A THEORETICAL STUDY ON AMBIVERT STUDENTS IN RELATION TO THE ACCURACY OF SYNTAX IN NARRATIVE WRITING

Simon Petrus Kita Ngatu[1]
Institut Nasional Flores[1]
Simonpetruskitangatu4@gmail.com[1]

ABSTRAK: Tujuan utama artikel ini adalah untuk mengeksplorasi kerangka teoritis dampak kepribadian ekstrovert, introvert, dan ambivert terhadap akurasi sintaksis dalam penulisan naratif. Menggunakan metode Systematic Literature Review (SLR), studi ini menemukan bahwa siswa ambivert memiliki sifat kepribadian yang seimbang (introvert dan ekstrovert). Siswa ambivert memiliki konsentrasi tinggi dalam melakukan tugas menulis, seperti penulisan naratif. Hal ini karena mereka mampu berkomunikasi dengan diri sendiri melalui refleksi setelah terlibat dalam interaksi sosial. Sifat ini berbeda dengan introvert karena siswa ambivert memiliki pengetahuan yang kaya karena mereka memperoleh pengetahuan melalui interaksi dengan orang lain dalam komunikasi dan memiliki kemampuan untuk mendalami tugas membaca dan refleksi. Hal ini membuat siswa ambivert cenderung melakukan penulisan dengan kosakata yang kaya, mereka dapat menyusun pola kalimat yang baik (akurasi sintaksis), dan mereka memiliki latar belakang pengetahuan yang cukup sehingga dapat melakukan penulisan naratif dengan mudah dan menyusunnya dalam kalimat yang baik (sintaksis).

Kata kunci: Ciri kepribadian, ekstrovert, introvert, ambivert, sintaksis, penulisan naratif.

ABSTRACT: The main purpose of this article attempts to explore theoritical framework of the impact of extrovert, introvert, and ambivert on the accuracy of syntax in narrative writing. Using the Systematic Literature Review (SLR) method, the present study find that the ambiverted students have a balance trait of personality (introvert and extrovert). The ambiverted students have a high concentration in doing writing task such as narrative writing. This is because they are able to communicate with themselves through reflection after involving in social interaction. This trait is different with introverted because ambiverted students have rich of knowledge because they acquire the knowledge through interaction with others in communication and have ability to go in deeper in reading task and reflection. This lead the ambivert students tend to do writing with with rich of vocabularies, they can put in a good sentences pattern (accuracy of syntax) and they have enough background of knowledge so they can do narrative writing easily and construct them in a good sentence (syntax).

Keywords*: personality trait, extrovert, introvert, ambivert, syntax, narrative writing.*

INTRODUCTION

Every people has his own characteristic. The characteristics may comes by born or even appear during their interaction with others. The previous is known as innate characteristic and the last is coming because of social contact since students are human being who need others people. Both of them will determine what kind characteristic they have. This

relates to the individual personality. Chamorro-Permuzic and Furnham (2010) in Jalili, S. and Mall-Amiri, B. (2015, 828) claimed that personality traits cause people show similar behavior in different situations and also make the people's behavior different from the behavior of the others. So to understand personality traits we should understand and consider both the way people are different from each other and the way they are similar. In this case, Ferguson proposes that pesonal type as psychological aspect will determine ones behavour. Since the personality characteristic is a psychological aspect and it has been existed in every individu so the type of personality tends to be stable over time. This is in line with Boroujeni, A.A.J, Roohani, A., and Hasanimanesh, A. (2015: 212) stated that peoples' personality types are exclusive to them and stable over time which would influence every aspect of their lives including learning in general and language learning in particular.

In relation to that, writing as a part of of skills in language learning, could be effected by the personality type of a student. A different personality type might manifest in different results for writing competence. What could be given attention for second or foreign language research about personality type are the differences due to extroversion and introversion (Dornyei, 2005). Basically, introvert and extrovert learners are able to learn and work together if the lecturers/teachers help and facilitate their communication and give both equal opportunities to take part (Celce-Murcia, 2001 in Zoltan Dornyei, 2005).

Many studies tried to investigate the impact of different personality types on different aspects of life including: vocation, education, sports, business, and psychology, and the like. Regarding education, much works have been done on the relationship between personality types and language learning. Personality is the "real self" of each person, and defines the way people think and behave (Dai, 2008 in Jalili, S. & Mall-Amiri, B., 2015). Personality traits are thus organizational constructs; they influence how individuals organize their behavior to meet environmental demands and new challenges . We usually use the term of personality traits to explain others behaviors and also our own behaviors. It starts from a classification of fixed and observable patterns of behavior (taxonomy) to the expand to which people differ on these dimensions to predict variance in other observable behaviors, outcomes, or constructs like happiness, health, reaction time, or academic and job performance (Chamorro-Permuzic et al, 2005 in Jalili, S. and Mall-Amiri, B., 2015). Personality is a person's essential nature that is reflected in attitudes and actions that distinguish him from others (Sari et al., 2020). Feist and Feist (in Fatmawati & Khabibah, 2019) define personality as a pattern of certain traits and characteristics that are relatively permanent, both consistency and individuality in a person's behavior. Thus, personality type refers to the classification of individual types psychologically, where there is a person's preference in doing or determining everything in his life (Soleimani et al., 2018). Moreover, Septianah et al. (2019) stated that "personality traits are expressed in learning styles, which are in turn reflected in learning strategies." Thus, the personality of learners can affect the way they grasp knowledge and learn new things.

Besides, Busch (1982) in Boroujeni, A.A.J, Roohani, A., and Hasanimanesh, A. (2015: 213) investigated the relationship between extroversion/introversion and English proficiency

among the EFL students in Japan. He rejected the hypothesis that the extraverts are more proficient than the introverts. Pazhuhesh (1994) in Boroujeni, A.A.J, Roohani, A., and Hasanimanesh, A. (2015: 213), also, examined the relation between extroversion/introversion and reading comprehension among EFL Iranian students. It was indicated that the introvert students were more successful than their extrovert counterparts. Another study was conducted by Dewaele and Furnham (1999) in Boroujeni, A.A.J, Roohani, A., and Hasanimanesh, A. (2015: 213) on the relationship between personality type and speech production. They concluded that extrovert bilinguals speak more fluently than introvert bilinguals, especially in interpersonal stressful situations.

In relation to the above reality, the important question may appear: why do the previous study never discuss about this type of personality (introvert, extrovert and ambivert) specialy in relation to writing ability? This leads the writer to be curious of writing this article based on the previous researches and documents. This is known as technical reason. The content reason is that the writer eager to know the impact of personality (extrovert, introvert, and ambivert) on the accuracy of syntax in narrative writing. So, the writer would like to discuss about the three types of personality in relation to the accuracy of syntax in narrative writing.

With regards to the above issue, this article attempts to provide a theoretical justification of the the impact of extrovert, introvert and ambivert on the accuracy of syntax in narrative writing which is then supported by some some practices of how to engage the extroverted, introverted and ambiverted students to gain equal opportunities to explore their narrative writing ability.

RESEARCH METHOD

This research was conducted using the Systematic Literature Review (SLR) method. Through this method, in line with Calderon and Ruiz (2015) and Ningsih, et al (2022), the researcher identify, evaluate, and interpret all available research relevant to the formulation of the problem or topic area being studied. Through this method, this research was conducted with the aim of finding a suitable personality trait in relation to the accuracy of syntax in narrative writing. The writer begin with finding the articles discussing about the personality traits in relation with the accuracy in narrative writing. The writer evaluate the articles, interpret the concept, reporting and drawing conclusion.

RESULT AND ANALYSIS

Based on the previous literature stated on the background of the study and the writer experience in reading literature dealing with personality traits, many of scholars pay their straight attention only in extrovert and introvert. To this phenomena, it should be taken into account that not only extrovert and introvert as the trait of personality but there is still another type of personality: ambivert. Ambivert is a combination of extrovert and introvert. It is defined as people who are neither introverts nor extraverts, but are in the middle between the two extremes. The ambivertas is a person who can move easily from working with others to

working alone, have moderate threshold for sensory stimulation, and may tire of it after a while (Patel V. B. in Hudson S.W. and Ferguson G. C. 2016, p. 1001). This means that ambivert as a type of personality has its advantages in many aspects of human life. The ambivert person be able to socialize with others through sharing ideas, discussion or communicate with others and also be able to do task alone. In this case, the ambivert actually estabilish their competence and performance through two ways: communicate with others and with theirselves. Communicate here is understood as a way to establish the peronal competence and performance.

The Myers-Briggs Type Indicator (MBTI) was used to identify participants' personality preferences. Despite some academic criticism (Stricker and Ross, 1964; McCrae and Costa, 1989; Hunsleyet al., 2004 in Gulliver, S.R., & Ghinea, G., 2010, p. 41) the MBTI tool is arguably the world's most widely used personality assessment and provides a high level of accuracy when compared to other indicators (Lawrence and Martin, 2001 Gulliver, S.R., & Ghinea, G., 2010, p. 41). The original Myers-Briggs test has 93 forced choice questions, but due to limitations on time, in this study participants were categorised using an adapted test questionnaire. As in the Myers-Briggs Type Indicator (MBTI), the personality categories were defined as: Extroversion (outwards) or Introversion (inwards), which concerns the way a person interacts with the environment and/or people; Sensing (via senses) or Intuition (unconscious), which concerns the manner in which a person processes information; Thinking (logical) or Feeling (subjective), which concerns the way in which a person evaluates information; and finally Judge (step-by-step/rules) or Perceiving (subjective judgments), which concerns how a person comes to a conclusion (Reuther and Meyer, 2002 Gulliver, S.R., & Ghinea, G., 2010, p. 40).

1. Extrovert

Extroversion is the dimension where a person has a fundamental need to project a strong self-image for self-esteem and a sense of completeness from others Brown, 2000 in Zainuddin (2016: 164). Additionally, according to Eysenck and Eysenck (1975) in Zainuddin (2016: 164) claimed that the typical extrovert is friendly, has many friends, needs to get friends to speak to, likes parties, and avoids reading or studying by himself". The extroverted students eager to have discussion and sharing idea with others. They get knowledge through having interaction with others. Furthermore, the extroverted students feel most energetic when they are around others, or in a busy environment; they tend to be most motivated by feedback from other people, whether that' s compliments, praise or constructive criticism; Beside that, they easy to get to know and make friends easily and people warm to them quickly, they also tend to think out loud, coming up with ideas while they are talking to others. Extroverted students easily communicate in the second language even though they might not produce accurate output. These characteristics influence their ways of learning in the second language so it is believed that extraverts are more successful in communication (Suliman, 2014, p.231). Furthermore Extroverts have the main characteristics of social skills and impulsive nature, like to joke, passionate, quick-thinking, optimistic, and

other traits that indicate people who value their relationships with others (Yusra et al., 2015).

According to Jensen and Ditiberio (1984) in Boroujeni A. A. J., Roohani, A., and Hasanimanesh, A. (2015, p. 213), it is the first dimension of Jung's system identified a person's general orientation toward life. Extroverts mainly focus their energy outward and tend to interact with people and things. Outer experience (i.e., talking and acting) is so highly important for them that they often begin performing tasks with little planning, then rely on trial and error to complete the task. Since they spend more time dealing with outer experience rather than inner experience (i.e., reflecting and observing), they think most clearly and develop more ideas in action or in conversation.

2. Introvert

Introversion is the extent to which a person can derive a sense of wholeness and fulfillment on their own without reflection of themselves from other people (Brown, 2000 in Zainuddin, 2016: 164). According to Naik (2010) in Zainuddin (2016: 164), introverts are more fascinated by activities like writing, reading and drawing than in activities which require them to act in an outgoing way like speaking, gossiping and the like. In addition, Richards and Schmidt (2002) in Zainuddin,(2016: 164) stated that an introvert person prefers to avoid societal contact with others and is often obsessed with his/her experiences, thoughts, and feelings. Besides that, according to Eysenck and Eysenck (1975) in Zainuddin (2016: 164) , the introvert is typically a silent, withdrawn sort of person, self-analyzing, likes books rather than people; he is uncommunicative and far away except with close friends. Added to this, introverts seek time away from the outside world, in order to process and reflect on new information (Laney, 2001). In group situations, such as during a classroom discussion or at an office meeting, introverts may appear reluctant to share their ideas, but this may be because they need to take time away from the group to fully develop these ideas first (Cain, 2012). Introverts can be capable of profound insights when they are afforded the time and space to think things through. Added to this, The introvert personality type is the opposite of introvert. He prioritizes his own thoughts, feelings, ideals as his source and interests, ponders, and plans so that he appears isolated, slow and hesitant behavior and does not like a lifestyle that involves many people (Jamil, 2012).

In line with that the introverted students need time alone to 'recover' after being around others, they tend to get their most creative ideas when they spend time alone, and they only speak when they have something to say. Introverted students tend to be exerts talk less and reflect more before acting, like to be quiet, like to work independently or with one or two other people. They tend to be more passive rather than actively social. In addition, many introverted students have an obsession with producing accurate grammatically sentences with native- like accent (Suliman, 2014, p.231). An introvert also has a tendency to feel that will be channeled through introspection and being preoccupied with experiences within oneself, which others may consider as a form of indifference or cold and ironic attitude so that this is considered by others as an individual who has little concern for others (Arip et al., 2017).

3. Ambivert

Another types of personality is ambivert. Ambivert is a combination of extrovert and introvert. A person is considered as ambivert if he belongs the such characteristics as flexible socially , happy being alone and in big groups; intuitive about when to speak up and when to keep quiet; adaptable and can switch his communication depending on the situation; people rarely comment on him being outgoing or withdrawn, because he is fairly moderate in the way he express himself.

Ambiverts are defined as people who are neither introverts nor extraverts, but are in the middle between the two extremes. They combine the qualities of the extremes and in certain cases may manifest introverted behavior, and in other cases may have more extraverted behavior (Cohen & Schmidt 1979) in Georgiev, S. Y., Christov C. V., Philipova D. T. (2014, p.66). Beside that according to Sandy Clarke (2016, p. 1) ambiverts are those who possess traits of both extroversion and introversion. Added to this, Sandy Clarke (2016, p. 1) climed that there are three advantages of ambiversion. The first is flexibility. Ambiverts are much more able to adapt easily to different situations that they find themselves in. The second is stability. Ambiverts are neither introverted nor extroverted. Instead, their personality type is a balance between two extremes, meaning that they can avoid being overly sensitive, as some introverts can be, and domineering, as a number of their extroverted counterparts. The third is refined gut instinct. While introverts might remain silent when faced with an uncomfortable situation, and extroverts may become bullish when a particular goal is within reach, ambiverts are able to attune themselves to any given situation. This means that they know, for example, when to speak up and when to listen for negotiating.

In line with that, Patel V. B. in Hudson S.W. and Ferguson G. C. (2016, p. 1001) and (Petric, 2022) described the ambivertas is a person who can move easily from working with others to working alone, have moderate threshold for sensory stimulation, and may tire of it after a while.

Each individual person is a unique character with their own instinctive personality (John, Hampson & Goldberg, 1991; McAdams, 1995 in Zainudin, 2016, p.163). Personality symbolizes the implicit interrelations among noticeable behaviors, internal dispositions and preferences to act (Haradast & Baradan, 2013 in Zainudin, 2016, p.163). Personality plays an important role in determining a person's action or emotion when faced with everyday life event whether pleasant or stressful. Personality tells many things about a person and provide benefits in many ways; for example, what motivates them, how to cope with stress, social life or depression; which are extremely important for therapist or counselor to get to know their patient better. In other words, methods of treatment can be given if a person is diagnosed with a personality disorder thus improving their lifestyle (Yusoff N., Sharipudin N. H., and Yusoff M.S. B., 2016, p. 172). In line with that, personality is a description of consistent emotional, thought and behavioral patterns in a person (Gulliver, S.R., & Ghinea, G., 2010, p. 40).

Furthermore, According to Pervin and John's (2001) in Zoltan Dornyei (2005, p. 11) standard definition, personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving. As Funder (2007) in Boroujeni A. A. J.,

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Roohani, A., and Hasanimanesh, A. (2015, p. 212) states, personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns. It is defined as the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems (Mayer, 2007 in Boroujeni A. A. J., Roohani, A., and Hasanimanesh, A. 2015, p. 212). Thus, from this definition it is inferred that peoples' personality types are exclusive to them and stable over time which would influence every aspect of their lives including learning in general and language learning in particular. Added to this, Bradberry, T. (2015) documented that personality consists of a stable set of preferences and tendencies through which we approach the world. Personality traits form at an early age and are fixed by early adulthood. Many important things about you change over the course of your lifetime, but your personality isn't one of them.

Syntax

The content of writing will be easy to be understood if it is put in a logic and systematic syntactic order. Furthermore, Finch (2000) in Zainuddin (2016, p. 162) has argued that languages like English deal with word order. This is because syntax deals with the word arrangement and it is supported by grammatical aspect. syntax is the part of grammar that concerns itself with the structure of sentences. Furthermore, Finch (2000) in Zainuddin (2016, p. 163) stated that syntax is a term used for the study of rules governing the way words are combined to form phrases. Similarly, Bell (1991, p. 207) in Zainuddin (2016, p. 162) states that syntax is the knowledge of manipulating sentence elements in the chain and choice of the system within the proposition semantic aspect. He continues to define syntactic knowledge as a matter of knowing what elements exist in a language and how they may be legitimately combined. Added to this, Sag, I. A. and Wasow T., 1999, p. 40) stated that exploring the structure of language is an intellectually challenging and, for many people, intrinsically fascinating activity. It is like working on a gigantic puzzle.

Fromkin, Rodman and Hyams (2011, p. 78) in Zainuddin (2016, p.165) define syntax as follows: "syntax is the component of grammar that stands for a producer knowledge of phrase, clause and sentences, and their structures. The rules of syntax integrate words into phrases then to sentences then to paragraphs. So, syntax is the part of grammar that concerns itself with the structure of sentences. Furthermore, Finch, (2000) in Zainuddin, (2016, p. 165) stated that syntax is a term used for the study of rules governing the way words are combined to form phrases.

In relation to that, the concept of syntax is inseparable with the X-Bar Theory. This is because the X-Bar Theory is a way of analyzing the sentence element and the words order of the sentence. According to Chomsky (1995) in Zainuddin, (2016, p. 165), X-Bar Theory describes the structure of phrases, clauses and sentences whatever the order of language may have adopted SVO, VSO or OVS. Furthermore, X-bar theory or X-Bar syntax is the arrangement of principles that explain how any particular constituent phrase can be structured internally (the way it is ultimately constructed will be based on the head choice)

(Koopman, Sportiche & Stabler, 2013) in Zainuddin, (2016, p. 165). Every phrase has complements in its construction, which act as the construction head. Consequently, X is the construction head XP. The construction head is X, the classification instantly above it is X-Bar and the classification above X-Bar is X-Double Bar. Hence, the general tree for X-Bar Theory that is called the Cross-Categorial Generalization is as follows:
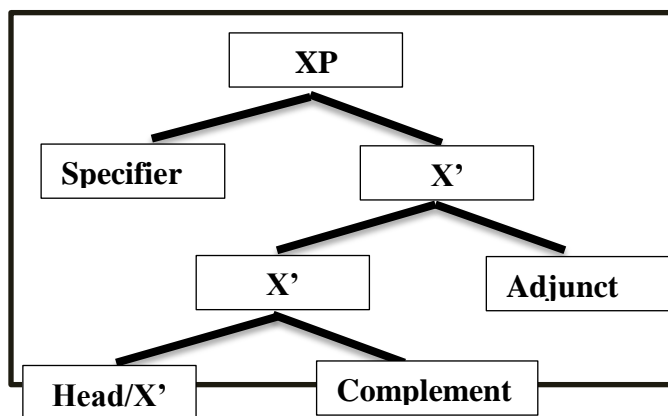
Cross-Categorial Generalization

Based on the figure above, it can be known that the labels Specifier, Adjunct, Head and Complement are functional notions, and that of these four only the Head is always obligatory. Koopman, Sportiche and Stabler (2013) and Aarts (2001) in Zainuddin, (2016, p. 165) have asserted that the head determines the fundamental properties of the complex. The specifier is a determiner of the phrase, which appears only if the meaning of the phrase requires it. A complement appears only if the head of the phrase requires its presence. An adjunct is usually a modifier for the verb.

Miller, J. (2002, p. 17) added that the head, controls the other words, the modifiers. A given head may have more than one modifier, and may have no modifier. The second idea is that words are grouped into phrases and that groupings typically bring together heads and their modifiers. In the large dog, the word dog is the head, and the and large are its modifiers. In barked loudly, the word barked is the head and loudly the modifier. Furthermore he documented that A phrase, then, is a group of interrelated words. groups of interrelated words can be moved around inside clauses as a single unit; here, we concentrate on the fact that in such groups we recognize various links among the words, between heads and their modifiers. This relationship of modifications fundamental in syntax.

In relation to that, How are we to understand the statement 'one word, the head, controls the other words, the modifiers'? Miller, J. (2002, p. 1) provided below examples. Consider the sentences in (1) - (2), which also introduce the use of the asterisk '*' to mark unacceptable examples.

(1) a. Ethel was sitting at her desk.
    b. *The Ethel was sitting at her desk.

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(2) a. *Accountant was sitting at her desk.

b. The accountant was sitting at her desk.

c. Accountants audit our finances every year.

Example (1a) is a grammatical sentence of English, but (1b) is not grammatical (at least as an example of standard English). Ethelis a type of noun that typically excludes words such as the and a. Accountantis a different type of noun; if it is singular, as in (2a), it requires a word such as theora. In (2c), accountantsconsists of accountant plus the plural suffix - s and denotes more than one accountant. It does not require the. Plural nouns, of course, exclude a or an but allow words such as some or more.

Added to that, Miller, J. (2002, p. 3) documented the heads, modifiers, and meaning. The distinction between heads and modifiers has been put in terms of one word, the head, that controls the other words in a phrase, the modifiers. If we think of language as a way of conveying information - which is what every speaker does with language some of the time - we can consider the head as conveying a central piece of information and the modifiers as conveying extra information. Thus in the phrase expensive booksthe head word booksindicates the very large set of things that count as books, while expensive indicates that the speaker is drawing attention not to the whole set but to the subset of books that are expensive. In the longer phrase the expensive books, the word the signals that the speaker is referring to a set of books which have already been mentioned or are otherwise obvious in a particular context.

Finally in this brief set of examples, we return to the point made earlier in passing that heads may have several modifiers. This is most easily illustrated with verbs; the phrase bought a present for Jeanie in Jenners last Tuesday contains four modifiers of bought –a present, for Jeanie, in Jenners and last Tuesday. A present signals what was bought and narrows down the activity from just buying to buying a present as opposed, say, to buying the weekly groceries. For Jeanie narrows the meaning down further – not just 'buy a present' but 'buy a present for Jeanie', and similarly for the phrases in Jenners and last Tuesday (Miller, J. (2002, p. 4).

Narrative Writing

Most narratologists agree that narrative consists of material signs, the discourse, which convey a certain meaning (or content), the story, and fulfill a certain social function. This characterization outlines three potential domains for a definition: discourse, story, and use. These domains correspond, roughly, to the three components of semiotic theory: syntax, semantics, and pragmatics (Herman, D. 2007, p.24).

Syntax is the most problematic area for a definition of narrative, because the concept applies only to semiotic systems with clearly definable units that combine into larger linear sequences according to precise rules. But there is no such thing as clearly definable "narrative units" comparable to the words orphonemes of language. The narratologists who have attempted to divide narrative into constituents have come up with vastly different catalogs of basic elements: for instance, Aristotle's exposition, crisis and denouement; Propp's functions

and roles, Greimas's types of actants; Barthes's kernels and satellites, and the more traditional notions of character, action, and setting. If we cannot agree on the basic units of narrative, in the way grammarians (more or less) agree on the syntactic categories of language (nouns, verbs, adjectives, articles, etc.), there is no hope of defining the rules of their combination and of distinguishing well-formed and ill-formed sequences. In narrative matters, there is no equivalent to Chomsky's syntactically grammatical but semantically deficient sentence "colorless green ideas sleep furiously." Eliminating syntax from the definition of narrative means that narrative discourse cannot be described as a specific configuration of purely formal elements (Herman, D. 2007, p.24).

In relation to that, writing is one of language skill that is considered as an excellent tool of communication. This is because through writing, people can communicate to share their ideas or feeling to others. Skill in writing is a required skill; it provides freedom for each student to express his/her ideas in words (Sharples, 1999 in Zainuddin, 2016, p. 162). Besides that, students are able to convey their opinions or ideas by arranging them into a structured text so that others can easily comprehend the opinions and ideas of each student.

Literally, writing is a brain activity that needs memory, accuracy, and skills to combine the words in accordance with the accepted language rules and customs (Deporter & Heracki, 2002) in Zainuddin, (2016, p. 162). In doing writing activities, it is possible that extrovert and introvert EFL learners may have different outcomes because extroverts act more quickly but less correctly in compound cognitive tasks such as writing, while introverts are slower but more precise (Eysenck & Eysenck, 1985) in Zainuddin, (2016, p. 162).

Additionally, since writing is one of the skills that have to be mastered by EFL learners for competence and performance, there could be a correlation between the personality type of a student and their writing competence and performance. A different personality type might manifest in different results for writing competence. What could be given attention for second or foreign language research about personality type are the differences due to extroversion and introversion (Dörnyei, 2005) in Zainuddin, (2016, p. 163). Basically, introvert and extrovert learners are able to learn and work together if the lecturers/teachers help and facilitate their communication and give both equal opportunities to take part (Celce-Murcia, 2001) in Zainuddin, (2016, p. 163).

Most narratives are told in chronological order (the order in which the events occur) (Hutchinson, E. 2005,p.10). some kinds of narrative writing are memory and biography writing. A memoir is a narrative based on personal experience. What events from your past are especially memorable? When you write a memoir, you usually recall details about a specific event. Perhaps these are sensory details: how something looked, sounded, or tasted. Or perhaps the details involve what other people said or did (Hutchinson, E. 2005,p.22). A biographyis the story of someone's life, as written by another person. Usually, events in a biography are written in chronological order, beginning with the subject's childhood. The biographer's main goal is to give an accurate impression of the subject's personality (Hutchinson, E. 2005,p.24).

Extrovert, Introvert and Ambivert and the the accuracy of syntax in narrative writing

In relation to the personality types, many experts convert the strength and the weakness of extrovert and introvert. Some scholars such as Dewaele and Furnham (1999) in Boroujeni, A.A.J, Roohani, A., and Hasanimanesh, A. (2015: 214) concluded that extrovert bilinguals speak more fluently than introvert bilinguals, especially in interpersonal stressful situations. in Boroujeni, A.A.J, Roohani, A., and Hasanimanesh, A. (2015: 213) in Boroujeni, A.A.J, Roohani, A., and Hasanimanesh, A. (2015: 213) examined the relation between extroversion/introversion and reading comprehension among EFL Iranian students. It was indicated that the introvert students were more successful than their extrovert counterparts. The above argumentation are true based on the research. Such kind of contradictory argumentation appeared because the skill to be measured were different.

As it is stated before that there are three types of personality: extrovert, introvert, and ambivert. Based on the previous studies, the writer believes that three of them give impact to language skills. Extroverted students tends to have discussion and sharing idea with others and the extroverted students feel most energetic when they are around others, or in a busy environment; they tend to be most motivated by feedback from other people, whether that' s compliments, praise or constructive criticism. On the one hands, this means that the students with that types of personality prefer to work alone. As it is found in the previous study, they have a very good competence and performance in communicative or speaking skill. They are able to communicate with an appropriate context and situation. They have interpersonal intelligence. Such personality than leads them to have a particular habitual in their daily lives.

It seems obvious that extroverted learners, who use the second language to interact without in habitation, talk more fluently, tend to take actions with less reflection, work better in groups and excel during classes with high levels of activity. It is to accommodate their need to communicate outside of class time without the pressure of the classroom. Extroverted students easily communicate in the second language even though they might not produce accurate output. These characteristics influence their ways of learning in the second language so it is believed that extraverts are more successful in communication.

On the other hands, the extroverted students get difficult in doing task alone such as in relation to the accuracy of syntax in narrative writing. They cannot put the word literally in an appropriate or accuracy words order to construct a good sentence. A good sentence here means that a sentence that gives meaning. According to the results of the study conducted by Zainuddin (2016, p.170), found that extroverted students did worse than introverted students in language construction for narrative writing. Even though there was a significant difference between the extroverts and the introverts in performing the writing task, actually both groups still have an equal chance to improve their ability in learning foreign language particularly in writing skills but extroverted students must pay more attention to using good syntax because they tend to be careless and less correct in constructing their phrases when doing a writing task.

Another type of personality is introvert. As it is discussed before that the introverted

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students are more fascinated by activities like writing, reading and drawing than in activities which require them to act in an outgoing way like speaking, gossiping and the like. This means that the introverted students tend to interact with themselves. Introverts tend to be exerts talk less and reflect more before acting, like to be quiet, like to work independently or with one or two other people. They tend to be more passive rather than actively social. In addition, according to Zainuddin (2016, p.170), many introverted students have an obsession with producing accurate grammatically sentences with native - like accent. Grammatical sentences concern with syntax. They really pay attention on the accuracy of how to put the words in a logic sequences. It is clear that the introverted students keen on reading and writing rather than speaking.

Introverted students need time on their own, without people chatting around them, to do their best work. Try to see friends individually, so they can have in-depth conversations without being overwhelmed by bigger groups. Balance time with others by spending time on their own, otherwise they will soon start to feel frazzled. Running, cycling, reading, painting and making crafts are all restorative ways to spend their free time. Concerning with writing task, the introveted students tend to be more accurate but they have lack of ability in speaking. This is not because of they do not have competence in speaking but because they tend to be more careful to speak. This make the interverted students tend to speak slowly.

The last type of personality is ambivert. As it is discussed previously, the ambiverted students are happy being alone and in big groups; intuitive about when to speak up and when to keep quiet; adaptable and can switch his communication depending on the situation; people rarely comment on them being outgoing or withdrawn, because they are fairly moderate in the way they express themselves. Individuals with ambivert personalities are able to feel comfortable in anysocial situation but also comfortable when they are spending time with themselves (Nickerson, 2024). The students with such kind of personality are flexible. They can involve in group discussion, they have competence and performance in communicative skill and also they have ability in doing task alone such as writing. Ambivert personality is a type of personalitywithcharacteristics of both extrovert and introvert personality, which can change according to their mood, specific context, and some purpose (Edwards, 2024).

Ambiverts have a distinct advantage over true introverts and extroverts. Because their personality doesn't lean too heavily in either direction, they have a much easier time adjusting their approach to people based on the situation (Saucedo, 2024). This enables them to connect more easily, and more deeply, with a wider variety of people. Beside that they can do task alone. They can manage themselves whenever they are in group, community or when they are being alone. This means that the task such as communication (speaking) as a skills wich involves others in a group or community, and writing and reading which is konown as individual task can be hold easily. This is because they can adjust with the situation or able to adapt with the situation. Means that they can associate theirselves, their attitude, and performance with the situations.

Based on the above argument, it could be said that the ambiverted students have rich of knowledge, competence, and performance since they have a ballance traits between

introvert and extrovert. Having ballance of extrovert and introvert does not mean that they have blur personality. Ambivert enrich students who posses it with deep knowledge, they can acquire knowledge easily from the environment through interaction. They can acquire the knowledge through interaction with others and then they reflect, interanalize, and perform the knowledge in speaking and writing. In this case, the ambiverted students have ballance of cognitive and social aspect.

As it is said before that the ambiverted students have a ballance trait of personality. They can participate easliy in group communication and also can do task alone such as writing. The ambiverted students have a high concentration in doing writing task such as narrative writing. This is because they are able to communicate with themselves through reflection after involving in social interaction. They tend to be accurate in choosing the appropriate words and put them in a logical order. Such kinds of personality traits lead them to be easy in doing writing as a productive skill. They pay deeper attention on grammatical accuracy and syntatic aspect of sentences in narrative writing. They have ability to make a self-correction in narrative writing. Beside that, the introverted students have a great deal of knowledge resources because the they acquire the knowledge from two ways: social interaction by taking part in discussion and also from reading materials. They are able to make a connection between the knowledge they get from social interaction (such as group discussion) and what they know from books or any written resources they read. This is because they feel comfortable in both discussion or communicate with others and also do the task alone such as reading from the text or provided materials.

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