students' Preference

According to Caleb & Peter, preference is described as a personal ulterior inclination feeling to elect something they desire or the undesirable ones.[35] In the teaching and learning process, educational psychologists give an opinion on how students should assume their own preferences and ability to learn.[36] Not every student has the same way of learning and can be affected by the same methods. Therefore, the teachers can use these individual differences of learning preference and thinking as a chance to create their own models of teaching methods to support the learning process.[37]

This indicates that students mostly found their own preference in the learning process in order to build their willingness and self-confidence toward different teaching methods. Therefore, the preference became an important aspect to identify the student's aptitudes and strengths to promote their writing skill.

2. Writing Approach

As the common terms in education, the writing approaches and teaching approaches had been applied in the teaching and learning process. Both writing approaches and the teaching approaches may sound similar certainly on the name of the approaches. However, the approaches represent a reciprocal influence between the students and the

---

[35]Caleb Warren, *et.al.*, "Values and preferences: defining preference construction". *WIREs Cognitive Science,* Vol. 2, 2010, 193-205.

[36]Byron W.Brown& Carl E. Liedholm,"Student Preferences in Using Online Learning Resources".*Social Science Computer Review,* Vol.22, Issue 4,2004, 479-492.

[37]Neil J. Salkind, *Encyclopedia of Educational psychology.*(California: SAGE Publications, Inc., 2008).164.

strategy of learning which affected them on their outcomes task.[38] Without an approach, the writing classroom will move in multiple directions thus the goal set for the particular lesson will not be achievable.[39] There are three common approaches in writing, which are process, product, and genre approach.

In the product approach, learners begin with pre-writing, continue with developing their writing, and finish the revision into a product of writing.[40] The objective of this approach is on the output of the students instead of how the students go about the process of writing.[41] The opposite approach, the process approach, focuses on the concept of an activity in which teachers encourage learners to see writing not only for exercising their grammar, but as the discovery of meaning and ideas.[42] The process approach consisted of components and organization of long term memory, planning, reviewing and translating thought into text. The planning stage was further divided into three sub-activities such as planning, generating and the most practiced approaches in schools around the revising.[43]

There is another approach in writing which is genre approach. Genre theory itself aims to understand the ways individuals use language to orient to and interpret particular communicative situations, and employ this knowledge for literacy education.[44] Genre approaches focus on the reader's need, which has its own provision writing to

---

[38] Ellen Lavelle & Nancy Zuercher, "The Writing Approaches of University Students".*Higher Education*, Vol. 42, 2001, 373–391.

[39] Melanie Selvaraj & Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms". *International Journal of Academic Research in Progressive Education and Development,* Vol. 8, Issue 4, November 2019, 450–473.

[40] Thanatkun Tangpermpoon, "Integrated Approaches To Improve Students Writing Skills For English Major Students". *ABAC Journal,* Vol. 28, Issue 2, 2008, 1-9.

[41] Richard Badger & Goodith White,"A process genre approach to teaching writing". *ELT Journal*, Vol. 54, Issue 2, April 2000, 153-160.

[42] Yayan Suryana & Deden Iskandar, "The use of process-product hybrid approach to improve students' writing skills". *Indonesian EFL Journal*, Vol. 1, Issue 2, 2015, 164-172.

[43] Sarala Thulasi Palpanadan, *et.al*.,"Comparative Analysis of Process versus Product Approach of Teaching Writing in Malaysian Schools: Review of Literature". *Middle-East Journal of Scientific Research,* Vol. 22, 2014, 789-795.

[44] Ken Hyland, "Genre-based pedagogies: A social response to process". *Journal of Second Language Writing,* Vol. 12, 2003, 17–29.

follow and in order to fit the readers' liking.[45] Each approach described above has their main implication and the components as the stages to learn English writing. By studying the student's needs in learning English writing the teachers then used the term teaching writing approaches to address the functions of three writing approaches in teaching English writing.

As mentioned before, teaching writing approaches and writing approaches have not any difference either the names of the approaches and the writing instruction practices. Yet, the teaching writing approach has been made to guide the teacher's instruction performances in order to either teach the learning process or evaluate the student's writing skill. Meanwhile, writing approaches refer more to the ideas of the writing strategies which are used for both the students and teachers as the independent learning in writing.

Therefore, writing approaches are needed for the students to enhance their writing skill according to the goals of the writing. By applying the writing approach, the difficulties in learning writing English can be solved for a better teaching and learning process.

3. Teaching Writing Approaches

According to Harmer, an approach is described as the way people used to obtain the knowledge of language and how they understand the language so that they become a successful language learner.[46] To comprehend the term, the teaching approach is the teaching strategy which contains the collection of ideas, theories, and insights about the experience of language learning methods.[47] So, the teaching writing approach is definitely about the principles of various settings and ideas of learning conditions in which to guide the teachers and promote the students' writing skill.

There are numerous approaches to the instruction of composing writing; Raimes portrays an assortment of approaches for writing

---

[45] Yanghee Kim & Jiyoung Kim, "Teaching Korean University Writing Class: Balancing the Process and the Genre Approach". *Asian EFL Journal,* Vol. 7, Issue 2, 2005, 1-15.

[46] Jeremy Harmer, *The Practice of English Language Teaching.* 4th ed. (Harlow: Pearson Education Limited, 2007). 62.

[47] Melanie Selvaraj & Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms". *International Journal of Academic Research in Progressive Education and Development,* Vol. 8, Issue 4, November 2019, 450–473.

instructions which are: the organized-to-open ended composing, exempt composing, the designed-paragraph, the rules in structure-construction and word arrangement-system, the unrestrained, and the method approaches. Adding this thought, Brown rearranges the instructing composition approaches into the product and process approach. [48] Teachers should at least understand the two basic writing approaches to teach the EFL students which they can modify and apply as the teaching writing approach. Those approaches are the model-focused and proceed-focused approach. [49] This emphasizes that in the teaching writing, teaching writing approaches are the strategies in ways to control the task and condition in the class. To apply these approaches, teachers are expected to consider not only its weaknesses and strengths to make it suited with the class but also learn the thoughts from researchers or other teachers as references to make better teaching situations.

a. Product Approach

Referring to Gabrielatos product approach is an old writing strategy in which the teacher emphasizes the student to present and evaluate their writing identically with the model text.[50] In the product approach, when teachers look at students' written work they usually pay special attention to sentence structure, spelling, word choice and possibly paragraph construction.[51] According to Nunan, the model of product approach is "bottom-up" and based on the level of the writing model.[52] To give an instance, teachers give the model text and the students requested to write a similar product of writing as a task. So, the instructions for applying this approach in the classroom are that the

---

[48]Salim Nabhan,"The Process Approach to Improve Students' Writing Ability in English Education Department University of PGRI Adi Buana Surabaya". *Jembatan Merah, Jurnal Pengajaran Bahasa dan Sastra,* Vol. 13, June 2016, 1-15.

[49]Budi Setyono, "Approaches in Teaching Writing Designed by High School English Teachers in Indonesia". *International Journal of Sciences: Basic and Applied Research (IJSBAR),* Vol. 14, Issue 1, 2014, 477-494.

[50]Md. Kamrul Hasan & Mohd. Moniruzzaman Akhand,"Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level". *Journal of NELTA*, Vol. 15,December2010, 77-87.

[51]Jo McDonough, *et.al.,Materials and methods in ELT : a teacher's guide.* (West Sussex: John Wiley & Sons, Ltd., Publication, 2013. 186.

[52]Qianqian Yang,"Improving College English Writing Teaching—From ProductApproach to Process-focused Approach".*International Conference on Education & Educational Research and Environmental Studies*, 2016, 22-24.

teacher gives a model of writing as the first step and the teacher can permit the students to produce similar writing products.

Steel detailed, it needs four ways to follow in order to apply this approach within the ESL writing course.[53] : 1) Pupils should be compelled to recite model products and give more attention to the particular highlights in composition which are the organization of thoughts, language utilization, and composing mechanism; 2) Learners take a warm-up task to try the model content. 3) Writers endeavour on imitating the target of paper through gathering notions prior to writing and match the goal of writing. 4) They also accomplish the assignment by way of maximizing their abilities, sentence arrangements, and variant vocabulary in arranging to create the expected composition. Here, the task can be controlled by considering the student's level of imitating and producing the text.

b. Process Approach

According to Nunan, the process approach requires numerous creative actions to support the improvement for learners' language aptitude.[54] Furthermore, Harmer simplified the description into a short explanation form that in process approach, it requests the student's attention to the strategy of putting together a great piece of work.[55] Therefore, the process approach is the approach which can be effective for the students to learn the detailed composition into a good written product.

Paltridge *et.al.*, categorizes four distinctive sub-processes in writing[56]; 1) To begin with, in the conceptualizing stage, writers produce and choose few ideas to utilize before they start their writing orderly based on the structures of writing (start with the introduction, the content, and deduction), 2) The second is formulating, that requires the

---

[53]Melanie Selvaraj & Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms". *International Journal of Academic Research in Progressive Education and Development,*Vol. 8, Issue 4, November 2019, 450–473.

[54]David Nunan. *Language Teaching Methodology: A textbook for teachers.*(Sidney: Prentice Hall International English Language Teaching, 1991).86.

[55]Jeremy Harmer, *The Practice of English Language Teaching.* 4th ed. (Harlow: Pearson Education Limited, 2007). 326.

[56]Willy A. Renandya & Handoyo Puji Widodo.*English Language Teaching Today: Linking Theory and Practice.*Vol. 5. (Switzerland: Springer International Publishing, 2016). 185.

perceptions into some sentences, 3) Next is the correcting stage, the writer rewrites the text that already is written and revise the content, grammar, and structure of the essays that correlated with writing mistakes. 4) The fourth sub-process is the reading stage. To ensure and check the essay, the writer needs to double-check their essay. Start by reading the instructions of the essay and re-read their essay properly. This process approach emphasizes on the student's creative thinking in formulating what they want to express in their writing. The teacher here has to control the written work, keep organized based on the main topic and give some necessary revisions of grammatical errors or improvements.

c. Product-process Approach

It means the mixed phases' activity of product and process approaches. Adjusting this approach is to promote student's writing ability by becoming proficient with the product approach to process approach. [57] Therefore, instructors can show rhetorical models to students with a product-based approach, get used to different textual organizations through exploring every kind of writing, and merge them with evaluation sections with a process-based approach.[58]

Through combining the product and writing stages-focused approach, the writers are emphasized on improving writing fluency not only by imitating the model text but also improving their writing skills by some revisions and feedback from the teacher during the process approach.

4. Individual Differences

By the statement from De Raad cited by Zoltán Dörnyei defined individual differences in stability to avoid misconception as "differential psychology emphasizes individual variation from person to

---

[57]Melanie Selvaraj&Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms". *International Journal of Academic Research in Progressive Education and Development,*Vol. 8, Issue 4, November 2019, 450–473.
[58]Parastou Gholam Pasand & Eshrat Bazarmaj Haghi,"Process-Product Approachto Writing: the Effect of Model Essays on EFL Learners' Writing Accuracy". *International Journal of Applied Linguistics & English Literature,*Vol. 2, January 2013, 75-79.

person only to the extent that those individualizing features exhibit continuity over time". [59] Every student has different learning styles, techniques, and situations. By learning the students' individual differences, the teacher is needed to create a better teaching approach and promote their skills especially in English.[60] According to Arı and Deniz cited by Ulas Kubat in his study, individual differences in the students can be classified in some variables: Physical characteristics (height, weight), intelligence, interests, cognition, gender, skills, learning style, personality, etc.[61]

By understanding the student's individual differences, the teacher knows what each of the students need during the learning process and promotes their strengths and abilities without forcing them to reach the same expectations. So, the students develop on their own achievement.

5.   Big Five Personality

The Big Five personality reflects the individual differences in personality characteristics.[62] The original theory of Big Five personality stated by some scholars, they are Allport, Odbert, and Cattell in 1930s and 1940s.[63] These researchers hypothesized that consistency in people's behaviour could reflect into some adjectives to characterize each other.

These characteristics are known in five personality types which are neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. First type is Neuroticism (N); the traits for this type are negative feelings such as the feeling of shyness,

---

[59]Zoltán Dörnyei, *The Psychology Of The Language Learner: Individual Differences In Second Language Acquisition*. (New Jersey: Lawrence Erlbaum Associates, Inc., 2005),4.

[60] Neil J. Salkind, *Encyclopedia of educational psychology.*(California: SAGE Publications, Inc., 2008),164

[61] Ulas Kubat,"Identifying the Individual Differences Among Students During Learning and Teaching Process by Science Teachers". *International Journal of Research in Education and Science,* Vol. 4, Issue 1, 2018, 30-38.

[62] Oliver A. Burst, *et.al.*, "Is the Short Version of the Big Five Inventory (BFI-S) Applicable for Use in Telephone Surveys?"*Journal of Official Statistics*, Vol. 32, Issue 3, 2016, 601–618.

[63] Zoltán Dörnyei, *The Psychology Of The Language Learner: Individual Differences In Second Language Acquisition*. (New Jersey: Lawrence Erlbaum Associates, Inc., 2005). 14.

unstable emotion, guiltiness, and negative thinking toward something. The second type is the Extraversion (E) type; the common traits for this type are being sociable and assertive. The Extraverts people also have a preference on working with people. The third type is the Openness (O), the person with this type is open-minded, likes imagination, prefers with diversity, and independently speaks for judgment. Also, the Openness people tend to be not old-fashioned and traditional. The fourth type is the Agreeableness type, this type shows some traits such as disinterested in their surroundings, considerate, likes to help, value custom and people's principles. The fifth type is Conscientiousness, this type also shows positive traits such as meaningful principles, opinionated, conscientious, and reliable.[64] Each personality has its own strengths or weaknesses and by learning personality can help to improve the potential of an individual.

6. Academic Article Writing class

According to Burke S.B cited by Fatma & Stefan, academic writing refers to "what academics do most, through publishing, communicating, and contributing to their knowledge".[65] Meanwhile, Kris Van de Poel & Jessica Gasiorek in their study classified Academic writing as a significant part of academic discourse, which can take many forms, such as essays, projects, articles, and theses.[66] As the objective of the course, the Academic Article Writing Course focuses on a variation of academic writing activities, including synthesis and summarizing, rhetorical analysis, discussions, and academic dissertations.[67] The writing content difficulties in the classroom and the academic writing texts challenge such as a thesis or a doctoral dissertation text have made

---

[64] Li-fang Zhang, "Does the big five predict learning approaches?". *Personality and Individual Differences,* Vol. 34, 2003, 1431–1446.

[65] Fatma Yuvayapan & Stefan Rathert,"Teaching academic writing in ELT postgraduate programmes at Turkish Universities". *International Journal of Language Academy*, Vol. 6, Issue 2, June 2018, 49-64.

[66] Kris Van de Poel & Jessica Gasiorek,"Process-Product Approachto Writing: the Effect of Model Essays on EFL Learners' Writing Accuracy". *International Journal of Applied Linguistics & English Literature, Vol. 11, 2012, 75-79.*

[67] Hasan Sağlamel & Mustafa Naci Kayaoğlu,"English Major Students' Perceptions of Academic Writing: A Struggle between Writing to Learn and Learning to Write". *Journal of History Culture and Art Research,* Vol. 4, Issue 3, September 2015, 37-52.

the Academic Writing Course a meaningful learning program for students.

It is also to verify that publishing for EFL is a requirement of academic success.[68] With these tendencies however, the student's need to adapt to the academic article writing's daily situation. The situation where the audiences are primarily the teachers or classmates, given design context or genre of writing as the assignment, and the writing message or purpose in order to show the interpretation of learning.[69] For some academic article writing students may face difficulties and result in low motivation in writing.

By understanding the difficulties in academic article writing class, the future curriculum and lecturers of academic article writing can find better teaching writing approaches and the students can feel more comfortable to write any academic writing.

B. Review of Previous Study

Teaching writing approaches are believed as the learning strategy for the teachers to promote the student's language skill especially in writing. Several previous researches had conducted the study about how far each of the three teaching writing approaches which are the product, the process and the product-process approach can increase the learners' knowledge on composing. The previous study from Sarala *et.al.*, showed that if the teachers prefer on applying the product approach rather than the process approach that its steps require a lot of time. In the product approach, the teacher has the key role in correcting the student's mistakes and errors has its own time to reach each of the students at the same time. So, the process of teaching and learning is going well.[70] The effectiveness also shown in the finding by

---

[68] Nazmiye Gürel Cennetkuşu,"International students' challenges in academic writing: A case study from a prominent U.S. university". *Journal of Language and Linguistic Studies,* Vol. 13, Issue 2, 2017, 309-323.

[69] Irvin, L. L. *Writing Spaces: Readings on Writing* (California: Parlor Press., 2010, Vol. 1). 7.

[70]Sarala Thulasi Palpanadan, *et.al.*,"Comparative Analysis of Process versus Product Approach of Teaching Writing in Malaysian Schools: Review of Literature". *Middle-East Journal of Scientific Research,* Vol. 22, 2014, 789-795.

Blanka, the product approach can be the better method for teaching writing on the student's low experience in writing.[71] The thing that distinguishes the product approach differently amongst the process and process-product approaches is the evaluation and correction can be done by the teacher him or herself. Practically, the L2 learners should learn to imitate the previous or model text. So, it can help them in familiarizing the structure of writing before step for further class of writing.

The significantly different result is also found from the opposite approach, which is the process approach. The study by Salim indicates that utilization of process-concentrating approaches proved its effectiveness to promote the college students' writing ability.[72] The same result also shown in the study by Hakimeh, the process approach is better to improve the student's writing proficiency and manifests positive effects for the learners regarding the fluency, accuracy and Discourse Markers (DMs) in writing.[73] The process will enable the learners to explore their ideas and thoughts as they are able to do drafting on their own without the teacher's directions.

Not only product and process approaches, the previous study also investigated the effectiveness of blended product and process approaches or product-process approaches during the classroom. The study by Pasand & Eshrat resulted in some positive effects from the utilization of an example text through the process-product approach and requested the learners to keep trying instead of copying from text believed can increase their ability in writing. It showed that some errors in their written task such as punctuation, capital letters, lexis, issue and verb matching, tenses, conjunction usage, possessive and correct pronoun usage were reduced in the second session in which the incomplete model text was used.[74] Furthermore, the study by Vina pointed out that the combining of process and product approach are also

[71]Blanka Frydrychova Klimova, "Approaches to the teaching of writing skills". *Procedia - Social and Behavioral Sciences,* Vol. 112, February 2014, 147 – 151 .

[72]Salim Nabhan,"The Process Approach to Improve Students' Writing Ability in English Education Department University of PGRI Adi Buana Surabaya". *Jembatan Merah, Jurnal Pengajaran Bahasa dan Sastra,* Vol. 13, June 2016, 1-15.

[73]Hakimeh Shahrokhi Mehr, "The Impact of Product and Process Approach on Iranian EFL Learners' Writing Ability and Their Attitudes toward Writing Skill". *International Journal of English Linguistics,* Vol. 7, Issue 2, 2017, 158-166.

[74]Pasand Parastou Gholam & Eshrat Bazarmaj Haghi,"Process-Product Approach to Writing: the Effect of Model Essays on EFL Learners' Writing Accuracy". *International Journal of Applied Linguistics & English Literature,*Vol. 2, January 2013, 75-79.

beneficial in collaborative learning.[75] The participation of each student shows positive indications in generating their ideas and editing their writing.

Considering the appropriate teaching approaches had been conducted by several researches in every aspect and factors. The previous study here showed how individual differences affected the student's preference in teaching approach. The study by Murphy *et.al*, that had been conducted a research, resulted in each MBTI clash (E-I, S-N, T-F, J-P) showed different preferred teaching methods and media for each student.[76] It showed that by understanding the student's personality types and preferred teaching would help the lecturers in choosing the methods which would increase the effectiveness of lessons and motivate students and classes to learn. Moreover, the study by Tomas Chamorro-Premuzic, *et.al*., also showed the relationship of preferred methods and Big Five personality types in their study. [77] It is pointed out that Agreeableness can correlate to some learning approach. This is because agreeable people are adaptable and willing to try all the different methods.

Those studies above however have similarities with this research. Reflected to the objectives of the study, both this research and previous studies above have explored how the student's personality affected the suitable teaching approach in the classroom. Yet, the gap which is shown between this research and those studies is that this research will specifically analyze the student's preference in teaching writing approaches based on their Big Five personality. Thus, the data on this research are about the highest Big Five personality type and the suitable teaching writing approach for the Academic Article Writing class.

---

[75]Vina Agustiana, "Combining product and process based-approaches to teaching writing discussion texts". *English Review,* Vol. 4, Issue 2, 195-208.

[76]Laurie Murphy, *et.al.*, "Relationship between Personality Type and Preferred Teaching Methods for Undergraduate College Students". *International Journal of Research in Education and Science,* Vol. 6, Issue 1, 2020, 100-109.

[77]Tomas Chamorro Premuzic, *et.al.*,"Personality and approaches to learning predict preference for different teaching methods".*Learning and Individual Differences,* Vol. 17, 2007, 241–250.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used qualitative research design which was done by distributing the questionnaires and took interview sessions for 11 students of Academic Article Writing classes. Qualitative research aimed to investigate and comprehend the meaning that individuals or groups assigned to a social or human issue. The research process concluded qualitative research implicates optimizing meanings of the data's importance, scheming methodology and procedures, data collection in the informants' setting, experimentally analysing the data, and enlarging from specific details to key issues. [78] These designs highlight the focus of the research in collecting the data by pointing out some particular procedures to be general themes and analyse in the form of written.

Here, this research aimed to explore the data in order to understand the preference on teaching writing approaches from the Academic Article Writing students. The students are reflected as a group of individuals who learn the individual differences, especially the difference in Big Five personality to be a good English teacher specifically in teaching writing. Hopefully, by using the qualitative research design will answer the research problems deeply and detailed.

B. Subject and Setting of the Research

This research selected purposeful sampling, which means the researcher has purposefully chosen participants and locations to learn about or analyse the central phenomena. Regarding the objective of the study, this research aimed to describe the highest Big Five personality type of all the students and the most suitable teaching writing approach

---

[78]John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches.Fourth edition.*(California: SAGE Publications, Inc., 2014), 295.

23

for all of the Big Five personality types in Academic Article Writing class. Therefore, this research took the Academic Article Writing students as the subjects of this study.

Furthermore, the total of the participants in this study are 11 students to manage the answers data of the questionnaires and to analyze in depth by interview session. The 11 students were taken from 4 AAW classes by filling out their profile in the voluntary form via Google Form which had been modified by the researcher. The chosen sites and samples are considered by some reasons: 1) the samples know and have experience of teaching writing approaches in practice. 2) the samples from AAW class.

C. Data and Source of Data

1. Data

Referring back to the research questions of (1) What is the highest Big Five personality type of the students in Academic Article Writing class and (2) What is the most suitable teaching writing approach for all of the Big Five personality types in Academic Article Writing class. The obtained data in this research were the total of each Big Five's personality type from Academic Article Writing students to find the highest type amongst the students and the total of preferred teaching writing approaches in Academic Article Writing class.

The data was taken through distributing 2 questionnaires, the first is for personality test and the second is for teaching writing approaches preference test for the 11 students of AAW. After the questionnaires had been fulfilled by the students, this research also required an interview session for the chosen 5 of AAW students.

2. Source of Data

To answer the research questions, the source of data had been collected from the Academic Article Writing students. The students were inquired about the highest Big Five personality in

Academic Article Writing classes and their preference in teaching writing approaches.

D. Data Collection Technique

Since this research only focused on the student's highest Big five personality type and the most suitable teaching writing approaches for all the Big Five personality types in the Academic Article Writing class. This research used qualitative research and applied questionnaires and interviews to collect the data. Therefore, to collect the data, questionnaires were distributed to the 11 Academic Article Writing students about their Big five personality and preferences on the teacher approaches to teach English writing. By this technique, the participants were taken from the first 11 students who had already finished filling the questionnaires than the other students.

Then, to seek the students' preferences toward teaching writing approaches based on Big Five personality traits, the interview session was held with the 5 students of the respondents after answering the questionnaires. This research took the 5 students out of 11 students who classified based on their answers about their knowledge and experience in the implementation of teaching writing approaches. So, at last, it obtained the data about the suitable teaching writing approaches to teach English students for all the Big Five personalities in college. The detailed techniques are described below   .

Table 3. 1 Process in Collecting the Research Data

RQ	Data	Sources of Data	Techniques for data collection
(1) What is the highest Big Five personality type of the students in Academic Article Writing class?	The highest Big Five personality	Student	The students answered questionnaire 1 to see their Big Five personality type.
(2) What is the most suitable teaching writing approach for all of the Big Five	Student's preference	Student	The students answered questionnaire 2 and did an interview

personality types in Academic Article Writing class?			session.

E.   Instrument

Questionnaires and interviews are used as data collecting instruments in qualitative research about the students' preference in teaching writing approaches and the suitable teaching writing approach based on their Big Five personality types.

Table 3. 2 Data Collection Techniques and Instruments

RQ	Data	Sources of Data	Techniques for data collection	Instrument
(1) What is the highest Big Five personality type of the students in Academic Article Writing class?	The highest Big Five personality	Student	By the student use questionnaire.	Questionnaire (15 items of NEO-PI-R)
(2) What is the most suitable teaching writing approach for all of the Big Five personality types in Academic Article Writing class?	Student's preference	Student	By surveying the student use interview and questionnaire	Open-ended questionnaire (7 items of IPIC) Interview to 5 students (8 items made and developed by the researcher)

To answer both of the questions in this research, this study used questionnaires to collect the data. To answer research question number (1), the questionnaire asked about the student's Big Five personality. The questions were from the theory by Costa & McCrae about the Big Five personality test measurement.[79] Originally, the test consisted of 240 test items yet, to avoid the time consumption, this study adapted the short version of NEO-PI-R (Big Five personality test) which consisted of only 15 questions and proved can be covered by the original version by Brust, et al in their study.[80]

For the research question number (2), the open-ended questionnaire and interview guideline used to seek the student's preference on the teaching writing approaches and the most suitable teaching writing approach for all the students of Article Academic Writing. The questions were adapted from the theory by Ellen & Nancy namely IPIC (Inventory of Processes in College Composition). The questions divided and measured in 5 themes as the student's belief in writing approaches. The drafts of these two questionnaires are attached as the appendix on the last page of this study.

F. Data Analysis Technique

In the data analysis, this research conducted the data starting from the researcher giving a questionnaire related to exploring the Article Academic Writing students' personality types in one class to answer the research question number (1). All the answers shown the highest score among five personality traits of Big Five which are the Extraversion type (for example, social, enthusiastic, and energetic), the Neuroticism type (for example, emotional instability, anxiety, and pessimism), the Openness to Experience type (few examples are just Imaginative, aesthetically susceptible, and intellectually interested), the Agreeableness type (e.g., Generous, trustworthy, and empathetic), and the Conscientiousness type (responsible, well-organized, and diligent)

---

[79]Paul T. Costa, JR.&Robert R. Mccrae, *NEO-PI-R Professional manual.*(Florida: Psychological Assessment
Resources, 1992), 223.
[80]Oliver A. Burst, *et.al.*, "Is the Short Version of the Big Five Inventory (BFI-S) Applicable for Use in Telephone Surveys?"*Journal of Official Statistics*, Vol. 32, Issue 3, 2016, 601–618.

and it described into a written form which supported with some relevance previous studies.

This research used a questionnaire of Big Five personality type In order to collect the data for the research question (1) and had analyzed in some steps as below:

1. The researcher prepared a questionnaire which described each of Big Five personality traits in 3 sentences. The questionnaire consists of 15 sentences for 5 types in Big Five personality types.
2. The researcher organized the number data of each Academic Article Writing students' Big Five personality.
3. This research gave additional theories and findings from some related previous studies as in part of discussion.

The second questionnaire is related to their preference in teaching writing approaches to show which suitable teaching writing approach for the Academic Article Writing students as to answer the research question number (2). All the answers from the second questionnaire were combined with respondent's answers by interview to explore the suitable teaching writing approach for the entire Big Five personality trait and also described the most effective teaching writing approach for the Academic Article Writing students.

G. Trustworthiness of the Data

Some validation strategies for qualitative research data inquirers include member checking, triangulation, and auditing in order to confirm the accuracy of the study.[81] This study used triangulation as the data validation procedures. Source triangulation, method triangulation, theories triangulation, and investigator triangulation are the four different types of triangulation. This research gathered the data in data or method triangulation. So, the data would be confirmed through two different methods: questionnaire and interview.

---

[81] John W. Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. Fourth Edition.* (Boston: Pearson Education, 2012). 262.

CHAPTER IV
RESEARCH FINDING

A. Findings

The explanation for these research findings are built upon the two research questions; (1) what is the highest Big Five personality type in Academic Article Writing in ELED? And (2) what is the most preferred teaching writing approach for all of the Big Five personality types in Academic Article Writing class? Whether the student's personality traits can predict the preference of the teaching writing approaches. This result describes and collects the data found through analyzing the data linked to research topics.

1. The Highest Big Five Personality Type of The Students in Academic Article Writing Class at English Language Education Department

To investigate the highest Big Five personality type of AAW class, this research gathered the data by distributing a questionnaire of a Big Five personality test for 11 students of Article Academic Writing class. As to simplify the items which originally consist of 48 questions for each type, this research found the related questionnaire which only provides 3 questions for each type.

This research then would describe the result by showing the higher score to the lower score orderly and make some short and clear explanation so that it would be easier for the continuation analysis in discussion. The interview session also showed the student's preference in learning English writing so that it resulted in their Big Five personality type according to the traits and Learning Preferences. First, the items number 1 until 3 were supposed to be the indicators for Neuroticism type. For measuring the student's most percentage, there are the results of 3 questions as below.

Table 4. 1 Neuroticism Type

Statements		Yes	Neutral	No
1.	Worries a lot	27,3%	54,5%	18,2%
2.	Gets nervous easily	27,3%	45,5%	27,3%
3.	Is relaxed, handles stress well	54,5%	36,4%	9,1%

These statements described some particular attitude or feeling for every situations for the students. First statement is the 'Worries a lot', as described there are 54, 5% from the students felt neutral likely to or not to the feeling of worrying, 27, 3% of the student felt agree to the statement, and 18, 2% from the students are not felt a lot of worries. Then the second statement mentioned 'Gets nervous easily', it described in the table that 45,5% from the students felt neutral likely to or not to the feeling of easily nervous, 27,3% of the students agreed to have the feeling of easily nervous, and the same score 27,3% from the students are not feeling the problem. The third statement is 'Is relaxed, handles stress well', the data showed if 54, 5% from the students agreed to have the feeling of relaxed and capable to handle their stress well, 36, 4% of students felt neutral likely to or not to the feeling of relaxed and capable to handle their stress well, and 9, 1% of students are disagree to have the feeling of relaxed and capable to handle their stress well.

From the table above, the percentage showed that the highest responses on 'yes' answers is at 'Is relaxed, handles stress well'. So, the third sentence of Neuroticism type "Is relaxed, handles well" is the highest trait which felt relevant by the AAW students with Neuroticism type. It implies that most of the AAW students are capable to control the emotions well regarding the problems such as related exams in school or any situation which makes them under pressure and merely take time to relax.

Additional information, the interview session below showed the identification if the student is classified as Neuroticism type from their answers about motivation in applying the teaching writing approaches that had been used by their lecturers. They stated that they

have high motivation from the stages which requires more in group work.

> *"In my opinion, those activities has motivated me to be more active. It is because of the activities mostly done by group work. So, I easily got some helps and information from others in group."* (Student C).

The sentence "those activities have encouraged me" in particular demonstrates how the teacher's teaching methods have pushed the pupils to acquire English writing because the student can 'easily get some help and information'. This has enabled students to feel relaxed, not worried a lot and do not easily get nervous as highlighted above.

Table 4. 2 Extraversion Type

	Statements	Yes	Neutral	No
4.	Is talkative	27,3%	54,5%	18,2%
5.	Is outgoing, sociable	72,7%	0%	27,3%
6.	Is reserved	27,3%	63,6%	9,1%

For the items number 4 until 6 supposed to be the items of Extraversion type. There are also 3 statements as the indicators for this type. The first statement is 'Is talkative', 54,5% of the students are neutral, likely to and not to have the attitude of talkative, 27,3% of students have the attitude of talkative, and 18,2% of students are not talkative. The second statement mentioned 'Is outgoing, sociable', 72, 7% of students are sociable, 27, 3% from the students are not the sociable type, and 0% of students that stated neutral to this statement. The third statement is 'Is reserved', 63,6% of students are neutral, likely to and not to have an attitude of reserved, 27,3% of students agreed that they are reserved, and 9,1% of students disagreed that they are reserved.

From the table above the most on the 'yes' answer is at 'Is outgoing, sociable' statement. So, the most pertinent trait by the AAW students with Extraversion type is the fifth sentence "Is outgoing, sociable".The people of sociable type tend to be more engaged in every situation related to learning experience. It interprets that the AAW students with Extraversion type also likes socializing and exploring.

From the interview session, it found that the Extraversion type students also identified from their answers on what their motivation in being a lecturer when applying the teaching writing approaches. It resulted that they got the motivation in receiving the lecturer's directions, examples of the writing, and the explanation of each stage.

> "*It is because while the learning process, the lecturer didn't directly ask the students to work the assignment yet the lecturer gave some directions, examples, and explanation earlier which can make the students excited and intended to learn.*" (Student B).

From those answers, the statement of 'make the students excited and intended to learn' emphasized one of the statements of the items which is 'Is outgoing, sociable'. That explains if the Extraversion type students' motivation toward the teaching approach is also regarded with their open-mindedness since they are mostly sociable in which they feel motivated to follow the learning process situation.

Table 4. 3 Openness to Experience type

Statements	Yes	Neutral	No
7. Is original, comes up with new ideas	63,6%	36,4%	0%
8. Values artistic, aesthetic experience	45,5%	45,5%	9,1%
9. Has an active imagination	54,5%	36,4%	9,1%

The items number 7 until 9 are supposed to be the indicators for the Openness to Experience type. The first statement is 'Is original, comes up with new ideas', 63,6% of students agreed feeling original and always have new ideas, 36,4% from the students who are neutral for always being original, and 0% of students disagreed with this statement. The second statement is 'Values artistic, aesthetic experience', 45,5% students agreed in valuing artistic and have aesthetic experience, the same score 45,5% of the students are neutral toward the statement, and 9,1% students disagreed on having aesthetic feeling and experience. The third statement mentioned 'Has an active imagination', 54, 5% from the students stated agree on active imagination situation, 36, 4% of the

students who are neutral likely to and not to have active imagination, 9, 1% of the students disagreed toward having an active imagination.

From the table above, the most answer on 'yes' is at 'Is original, comes up with new ideas' statement. So, for the AAW students who are categorized as the Openness to Experience are agreed with a trait as the seventh sentence which is 'Is original, comes up with new ideas'. The original ideas of the Openness to Experience people tend to expose their ideas in the learning process. It infers that they seek innovation and creativity.

From the interview session was also a description that the Openness to Experience students also can be identified from their motivation in learning the teaching writing approaches. They stated that they were also interested in learning writing.

> *"It's made me easier to get the idea by writing step by step. I am interested the learning writing in the class and the stages has motivated me in learning academic writing."* (Student A).

One to be pointed out here is the statement of 'made me easier to get the idea by writing step by step' also reflected in the item of 'Is original, comes up with new ideas' from the questionnaire. The new ideas they get through the learning process which require various stages has motivated them to keep creative to have something new and always stay original. So, even the work may burden them to follow the instructions they actually are helped with in the learning stages.

Table 4. 4 Agreeableness type

Statements	Yes	Neutral	No
10. Is sometimes rude to others	18,2%	45,5%	36,4%
11. Has a forgiving nature	63,6%	36,4%	0%
12. Is considerate and kind to almost everyone	72,7%	27,3%	0%

The items number 10 until 12 are supposed to be the indicators for the Agreeableness type. The first statement is 'Is sometimes rude to others', 45,5% of students are neutral, likely to and not toward the

attitude of rude, 36,4% the students disagreed to have the attitude of rude, and 18,2% of the students agreed to have the attitude of rude. The second statement is 'Has a forgiving nature', 63, 6% of the students agreed toward the feeling of forgiving, 36, 4% of the students are neutral toward the statement, 0% of the students disagreed with the statement. The third statement is 'Is considerate and kind to almost everyone', 72,7% of the students agreed toward the feeling of considerate and kind to almost everyone, 27,3% of the students were neutral , likely to and not toward the statement, 0% from the student who disagreed with the statement.

Based on the table above, the most answer on 'yes' and the most related trait for the AAW students with Agreeableness type is the twelfth sentence. The interpretation from the sentence 'Is considerate and kind to almost everyone' can be referred to as someone who has positive habits of helping and caring toward other people. It also means if someone with Agreeableness type would prefer a learning approach which requires discussion and work in a team.

From the interview session, it resulted that Agreeableness type students seem to tend to understand the work and be a cooperative kind of student.

> *"...... So, the writing stages from the lecturer are very helpful for me in improving every part of writing an article. Besides, the assignments are mostly asked the students to practice the writing and to present the final writing. The feedbacks during the learning process have motivated me to write the article based on the orders of stages and understand the concepts of the parts in an article."* (Student D).

The quotes from their answer stated that 'So, the writing stages from the lecturer are very helpful for me in improving every part of writing an article' which refers to the situation when the student is cooperative and considerate of their surroundings. So, it is reflected in the 'Is considerate and kind to almost everyone' item as the indicator of Agreeableness type student.

Table 4. 5 Conscientiousness Type

	Statements	Yes	Neutral	No
13.	Does a thorough job	54,5%	36,4%	9,1%
14.	Tends to be lazy	9,1%	45,5%	45,5%
15.	Does things efficiently	54,5%	36,4%	9,1%

The items number 13 through 15 are supposed to be the indicators for the Conscientiousness type. The first statement is 'Does a thorough job', 54, 5% from the students who agreed to the attitude of thorough, 36, 4% of the students who are neutral , likely to and not to toward the statement, and 9, 1% of the students disagreed to the statement of having attitude of thorough. The second statement is 'Tends to be lazy', 45,5% of the students who neutral likely tend to and not to be lazy, the same score 45,5% of the students also disagreed toward the attitude, and 9,1% of the students agreed on having an attitude of laziness. The third statement is 'Does things efficiently', 54, 5% of the students who like to do things efficiently, 36, 4% of the students who are neutral about the 'to do things efficiently', and 9, 1% from the students who disagreed with the statement.

Based on the table above, the Conscientiousness type students mostly agreed at 'Does a thorough job' and 'Does things efficiently' which have higher answers on 'yes' than the fourteenth sentence. The scores are the same so the relevant trait could be both of them. Those two statements almost have the same interpretation, it would describe someone who tends to like to do the work done efficiently and perfectly. It can describe that the students with Conscientiousness type have high motivation in learning and prefer being purposeful.

The results from the interview session also showed that the Conscientiousness type seems to have high on both extrinsic motivation and intrinsic motivation precisely on how the student achieves their goal.

"I think, it would be affected if there are not any feedbacks. We wouldn't know if the text is right and appropriate. So, when the discussions keep continuing but there is no feedback, it would be hard to self-revision. The

feedbacks are really important for us to feel excited in learning" (Student E).

It pointed out that the statement of 'when the discussion keep to continue but there is no feedbacks, it would be hard to self-revision' describes that the student has motivation in the efficacy of applying feedback in teaching writing approach and it is related to the statement that 'Does things efficiently' from the questionnaire. It concludes that the Conscientiousness type of students have the habits of doing the work efficiently through the help of feedback from their lecturers to motivate them as the teaching writing approach.

2. The Most Preferred Teaching Writing Approach for All of The Big Five Personality Types In Academic Article Writing Class

The results from the second research question is gathered by doing the interview with the 5 students from Article Academic Writing Class, the students are purposefully taken after filling out the questionnaire. The interview session took place via WhatsApp, the online chatting application. The numbers of items to be asked for the chosen students are eight questions. The questions number 1 through 3 are the introductory questions about their usual writing process in Article Academic Writing Class and motivation during the learning process. Then the rest questions number 4 through 7 are asked about their preference among the three teaching writing approaches and the suitable approach for all the different Big Five personality students of AAW, and questions number 8 for asking what teacher should improve in teaching writing. The data from this interview has resulted in many opinions and ideas from the students.

By looking at the answers, it found that there are some differences in the students' answer about preference of teaching writing approaches among process approach, product approach, and process-product approach used in their class and their preference which could be suitable for the class.

a. **The Students' Preference on Teaching Writing Approaches Used in Class**

The students are asked about the teacher's teaching writing approaches in their class. The students answered different teaching writing approaches that were used in some classes due to different lecturers. Student A stated that the teacher used the product approach in the Article Academic Writing class.

> *"In my class, the teacher use the model approach which the teacher usually show the example as the model and we are asked to make a text based on the text model the teacher give us"*(Student A)

According to Student B and C, even though they are in different classes of Article Academic Writing their lecturer applied the same teaching writing approach which is the process-product approach.

> *"I guess my teacher used the combination approach (process-product approach). It is because the teacher used to ask us to make a brainstorming before as a group work, give out some model text and then we make our own text."* (Student B and Student C)

The answer also different for the Students D and E. They are also from different classes but their lecturer implemented the same teaching writing approach which is the process approach.

> *"The teacher used the step which start by brainstorming, create a draft contains the topic of the text, getting feedback from the teacher, having discussion with teacher and classmates, and then continue to complete the method and result."* (Student D and E)

This study also asked about their preference between getting the feedback earlier before becoming a completed text (reflecting to process approach) or after became a product of

writing (reflecting to the product approach). The questions arise like this because this study tried to evaluate the student's understanding about the kinds of teaching writing approaches. The Student A, D, and E have similar thoughts about this. They prefer the lecturer to use the process approach as the teaching writing approach. It is because of the effectiveness in doing the revisions from the feedback and easy to understand some writing issues that they made.

> *"As the expert, I prefer if the lecturer evaluate my writing and give the feedback continuously so that I can learn from it and it also has less revision rather than when it becomes a product."* (Student A, D, and E)

On the contrary, the Student B and C rather prefer the product approach as the teaching writing approach. They stated if the product approach is efficient for them to see their mistakes in writing.

> *"Let me finish what I can and then get the feedback. When it has getting the feedback, I can learn where my mistake points are clearly."* (Student B and C)

b. The Students' Preference on Teaching Writing Approaches which Suitable For Academic Article Writing Students

According to the students, after a short explanation about the kinds of teaching writing approaches, it found out that the students have their own preference in teaching writing. The Student A, C, D, and E seem to have the same thought in their preference. They prefer the process approach because of its effectiveness.

> *"From the beginning, the lecturer teaches slowly and also monitoring. The process approach has a lot of steps such as brainstorming, draft, discussion, etc. which are we need to learn deeply and continuously so that we won't forget the steps. Then, the effectiveness of using brainstorming as to*

> *collect the ideas helps in arranging the article."*(The Student A, C, D, and E)

In the contrary, Student B stated that his/her preference on teaching writing approach is the process-product approach. He/she chose the process-product approach because the completion steps would make perfect writing.

> *"It would be better if we have a chance when brainstorming and a draft can be guided by the lecturer directly."* (Student B)

In adding the data for both the students' preference on teaching writing approaches used in class and the students' preference on teaching writing approaches which are suitable for all the students, there is also the way to investigate the other students' preference by distributing the questionnaire. The answer then divided into two themes, Deep motive (process approach) and Surface motive (product approach). There are seven questions from the questionnaire. For the first statement about the personal's feeling to give an explanation as to entertain, educate, or impress audiences, all the 11 students answered yes on this statement. The second statement is about unexpected writing impulses from time to time. There are 8 students who answered yes and 3 students who stated no. The third statement is about feeling nervous to have the writing assessed. There are also 8 students who answered yes and 3 students who stated no. The fourth statement is about being unable to modify independently because of being unable to notice the errors. There are 7 students who stated yes and 4 students who stated no. The fifth statement is about doing re-consider and repeat notions when evaluation, all the 11 students stated yes on this statement. The sixth statement is about having thought or preparation to produce in sudden and less consideration, there are 4 students answered yes and 7 students who stated no on this statement. The seventh statement is about the goal of composing simply to answer the question and the most essential audience is the teacher, there are 5 students who stated yes and 6 students who stated no on this statement.

Table 4. 6 Students' Preference on Teaching Writing Approaches

Statements	Five factor in writing approach	Writing approach	Total Answers in Percentages (Maximum score: 100%)	
			Yes	No
the personal's feeling to give explanation as to entertain, educate, or impress audiences	Elaborative	deep approaches	100%	0%
unexpected writing impulses from time to time			73%	27%
feeling nervous to have the writing assessed	Low self-efficacy	surface approaches	73%	27%
unable to modify independently because of unable to notice the errors			64%	36%
re-consider and repeat notions when evaluation	Reflective-revision	deep approaches	100%	0%
having thought or preparation to produce in sudden and less consideration	Spontaneous-impulsive	surface approaches	36%	64%
the goal of composing simply to answer the question and the most essential audience is the teacher	Procedural	surface approaches	45%	55%

The table showed the number of student's preferences amongst three of the teaching writing approaches which are Product, Process, and Process-product. From the three approaches, the AAW student mostly preferred the Deep approach which was referred to as the Process approach in this research. The item of number 1 has particularly similar descriptions with the students who stated about deciding the process approach as the preference in teaching writing which is done by interview session.

The highlighted point from the compiled statements during the interview by Student A, C, D, and E have stated that 'the process approach has a lot of steps such as brainstorming, draft, discussion, etc. which we need to learn deeply and continuously so that we won't forget the steps'. Both statements from the questionnaire and interview clearly defined that the process approach is assured as the preferred approach which requires learning writing step by step that is helpful for the students on giving the details to persuade readers.

B. Discussion

1. The Highest Big Five Personality Type of The Students in Academic Article Writing Class at English Language Education Department

As discussed before in finding, this study found out that there are different student's Big Five personalities in Article Academic Writing class. Therefore in this section, this study described the result of finding the highest Big Five personality trait in Article Academic Writing classes. Based on the findings above, the highest Big Five personality traits ordered by the Agreeableness type, the Openness to Experience type, the Extraversion type, the Neuroticism type, and Conscientiousness type are the lowest scores of Big Five personality traits in Academic Article Writing class. Following paragraphs are the explanation of how these personalities work with the teaching and learning approaches by adding some related previous studies.

First the Agreeableness type, the type which also shows the student's attitude toward achieving a particular learning approach.[82] The finding shown for this type has been dominated by 8 students out of 11 students from the questionnaire. Besides, from the interview session it can be proven that Agreeableness student's motivation are the types that are compliant and reflect cooperativeness in their work. It indicates that certain students of this type have positive characteristics such as being sociable, nice, attractive, kind, tolerant, reliable, cooperative, humble, and generous.[83] These kinds of attitudes would be affected by their own preference in adapting some teaching writing approaches.

Second type is the Openness to Experience type which was dominated by 7 students out of 11 students. The indications were shown when mostly the students have higher scores at the questions on this type rather than the other types. As additional information, the interview session also found that the Openness to experience type students show high motivation in learning enjoyment toward the explanation of each stage. The Openness has predicted the success of the learning approach in study by Chamorro-Premuzic and Furnham. According to their research, students with the Openness to Experience type expected would intrinsically be more driven in their studies to exhibit better ranks of arrangement with the topic and appreciate their knowledge more.[84] The characteristics from this type affect student's curiosity to experience in the learning field, including about the teaching writing approaches since the samples are the students of English Teaching major.

The third personality type is Extraversion which is characterized as social and active and prefers collaboration.[85] The

[82] Tomas Chamorro Premuzic, *et.al.*,"Personality and approaches to learning predict preference for different teaching methods".*Learning and Individual Differences,* Vol. 17, 2007, 241–250.

[83] Zoltán Dörnyei, *The Psychology Of The Language Learner: Individual Differences In Second Language Acquisition*. (New Jersey: Lawrence Erlbaum Associates, Inc., 2005)

[84] Thomas Chamorro-Premuzic & Adrian Furnham (2009). Mainly Openness: The relationship between the Big Five personality traits and learning approaches. *Learning and Individual Differences, 19*, 524–529.

[85] Li-fang Zhang, "Does the big five predict learning approaches?". *Personality and Individual Differences,* Vol. 34, 2003, 1431–1446.

findings showed that the students with Extraversion type have less numbers in the Article Academic Writing class. As the supported data, the students who are identified as the Extraversion type also answered the interview session about their motivation for the lecturer applying the teaching writing approaches. They stated that they got motivation from the lecturer's explanation of the stages of writing, and gave some examples and directions. The finding by Dorothea Wahyu Ariani stated that the Extraversion type is a tendency to desire excitement and simulation.[86] It reflected the findings by Thomas Chamorro-Premuzic & Adrian Furnham that the Extraversion type has relation with learning approaches (both Deep and Surface learning approaches).[87]

The fourth is the Neuroticism type, both from the questionnaire and the interview, this type has the least numbers of students. This personality type is prone to negative emotions such as emotional instability, shyness, guilt, pessimism, and low self-esteem.[88] The answer from one of the students who are included as the Neuroticism type which is done by interview session as the supported data, they stated that they are interested in the learning by group work. It means the motivation that the student got is extrinsic motivation. The study from Meera et.al., found that the students who are Neuroticism type tend to be lacking intrinsic motivation and have lower motivation in learning.[89] These research findings proved that students of Article Academic Writing class also have negative feelings and emotional thoughts toward something. This student with this type is more likely to be concerned about exam results or to lack confidence in their ability to perform well or comprehend a subject.[90]

---

[86] Dorothea Wahyu Ariani, "Personality and Learning Motivation". *European Journal of Business and Management,* Vol. 5, Issue 10, 2013, 26-38.

[87] Thomas Chamorro-Premuzic & Adrian Furnham, "Mainly Openness: The relationship between the Big Five personality traits and learning approaches". *Learning and Individual Differences,* Vol. 19, 2009, 524–529.

[88] Li-fang Zhang, "Does the big five predict learning approaches?". *Personality and Individual Differences,* Vol. 34, 2003, 1431–1446.

[89] Meera Komarraju, *et.al.*, "Role of the Big Five personality traits in predicting college students' academic motivation and achievement". *Learning and Individual Differences,* Vol. 19, 2009, 47–52.

[90] Tomas Chamorro Premuzic, *et.al.*, "Personality and approaches to learning predict preference for different teaching methods". *Learning and Individual Differences,* Vol. 17, 2007, 241–250.

The fifth type is Conscientiousness, which describes if the personality of a human represents a variety of characteristics which are "Will to Achieve" or "Character," with more craving to one side and a lesser aspiration for the other side. [91] The findings resulted that Conscientiousness type has less numbers in Article Academic Writing class and the additional data from interview sessions, the Conscientiousness type of student seems likely to a person who organized and diligent students. However, contrary to the study by Zhang, the students in this type predicted are able to adapt with learning approaches beside the Openness to experience type.[92]

2. The Most Preferred Teaching Writing Approach for All of The Big Five Personality Types In Academic Article Writing Class

To answer the second question of the research question, the result describing the most preferred teaching writing approach for all of the Big Five personality types in Academic Article Writing class has been divided into two main themes. The first one is the students' preference on teaching writing approaches applied in the classroom and the second theme is the students preference on teaching writing approaches which are suitable for academic article writing students.

a. The Students' Preference on Teaching Writing Approaches Used in Class

Based on the interview session finding results, it found out that there are differences in teaching writing approaches used by the lecturers of Academic Article Writing. There are 3 kinds of teaching writing approaches in AAW classes : the first is the process approach, the second is the product approach, and the third is the process-product approach. From the statements by Student A, his/her lecturer preferred using the product approach to teach and evaluate the students' writing skill. The product approach itself requires the stages include the familiarization stage which requires the learners to identify the set of words of what kind of writing they wanted. Then,

---

[91] Zoltán Dörnyei, *The Psychology Of The Language Learner: Individual Differences In Second Language Acquisition.* (New Jersey: Lawrence Erlbaum Associates, Inc., 2005)
[92] Li-fang Zhang, "Does the big five predict learning approaches?". *Personality and Individual Differences,* Vol. 34, 2003, 1431–1446.

at the controlled stage, the learners start to make a simple sentence by practicing using guided writing until they can make their free writing as their product of writing.[93] The implementation of the product approach is expected to see the end product as the outcomes.[94] Those stages of writing were almost the same as Student A said during the interview session except that their lecturer additionally required the students to provide a presentation of their writing effort.

On the other hand, the Student B and C from different classes stated that their lecturers applied the process-product approach. A process-product approach defined as the combination approach of process approach and product approach.[95] They highlighted that their lecturer used to teach in this way; first, the lecturer presented an example essay as the model text, then the students were discussing the structures together. After those steps, they are also demanded to make an essay from a topic they had chosen. They also added that during the process of writing, the lecturers sometimes open a question and answer session related to their writing.

Moreover, the Student D and E mentioned in the interview session that their teacher applied the process approach. In the process approach there are 4 common stages that are used: prewriting; drafting/composing; revising; and editing.[96] They added that they are requested to make a group work to discuss as the evaluation whether they prefer structures of the written during the writing process in the classroom.

Another question is about whether they prefer getting the feedback earlier during the process of writing (reflecting to process approach) or after becoming a product of writing (reflecting to the product approach). It found that there are 3 students who prefer the process approach as the teaching writing approach. The Students A, D, and E stated that by implementing a process approach, they

---

[93]Richard Badger & Goodith White,"A process genre approach to teaching writing". *ELT Journal*, Vol. 54, Issue 2, April 2000, 153-160.

[94] Melanie Selvaraj & Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms". *International Journal of Academic Research in Progressive Education and Development,*Vol. 8, Issue 4, November 2019, 450–473.

[95] Melanie Selvaraj., ibid

[96]Richard Badger & Goodith White,"A process genre approach to teaching writing". *ELT Journal*, Vol. 54, Issue 2, April 2000, 153-160.

understand any mistakes in writing such as how to write in good structure or grammatical errors. They also added if it becomes easier for them to revise things up little by little rather than getting the feedback after it becomes a product. The study by Hakimeh supported the finding for this research; it mentioned that by applying the process approach as the teaching writing approach is better to increase the student's writing proficiency and indicated some positive results on the eloquence, accuracy and Writing Discourse Markers of the students.[97] So, students felt the positive effect in this approach.

On the contrary, there are two students who prefer the product approach as the teaching writing approach. Student B and C mentioned that the product approach is beneficial for them to complete their writing. They stated that getting the feedback after becoming a product of writing is easier for them to find the mistakes and it's easy to get the feedback in all writing. The success in applying the product approach may come because of the clear instructions and directions from the teacher such as the finding by Mojgan Rashtchi, et.al., which stated that the assumption of the explicit teaching of rules in product approach is as useful as the implicit techniques employed in the process approach.[98]

b. The Students' Preference on Teaching Writing Approaches which Suitable For Academic Article Writing Students

From the findings above, this research found a different answer from the students about their preferences in teaching writing approaches after getting some short explanation of process, target-product, and mixed-process-product approach meaning during the interview session. There are 4 students who stated the process approach as their preference. The Students A, C, D, and E stated that by applying that approach, it requires the students to follow the order

---

[97]Hakimeh Shahrokhi Mehr, "The Impact of Product and Process Approach on Iranian EFL Learners' Writing Ability and Their Attitudes toward Writing Skill". *International Journal of English Linguistics,* Vol. 7, Issue 2, 2017, 158-166.

[98] Mojgan Rashtchi, et.al., "PRODUCT-BASED, PROCESS-BASED, AND GENRE-BASED INSTRUCTIONS IN EXPOSITORY WRITING: FOCUSING ON EFL LEARNERS' PERFORMANCE AND STRATEGY USE". *European Journal of Education Studies,* Vol. 6, Issue 6, 2019, 115-136.

of how to learn writing deeply from the steps of the teacher's monitoring the learning process, doing the discussion and getting feedback which continuously could make them understand in arranging their writing. In the interview, they stated the effectiveness of writing by having brainstorming in the beginning and getting feedback after finishing each step have helped them in improving their writing skill. These responses reflected the study by Hasan & Akhand that a process approach focuses on a variety of actions to boost language advance in form of warm-up tasks, study groups, lastly is rewrite.[99] So, these variations of learning writing have been approved for effectiveness by the students who prefer to apply the process approach for teachers to teach English writing.

On the other hand, there are Student B's answers which stated that they prefer the process-product approach as their preference of instructing to create-a-text approach. From the result of the interview, they stated that combining both process and product approach in the implementation could make the students understand the materials well, they will be more helped even when the curriculum nowadays has asked them into more independent self-study. So, by combining the process and product approaches, their writing will be guided clearly by the lecturer. The writing complexity of this approach also have mentioned in a study from Melanie & Azlina which stated that this approach implemented the mastering of product approach and it continues to process approach when the students have already adapted with the model text and be able to develop and proceed their own writing by using the phases of pre-writing, draft, revising, correcting, and publishing.[100] Thus, the combination of process-product approach also builds their critical thinking in ways as the latest Indonesia education curriculum purpose which emphasized the Higher Order Thinking Skills (HOTS) program.

In comparison, the other 11 students in total have answered the open-ended questionnaire to examine their preference in teaching

---

[99] Md. Kamrul Hasan & Mohd. Moniruzzaman Akhand,"Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level". *Journal of NELTA*, Vol. 15,December2010, 77-87.

[100] Melanie Selvaraj & Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms". *International Journal of Academic Research in Progressive Education and Development,* Vol. 8, Issue 4, November 2019, 450–473.

writing approaches. There are two themes of student's writing motives to be divided in the questionnaire, which are the Deep motive which related to the process approach and the Surface motive which related to the product approach. The divisions firstly are included into the five factors in writing approach which are described in 7 statements that mentioned some situations of writing that have similarities with the student's situation in real life condition. The first and second statements are included in Elaborative factor, the third and the fourth statements are included in Low self-efficacy factor, the fifth statement included in Reflective-revision factor, the sixth statement included in Spontaneous-impulsive and seventh statement included in Procedural factor.

These factors are then divided into two writing motives which are the Deep motive and Surface motive. The result of the questionnaire showed that the Elaborative and Reflective-revision factors which are included in the Deep motives have 100% polling on "Yes" answer rather than the other factors. It means that the students are mostly on Deep motive in the writing situation and also means that they are preferred on the Process approach as the writing approach. The deep approach had stated in a research by Lavelle & Nancy that the students with deep motive in writing would be more positive on the self-confidence to write, and express their own writing experience by connecting learning and thought changes.[101] This adds to the effectiveness of the process approach mentioned before, that the students who prefer the process approach also are able to show their interest in the experience of self-observation in order to enrich their writing.

To sum up the data from the research question (2) which was done by interview, it resulted that firstly the most writing approach that the lecturer of AAW used is process-product and process approaches as the teacher's writing approaches to teach English writing to be implemented in the class. The second result, study about the student's preference between getting the feedback earlier during the process as employment of process-to-create approach with receiving the feedback after becoming product writing as the product approach. It resulted that the students mostly preferred getting the

---

[101] Ellen Lavelle & Nancy Zuercher, "The Writing Approaches of University Students". *Higher Education*, Vol. 42, 2001, 373–391.

feedback earlier during the process which reflected on the process approach. Third result, the student's preference in teaching writing approaches. It resulted that most students prefer the process approach. As the additional information from the open-ended questionnaire, it resulted that the students mostly prefer the process approach as their preference on teaching writing approaches.

CHAPTER V

CONCLUSION AND SUGGESTION

This section demonstrates the assumption about the highest Big Five personality type in Academic Article Writing and the most suitable teaching writing approach for all of the Big Five personality types in classes of AAW at English Language Education Department. This part also presents recommendations for the English lecturers and the future academics.

A. Conclusion

1. The finding from research question (1), this research can conclude that the highest Big five type in Academic Article Writing class is the Agreeableness type which dominated by 8 students polling of 11 students and the following types are the Openness to Experience type, the Extraversion type, the Neuroticism type, and Conscientiousness type. The research was conducted after they filled up the questionnaire (1) and proved their answer through an interview session.

   Students with Agreeableness type students responded that they have a feeling of cooperativeness toward their preference on teacher's teaching writing approaches. The Openness to Experience type responded that they feel motivated with the learning process that they can stay original writing with the new ideas. Then, the Extraversion type students responded that they tend to work with people, so they are easily adapted toward the teacher's teaching writing approaches. The fourth type is the Neuroticism type students which have high preference on certain extrinsic motivation of group work as the process of learning. The last number type is the Conscientiousness type students which contrary to the previous studies that showed the highest number of the students that have high motivation toward teaching writing approach beside the Openness of Experience type students. This type has the lowest number of students in Article Academic Writing class.

2. The second finding from research question (2), this research found that the students' preference toward process approach was chosen by 4 of 5 students of Article Academic Writing class. This was proven from their responses both in the interview session and questionnaire

50

(2). From the interview answers, it resulted that process approach has made it easier for them to follow the steps and the data from the questionnaire, it found that the 11 students have chosen indicators of preference toward process approach by choosing the items of Elaborative and Reflective-revision factor which are included in the Deep motives.

B. Suggestion

According to details above, the investigator advises English instructors and future academics which existed below.

1. For English Teachers

As the English teachers, considering the student's needs by paying attention to their personality differences can improve the teacher's teaching strategies or approaches. Especially for the English writing teachers for university students, if the students can easily adapt with the teaching writing approaches then, the successfulness of the applied approach that the teacher used will be improved. Therefore, both for the English writing teacher or the students who enrolled the English teaching major should try and learn on which the suitable teaching writing approaches which can engage the student's learning motivation.

2. For Future Researcher

For the future researchers who will take further research of student's preference on teaching writing approaches, can try to develop on increasing the student's ability on writing English by applying the teaching writing approaches. It may be from different levels of students and schools.

Then further research can also examine deeply about how each students' Big Five personality traits get their motivation such as students have more interest in extrinsic or intrinsic motivation, students prefer to work independently or group work, and student's motives on writing to find out their preference on writing strategies.

REFERENCES

Alodwan , D., & Ibnian , D. (2014). The effect of using the process approach to writing on developing university students' essay writing skills in EFL. *International Journal of Linguistics and Communication, 2*(2), 147-163.

Badger , R., & White, G. (2000, April). A Process Genre Approach to Teaching Writing. *ELT Journal, 54*(2), 153-160.

Brown, B. W., & Liedholm, C. E. (2004). Student Preferences in Using Online Learning Resources. *Social Science Computer Review, 22*(4), 479-492.

Brust, O. A., Ha ¨der, S., & Ha ¨der, M. (2016). Is the Short Version of the Big Five Inventory (BFI-S) Applicable for Use in Telephone Surveys? *Journal of Official Statistics, 32*(3), 601–618.

Creswell, J. W. (2012). *Educational Research : Planning, Conducting, and Evaluating Quantitative And Qualitative Research* (Fourth ed.). Boston: Pearson Education, Inc.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). California: SAGE Publications, Inc.

Dörnyei, Z. (2005). *The Psychology of The Language Learner: Individual Differences In Second Language Acquisition.* New Jersey: Lawrence Erlbaum Associates, Inc.

Hairston, M. (1986, December). Different Products, Different Processes: A Theory about Writing. *College Composition and Communication, 37*, 442-452.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow, United Kingdom: Pearson Education Limited.

Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow: Pearson Education Limited.

Hasan , M. K., & Akhand, M. M. (2010, December). Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level. *Journal of NELTA, 15*, 77-88.

Klimova, B. F. (2014). Approaches to the teaching of writing skills. *Procedia - Social and Behavioral Sciences, 112*, 147 – 151.

Köseoğlu, Y. (2016). To What Extent Can the Big Five and Learning Styles Predict Academic Achievement. *Journal of Education and Practice, 7*(30), 43-51.

Kubat, U. (2018). Identifying the Individual Differences Among Students During Learning and Teaching Process by Science Teachers. *International Journal of Research in Education and Science, 4*(1), 30-38.

Lavelle, E., & Zuercher, N. (2001). The Writing Approaches of University Students. *Higher Education, 42*, 373–391.

McCutchen, D., Covill, A., Hoyne, S. H., & Mildes, K. (1994). Individual Differences in Writing: Implications of Translating Fluency. *Journal of Educational Psychology, 86*, 256-266.

McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT : a teacher's guide* (3rd ed.). West Sussex: John Wiley & Sons, Ltd., Publication.

Mehr, H. S. (2017). The Impact of Product and Process Approach on Iranian EFL Learners' Writing Ability and Their Attitudes toward Writing Skill. *International Journal of English Linguistics, 7*(2), 158-166.

Murphy, L., Eduljee, N. B., Croteau, K., & Parkman, S. (2020). Relationship between Personality Type and Preferred Teaching Methods for Undergraduate College Students. *International Journal of Research in Education and Science, 6*(1), 100-109.

Nabhan, S. (2016, June). The Process Approach to Improve Students' Writing Ability in English Education Department University Of Pgri Adi Buana Surabaya. *Jembatan Merah, Jurnal Pengajaran Bahasa dan Sastra, 13*, 1-15.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers.* Sidney: Prentice Hall International English Language Teaching .

Palpanadan, S. T., Salam, A. R., & Ismail, F. B. (2014). Comparative Analysis of Process Versus Product Approach of Teaching Writing in Malaysian Schools: Review of Literature. *Middle-East Journal of Scientific Research, 22*, 789-795.

Pasand, P. G., & Haghi, E. B. (2013, January). Process-Product Approach to Writing: the Effect of Model Essays on EFL Learners' Writing Accuracy. *International Journal of Applied Linguistics & English Literature, 2*, 75-79.

Premuzic, T. C., Furnham, A., & Lewis, M. (2007). Personality and Approaches to Learning Predict Preference for Different Teaching Methods. *Learning and Individual Differences, 17*, 241–250.

Rashtchi, M., Porkar, R., & Saeed, S. F. (2019). Product-Based, Process-Based, and Genre-Based Instructions in Expository Writing: Focusing on EFL Learners' Performance and Strategy Use. *European Journal of Education Studies, 6*(6), 115-136

Renandya, W. A., & Widodo, H. P. (2016). *English Language Teaching Today: Linking Theory and Practice* (Vol. 5). Switzerland: Springer International Publishing.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching.* Cambridge : Cambridge University Press.

Salkind, N. J. (2008). *Encyclopedia of educational psychology.* California: SAGE Publications, Inc.

Selvaraj, M., & Aziz, A. A. (2019, November). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms . *International Journal of Academic Research in Progressive Education and Development, 8*(4), 450–473.

Setyono, B. (2014). Approaches in Teaching Writing Designed by High School English Teachers in Indonesia. *International Journal of Sciences: Basic and Applied Research (IJSBAR), 14*(1), 477-494 .

Smidt, W. (2015). Big Five Personality Traits as Predictors of The Academic Success of University and College Students in Early Childhood Education. *Journal of Education for Teaching, 41*(4), 385–403.

Warren, C., McGraw, A. P., & Boven, L. V. (2010). Values and Preferences: Defining Preference Construction. *WIREs Cognitive Science, 2*, 193-205.

Yang, Q. (2016). Improving College English Writing Teaching—From Product Approach to Process-focused Approach. *International Conference on Education & Educational Research and Environmental Studies*, 22-24.

Zhang, L.-f. (2003). Does the big five predict learning approaches? *Personality and Individual Differences, 34*, 1431–1446.