



Analysis of *Introverted* Students' Writing Skills Using Linguistic *Intelligence* Tests

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ABSTRACT

This study was motivated by the tendency to assess linguistic intelligence with a greater emphasis on verbal activity, so that the potential of students with introverted tendencies cannot be fully seen and is likely to be misunderstood. This study aims to obtain an overview of the writing skills of students with introverted tendencies in grade V of SDN 191 Pekanbaru using a linguistic intelligence test. The research method used is descriptive quantitative with a sample of 7 students who have introverted tendencies at SDN 191 Pekanbaru. Data collection was conducted through a personality questionnaire using the Eysenck Personality Inventory (EPI) scale and a writing skills test measured through five indicators, namely content relevance to the title, use of standard Indonesian spelling and grammar, choice of vocabulary, sentence structure, and neatness of writing. The results showed that the linguistic intelligence of students in terms of writing skills was in the fairly high category with an average score of 75.71. These findings prove that students with introverted tendencies have good linguistic intelligence, especially in terms of writing skills. This confirms that linguistic intelligence cannot be assessed solely based on speaking activity. Therefore, it can be said that the linguistic intelligence of students with introverted tendencies has developed quite well through writing activities as a form of language expression.

Keywords: *introvert, writing skills, linguistik intelligence, test*

Analisis Keterampilan Menulis Siswa *Introvert* Menggunakan Tes Kecerdasan Linguistik

ABSTRAK

Penelitian ini dilatarbelakangi oleh kecenderungan penilaian kecerdasan linguistik seseorang yang lebih menitikberatkan pada aspek keaktifan lisan, sehingga potensi siswa dengan kecenderungan *introvert* tidak dapat terlihat secara utuh dan berpeluang untuk disalahpahami. Penelitian ini bertujuan untuk memperoleh gambaran keterampilan menulis siswa dengan kecenderungan *introvert* di kelas V SDN 191 Pekanbaru menggunakan tes kecerdasan linguistik. Metode penelitian yang digunakan ialah kuantitatif deskriptif dengan sampel 7 orang siswa yang memiliki kecenderungan *introvert* di SDN 191 Pekanbaru. Pengumpulan data dilakukan melalui angket tipe kepribadian dengan skala EPI (*Eysenck Personality Inventory*) dan tes keterampilan menulis yang diukur melalui lima indikator yaitu kesesuaian isi dengan judul, penggunaan EYD, pemilihan diksi, struktur kalimat, dan kerapian tulisan. Hasil penelitian menunjukkan bahwa kecerdasan linguistik siswa pada aspek kemampuan menulis berada pada kategori cukup tinggi dengan skor rata-rata 75,71. Temuan ini membuktikan bahwa siswa dengan kecenderungan *introvert* memiliki kecerdasan linguistik yang baik, khususnya pada aspek keterampilan menulis. Hal ini menegaskan bahwa kecerdasan linguistik tidak dapat dinilai hanya dari keaktifan berbicara saja. Oleh karena itu, kecerdasan linguistik siswa dengan kecenderungan *introvert* dapat dikatakan telah berkembang dengan cukup baik melalui aktivitas menulis sebagai salah satu bentuk ekspresi bahasa.

Kata kunci: *keterampilan menulis, introvert, tes, kecerdasan linguistik*

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INTRODUCTION

Intelligence is a person's ability to understand, process, and use information effectively to think, communicate, and solve problems based on their knowledge and experience (Rahmi, 2018). As a complex cognitive capacity, intelligence helps individuals organize ideas and make informed decisions (Widianto et al., 2024). This potential is dynamic and can be developed to its optimal level (Nurhaliza et al., 2024).

In education, the view of intelligence has shifted from a single intelligence to multiple intelligences. Howard Gardner (in Armstrong, 2003) explains that each individual possesses a unique range of intelligences, one of which is linguistic intelligence. Linguistic intelligence is a person's ability to use language effectively, both orally and in writing (Rusnayanti et al., 2022). Individuals with this intelligence possess sensitivity to language structure, a rich vocabulary, and strong verbal thinking skills (Junaedi & Sugono, 2022).

However, assessments of students' linguistic intelligence often unconsciously focus more on aspects that are visible verbally. Activities such as asking questions, spontaneously answering teacher questions, presenting in front of the class, and actively participating in discussions are often the primary measure of student participation and are even misunderstood as manifestations of student intelligence. However, assessments should be conducted objectively, guided by indicators that cover all dimensions (Khumaira et al., 2025). Assessments that focus too much on oral skills risk overlooking other aspects of linguistic intelligence, especially in students with certain personality characteristics.

This issue becomes relevant when linked to the introverted personality type. Based on Carl Jung's theory, individuals with introverted tendencies focus more energy inward, thus tending to prefer a quiet and reflective atmosphere (Feist et al., 2017). In the classroom, introverted students tend to be passive, rarely expressing opinions, and sometimes appear hesitant (Ulwiyah & Djuhan, 2021). This quiet demeanor is often interpreted as

a sign of a lack of understanding or low linguistic intelligence. However, their strengths may lie in their written language. Writing is the activity of expressing ideas, thoughts, and concepts in written form (Nazir & Tarmini, 2022). Unlike spoken language, which demonstrates spontaneity, written language allows individuals to present information more maturely through in-depth thought processes (Syahputra et al., 2022). Writing activities are beneficial for enhancing writers' creativity, enriching vocabulary, and practicing critical thinking skills (Hikaya et al., 2025). Therefore, writing skills are a crucial indicator for assessing the full linguistic potential of introverted students.

Previous research has extensively examined linguistic intelligence in relation to cooperative learning strategies (Rahman, 2022), reading habits (Bahiyah et al., 2023), and the use of educational media (Atikah et al., 2024). However, there remains a gap in the literature specifically examining linguistic intelligence based on personality characteristics, particularly introverted personalities.

This phenomenon was also found at SDN 191 Pekanbaru, where there was a clear gap in characteristics between students who actively speak and those who tend to be quiet and passive. To address this gap, this study aims to analyze the linguistic intelligence of students with introverted tendencies, particularly in the area of writing skills.

Based on this background, the research question is: How are the writing skills of fifth-grade students with introverted tendencies at SDN 191 Pekanbaru measured using a linguistic intelligence test?

In line with this research, this study aims to obtain an overview of the writing skills of fifth-grade students with introverted tendencies at SDN 191 Pekanbaru using a linguistic intelligence test. Theoretically, this study is expected to enrich the body of knowledge regarding the relationship between personality type and writing skills, while practically, it can serve as a guide for teachers in developing more inclusive language assessment strategies for all students.



METHOD

This research uses a descriptive quantitative approach. According to Sugiyono (2016), Balaka (2012), and Razak (2017), quantitative research is defined as a research method based on the philosophy of positivism, used to examine a specific population or sample, collecting data using research instruments. This approach is used to provide a systematic description of the writing skills of students with introverted tendencies.

This research sample consisted of seven fifth-grade students at SDN 191 Pekanbaru who tended to be introverted. To identify fifth-grade students with introverted tendencies, the researcher used a questionnaire. The personality type questionnaire used in this study used the Eysenck Personality Inventory (EPI) scale, developed by Hans Eysenck (in Revelle, 2016) and modified by the Department of Reproduction and Distribution of Psychological Test Instruments (URDAT), Faculty of Psychology, University of Indonesia. The Guttman scale is a measurement scale designed to elicit definitive answers, with one dichotomous answer, namely yes or no. The EPI scale, which is based on seven indicators, is used to measure student personality type:

1. Activity

This indicator relates to an individual's activity level. Individuals with introverted tendencies tend to be less active, enjoy thinking activities more than acting directly, and prefer activities that take place calmly without rushing.

2. Sociability

This indicator relates to an individual's ability to socialize. Individuals with introverted tendencies have a limited circle of friends but maintain emotional closeness, and prefer activities undertaken alone.

3. Risk Taking

This indicator relates to the tendency to take risks. Individuals with introverted tendencies prioritize habits, security, and stability, and tend to be cautious when facing potential risks.

4. Impulsiveness

This indicator relates to the tendency to act impulsively. Individuals with introverted tendencies tend to be cautious, consider decisions carefully, prefer controllable situations, and are organized and responsible.

5. Expressiveness

This indicator relates to the ability to express emotions or feelings openly. Individuals with introverted tendencies tend to suppress or bottle up emotions, so their feelings are not always immediately apparent.

6. Reflectiveness

This indicator relates to the tendency to think and reflect. Individuals with introverted tendencies enjoy the process of thinking, introspection, and considering things before acting.

7. Responsibility

This indicator relates to an individual's seriousness in carrying out their obligations or responsibilities. Individuals with introverted tendencies are generally more cautious, trustworthy, and take their responsibilities seriously.

Next, students took a linguistic intelligence test to measure the extent to which their writing skills had developed. The linguistic intelligence test instrument used in this study was a measurement tool developed by Maharani et al. (2019). Writing skills have five indicators:

1. Appropriateness of Content to Title

This indicator demonstrates that students are able to express their ideas coherently and relevantly to the given topic.

2. Use of EYD

The indicator for the use of EYD measures students' ability to use letters, spell words, and punctuation in accordance with the Enhanced Spelling System.

3. Word Choice or Diction

This indicator relates to students' ability to choose words that are appropriate, clear, and contextually appropriate to ensure the written message is easily understood.

4. Sentence structure and outline according to type

This indicator relates to students' ability to structure sentences and paragraphs logically and appropriately to the type of writing they are creating. The ability to construct this outline indicates that introverted students possess a systematic thought pattern. This ability demonstrates that students understand how to construct a complete narrative even without verbal communication.

5. Writing Neatness

This indicator relates to the level of neatness and orderliness of writing, ensuring easy reading of information. According to Maharani et al. (2019), this indicator carries the lowest weighting but still plays a crucial role in effectively conveying information.

Determining students' writing skill levels is based on the categorization developed by Maharani et al. (2019).

In this article, writing skills are divided into five categories:

- 1) 90 – 100 very high
- 2) 76 – 90 high
- 3) 51 – 76 middle
- 4) 26 – 51 low
- 5) 0 – 26 very low

RESULT

This research was conducted at SDN 191 Pekanbaru, with a sample of seven fifth-grade students with introverted tendencies. This was determined through a questionnaire assessing student personality types, with scores below 12 indicating introverted tendencies.

Table 1
 Scores of Students with Introverted Tendencies

Sample Code	Personality Type Indicator Score							Total Score
	Activity	Sociability	Risk Taking	Impulsiveness	Ekspressiveness	Reflectiveness	Responsibility	
ARE	1	3	3	1	1	0	0	9
PAD	3	3	2	2	0	0	0	10
MDA	2	4	2	0	1	1	0	10
SH	3	2	1	2	1	1	0	10
AN	3	4	2	1	0	1	0	11
EAS	3	5	1	1	0	0	0	10
RFN	2	2	3	1	0	1	0	9

The results of the student personality type questionnaire showed varying results for each indicator. However, all samples in this study were shown to have introverted tendencies, with total scores of students <12, which is the assessment criterion on the EPI scale. Variations in scores for each indicator indicate students' varying tendencies in each aspect.

Next, the seven students took a writing skills test using a linguistic intelligence test instrument. Students were asked to write a speech on an environmental theme, which was measured using five indicators: appropriateness of content to title, use of EYD (Indonesian Spelling System), word choice or diction, sentence structure and outline appropriate to the genre, and neatness of writing. Students' writing skill scores are presented in the following table.



Table 2
 Student Writing Skill Scores for Each Indicator

Sample Code	Writing Skills Indicator Score					Total Score
	Content conforms to the title	Use of EYD	Choice of words or diction	Sentence structure and outline	Neatness of writing	
ARE	18	5	12	10	9	54
PAD	18	15	18	15	9	75
MDA	18	15	18	15	6	72
SH	18	15	18	15	9	75
AN	24	15	24	20	9	92
EAS	24	15	24	20	9	92
RFN	18	10	18	15	9	70
Total	138	90	132	110	60	530
Mean	19,71	12,86	18,86	15,71	8,57	75,71

The table shows that students demonstrated varying results for each indicator. The indicator of content-to-title correspondence achieved the highest achievement in this study, with a total score of 138. The indicator of writing neatness received the lowest total score. Respondents with the highest achievement in writing skills were AN and EAS, with a score of 92. The total writing skill score for introverted students in this study was 530, with an average of 75.71.

DISCUSSION

Based on the results of a study of fifth-grade students at SDN 191 Pekanbaru, who tend to be introverted, it was found that their linguistic intelligence emerged strongly through their writing skills.

Based on the writing skills test, students achieved the highest score on the indicator of content-to-title correspondence. This indicates that students were able to express their ideas coherently and relevantly to the given topic. These findings align with Gardner's theory (in Armstrong, 2003), which explains that one manifestation of linguistic intelligence is the ability to use language effectively in writing. Furthermore, according to

Erlina et al. (2019), one characteristic of developing linguistic intelligence is indicated by good writing skills. Introverted students in this study were shown to be able to maintain the focus of their discussion, remaining relevant to the assigned topic, demonstrating their ability to work in an organized manner.

Furthermore, test results showed that students were able to produce a composition in accordance with the EYD (Indonesian Spelling Standard) but did not meet all the criteria. The EYD usage indicator, which measures students' ability to use letters, word order, and punctuation in accordance with the Enhanced Spelling Standard, serves as the primary benchmark. This relates to the opinion of Syahputra et al. (2022), who argue that written language requires a complete set of linguistic elements, such as correct spelling, to convey a clear message. The reflective and cautious nature of introverts makes them more meticulous in applying writing rules than when speaking spontaneously.

Test results showed that students were able to write compositions using appropriate and varied vocabulary to effectively convey their meaning. This indicator relates to students' ability to choose words that are precise, clear, and contextually

appropriate to ensure a written message is easily understood. This reflects a strong semantic component, namely the ability to deeply understand the meaning of words (Armstrong, 2013). In line with Hikaya et al.'s (2025) opinion, writing activities serve to enrich vocabulary. Although introverted students rarely engage in oral communication in class, this study demonstrated that they possess a broad vocabulary when expressing themselves through writing.

The research results show that students are able to structure sentences into logical paragraphs according to the type of writing they are writing. This aligns with the view of Tusyani et al. (2023) who define linguistic intelligence as the ability to organize thoughts coherently and clearly in written form. This ability to construct an outline indicates that introverted students possess systematic thought patterns. This ability demonstrates that students understand how to construct a complete narrative even without verbal communication.

Furthermore, tests demonstrated that students were able to present their writing well enough so that the information presented was easily read and understood.

Overall, the writing ability of students with introverted tendencies is also supported by the introvert's characteristic of being a deep thinker. Hastuti et al. (2024) stated that introverted students have a high tendency towards imaginative activities. This condition helps students develop their writing because, through imaginative thinking, students can determine the flow of their writing, resulting in a well-structured and coherent text. Introverted students have the ability to reflect and think more deeply, enabling them to think creatively and produce written work (Adelia & Wijayanti, 2024). Therefore, it can be said that students' linguistic intelligence develops through writing skills due to introverted students' thoughtful and imaginative personalities, enabling them to express their ideas in written form.

Table 3
Categorization of Student Writing Skills

Sample Code	Writing Skills Indicator Score					Total Score	Category
	Content conforms to the title	Use of EYD	Choice of words or diction	Sentence structure and outline	Neatness of writing		
ARE	18	5	12	10	9	54	middle
PAD	18	15	18	15	9	75	middle
MDA	18	15	18	15	6	72	middle
SH	18	15	18	15	9	75	middle
AN	24	15	24	20	9	92	very high
EAS	24	15	24	20	9	92	very high
RFN	18	10	18	15	9	70	middle
Total	138	90	132	110	60	530	
Mean	19,71	12,86	18,86	15,71	8,57	75,71	middle

The table shows that students demonstrated diverse achievement. Two students achieved very high achievement with a score of 92, indicating optimal understanding of writing skills. Meanwhile, five other students scored moderately high with varying scores. This indicates that although all seven students shared a tendency toward an introverted personality type, their abilities differed.



Overall, students with introverted tendencies demonstrated fairly good writing skills, with an average score of 75.71. The indicator of content-to-title correspondence achieved the highest score, followed by word choice and diction. These findings suggest that the characteristics of introverted personality tendencies, as described by Eysenck (in Revelle, 2016), as individuals who tend to think deeply, are reflective, and act cautiously, can support their ability to organize ideas in a focused manner in writing.

CONCLUSION

Based on the research results, it can be concluded that fifth-grade students with introverted tendencies at SDN 191 Pekanbaru demonstrated fairly high writing skills, with an average score of 75.71. This ability is evident in students' ability to align the content of their writing with the title, choose appropriate diction, structure sentences coherently, and apply writing conventions effectively. These findings suggest that introverted tendencies do not hinder the development of linguistic intelligence but can instead support students' ability to express ideas through writing. Therefore, assessment of students' linguistic intelligence should not focus solely on speaking ability but should also consider writing skills as a form of language expression in elementary school.

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