

Personality Type and Persuasive Strategies in Writing of Junior High School Students

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Abstract

Workplace demands professionals with desirable personalities and influential persuasive ability. This research determined the personality type and persuasive strategies employed by Grade 9 students of San Pedro National High School, Philippines. It aimed to find its implication to the teaching of K to 12 English and persuasive writing. Using descriptive method and utilizing questionnaire as the principal tool for gathering data, the results revealed that majority of the respondents are female, had an Approaching Proficiency General Weighted Average GWA and are in the middle income. Also, both traits of extroversion and introversion are dominant among the respondents with extroversion as the more dominant. It was also revealed that significant difference exists between the persuasive strategies of the respondents when grouped according to their personality type. The study recommends a Personality Inventory Test to be distributed at the beginning of school year. Also, the research calls for inclusion of persuasive writing in K to 12 English instruction and providing students with real-based and consistent activities which can enhance their persuasive skills. Informative colloquiums dealing with personality and persuasive strategies awareness are also encouraged to hone not just personality-oriented students but also persuasive individuals required in the competitive real-life arena.

Keywords: education, English writing, persuasive strategy, personality type

1. Introduction

Every student is exceptional and within each resides pool of endless possibilities. These possibilities, yearning to be unlocked, are what will make each student excel in his/her field of expertise. Teachers, on the other hand, hold the keystone of these potentials. They are in a crucial position as portal icebreakers to assure that students' proficiency would be heightened and recognized. The manner that teachers utilize techniques further attests students' abilities and enhances them to their full potentials. It is a must, therefore, for a teacher to discern that students are comprised of domains and factors vital in learning.

According to Bloom, there are three domains of learning established within a student: the cognitive domain which deals with the recall or recognition of knowledge, the psychomotor domain which focuses on skills involving the mind and the body and the affective domain of learning which involves emotional development such as appreciation, motivation, attitude and personality. Among these three, UNESCO's (2014) report highlighted that affective factors in the individual's experiences greatly influence the amount of his/her learning. This must be put into consideration by the teachers if their venture is a better teaching-learning environment. One of which is personality.

Personality, as defined by various psychologists, is the configuration of characteristics and ways of behaving which describe an individual's unique adjustment to his/her environment. It includes characteristics that are important in a person's adjustment and maintenance of self-respect. Social scientists use the word personality to refer to an individual's stimulus value or effect on others, the awareness of self as a permanent organizing force in life or the particular pattern of measurable traits.

The most recognized classification of personality is the one proposed by Swiss psychologist Carl G. Jung. He classifies an individual's personality as introvert and extrovert with behavior as the basis. Extroverts are very sociable, well-dressed and outgoing. They are environment-centered and tend to lose themselves among people. Their attention and interest are centered on the immediate environment. Contrariwise, introverts tend to withdraw in times of emotional stress or conflict. They are cautious and prefer to work alone (Cooper, 2015).

Personality plays a significant role in students' performance evident by the way they think, speak and write. It plays a fundamental role in thought and speech, whether spoken or written. Human beings are the only talkative and expressive creatures on earth, one may soon discover, in the whole universe. They are natural expressers who want their voice be heard and when it comes to expression, to influence and touch others are what greatly matter. Herein, persuasion takes the frontline.

Persuasion is the art of influencing others by affecting their feelings and emotions. It results from effective speech and writing and is an umbrella for seven persuasive strategies including Ad Hominem, Bandwagon, Begging the Question, False Analogy, False Dilemma, Hasty Generalization and Non Sequitur. Persuasive skills include reasoning with the audience, motivating them and refuting persuasive claims. But someone can persuade his/her audience only when he/she meets ethical standards, addresses directly the audience's attitude, gives reasons and evidence that appeal to them and by being culture and gender sensitive. One who cannot express him/her self well persuades weakly or not at all. With persuasion, one must aim to change the audiences' belief or to make them move to action (Kahane et al., 2009).

In the business globe, battle lines are drawn as to who earns it more and evidently, the greater persuader wins. Kahane et al. (2009) supposed that ads tend to skew consumers' choices in unreasonable ways because some products are advertised more heavily than others. In a selling strategy, persuasive emotional scheme connects with customers and prospects at the affective level and moves them to respond with feelings. (Duncan, 2005). Cavender (2009) also stated that professionals over the years have learned how to use the emotive side of language to further their ends whether benevolent or self-servicing. Con artists, advertisers, and others function through manipulation of attitudes, desires, and beliefs.

A persuader will never be effective unless the speaker is convinced that what he/she is advocating is worthy. He/she must understand human nature, in general, and should have personal magnetism which is the sum of his/her attributes (Brannan, 2003). Therefore, students must first discern the type of personality dominant within them if their goal is to be effective persuaders since walking hand-in-hand with persuasion is a blueprint of their personality. The personality of their readers or listeners is one of the most important ingredients in the art of persuasion and knowing themselves first is their gateway to ensue into a much more complex world of influencing others.

Since great link has been scrutinized between personality and persuasion, the study aims to find the link between the students' personality type and their employed persuasive strategies in writing. The researchers believe that the result can be of great help towards students' abilities in persuasion in general and in persuasive writing, in particular, to prepare them not just for a nation but for the world whose real battle is about competitiveness. All these elucidated facts served as the rationale for this research endeavor. By determining the students' personality type and its relation to some personal factors and their employed persuasive strategies in writing, the researchers hope to come up with recommendations which may help improve the teaching of English, particularly in persuasive writing.

1.1 Objectives of the Study

This research endeavor sought the respondents' profile as to sex, general weighted average (GWA), and socio-economic status; their personality type as to extroversion and introversion; the significant relationship between profile and personality type; the respondents' employed persuasive strategies and how frequent they use those strategies; and the significant difference between those strategies when respondents were grouped according to their personality type.

2. Method

The descriptive-correlational method was the most suitable means for this study since the research sought to find out the personality type dominant among the respondents and also the significant factors that are likely to influence such performance through correlational approaches. The subject of the study was comprised of 274 Grade 9 students of San Pedro National High School, Sto. Tomas Batangas, Philippines enrolled in the school year 2014-2015. The sample of the respondents was determined through the aid of Slovin's formula with five percent (5%) margin of error which came up with a total of 274 respondents out of 868 Grade 9 students.

The researchers gathered information about the study to be able to formulate questionnaire which served as the study's main instrument. The researcher-made questionnaire was divided into three parts. The first part revealed the profile of the respondents regarding sex, GWA, and socio-economic status. For the GWA, the researchers made use of the grade bracketing released by Department of Education (DepEd) for the K to 12 curriculum. On the other hand, for the socio-economic status, the researchers made use of the National Statistics Office 2014

bracketing that categorizes family-monthly income as to High Income (Php. 37,001.00 and above), Middle Income (Php. 10,000.00 – Php. 37,000.00) and Low Income (Php. 9,999.00 and below). The second part determined the personality type employed by the respondents as to introversion and extroversion while the third part dealt with the respondents' persuasive strategies.

Consultation with an educator who has a doctorate degree in English Language Studies for the revisions and corrections of the formulated questionnaire was taken into consideration. The help of a registered psychometrician was also sought since the research involves personality type as a variable. Proven valid and reliable by the panel members, the researchers distributed the questionnaire with permission from the school principal of San Pedro National High School. The researchers then asked permission and assistance from the adviser of the respondents in administering the questionnaire. The GWA of each respondent was retrieved from the respective class advisers. The accomplished copies of the questionnaire were personally retrieved by the researchers. The researchers then tallied, tabulated, analyzed and interpreted the responses in order to come up with the results and recommendations of the study.

For analysis and interpretation of the gathered data, the researchers employed appropriate statistical measures: Frequency and Percentage for the respondents' profile; Weighted Mean for the personality type and persuasive strategies employed in writing by the respondents; Chi-square to test for significant relationship between the respondents' personal variables and personality type; and Z-test to determine the significant difference between the respondents' persuasive strategies when they were grouped according to their personality type.

3. Results

To give an in-depth analysis and interpretation, the gathered data are arranged thematically and sequentially resembling the presentation of the specific problems posed at the beginning of the study.

3.1 Students' Profile in Terms of Sex, General Weighted Average (GWA), and Socio-economic Status

In line with the statement of the problem specified in the study, the researchers first sought the respondents' profile. It includes sex, GWA and socio-economic status which served as the groundwork of the succeeding undertakings.

Table 1. Students' Profile in Terms of Sex, General Weighted Average (GWA), and Socio-economic Status

Profile Variables	Categories	Frequency	Percentage
Sex	Male	131	48
	Female	143	52
	TOTAL	274	100
General Weighted Average (GWA)	Proficient (85%-95%)	69	25
	Approaching Proficiency (80%-84%)	120	44
	Developing (75%-79%)	57	21
	Beginning (74% and below)	28	10
	TOTAL	274	100
Socio-Economic Status	High Income (P37, 001 and above)	54	20
	Middle Income (P10,000 – P37,000)	154	56
	Low Income (P9,999 and below)	66	24
	TOTAL	274	100

As to the respondents' sex, majority of the respondents were female. Out of the total sample of 274, there were 131 or 48% male and 143 or 52% female. The greater number of female respondents is revealed. This numerical disparity can be attributed to the fact that females tend to engage themselves more in education than males do. Fortune (2014) stated that females take studying more seriously than males resulting to their more engaged industry and persistence. Although Nisbett (2013) argues that generally, a male could be biologically smarter having a brain 8 to 14 percent larger than a female's, still, modern male students find studying a feminine endeavor. As a result of this attitude, they tend to exhibit little interest in studying and treat it most likely as a task and not an opportunity.

Considering the respondents' grade weighted average, the data shows that out of 274 respondents, 69 or 25% belong to Proficient group, 120 or 44% to Approaching Proficiency group, 57 or 21% to Developing group and 28 or 10% of the Beginning group. Most of the respondents belong to Approaching Proficiency group. This result affirmed that the respondents still faced academic adjustment being the pioneer batch of the new K-12 curriculum in the country. Students who were introduced to a new curriculum would be taught with experimental approaches.

This means that an institute will try multiple approaches on the first batch and will use those approaches that are proven effective to the succeeding batch. Consequently, one cannot expect students from the first batch to be very poor nor very outstanding. Being the pioneer, the first batch is an on-its-own crew having a very limited guidance for academic pursuits.

In terms of Socio-Economic Status, It can be observed that most of the respondents belong to the middle group income. Out of 274 respondents, 54 or 20% belong to high income group, 154 or 56% to middle income group and 66 or 24% to low income group. These figures ascertain that the respondents' families can sufficiently respond to every day's call for survival. San Pedro, one of the 30 barangays situated at the municipality of Sto. Tomas knows how to keep up with business. With different job offerings and various opportunities around the area, it is common that the respondents' families cluster in the middle group. The 2008 issue of National Statistical Coordination Board (2014) declared Sto. Tomas as the 14th among the Top 30 Municipalities on Income and Expenditure with almost 300M annual income and outflows.

3.2 Students' Personality Types as to Extroversion

The first personality type exposed is the trait of extroversion. Table 2 reveals the computed mean for each item statement dealing with extroversion with its corresponding verbal interpretation.

Table 2. Students' Personality Types as to Extroversion

Statements	Mean	Interpretation
I used to ...		
1. enjoy talking with others and participating in different social gatherings.	3.25	Strongly Agree
2. forget my problems and find comfort whenever I get along with others.	3.33	Strongly Agree
3. take pleasure in hanging out and exploring adventurous tasks.	3.11	Agree
4. adapt to new environments easily.	2.80	Agree
5. be outgoing and enjoy parties and social get-togethers.	3.09	Agree
Composite Mean	3.12	Dominant

Table 2 reveals the personality type of the respondents as to extroversion. Acquiring the highest mean of 3.33, the respondents strongly agreed that they used to forget their problems and find comfort whenever they get along with others. This signifies that respondents perceive getting along with others as a curative means for their personal difficulties.

Psychologists strengthened that ill situations and problems are best concealed with talking as the principal method. Heffernan (2012) explains that the mentioned trait is influenced by Willful Blindness, the condition where the mind delimits what it wants to remember. A willful blind person's mind tends to lose the grip of the problem when he is getting along with others. Students share difficulties with people they believe are similar to them. They want to feel good about themselves and to feel that they were understood. This is also supported by Whitbourne's (2013) study which revealed that students are confronted with thinking more problems in their homes than in schools. Students' minds are anesthetized and carried away by peer-talks which commonly occur in schools. Since the present study's respondents all belong to the same age bracket as Grade 9 students, a sense of peer-adaptation is observed for everyone falls under the same stage, adolescents. Hence, they have a relative, if not common conflict which they can comfortably relate to and share with one another.

Least in rank is statement no. 4 with the mean of 2.80. The respondents only agreed that they used to adapt to new environments easily. This least favored statement can be embedded in the fact that Filipinos still face difficulties in easily engaging themselves to the new environment. Although Filipinos are natural talkers, adjustment to new 'environment' is still a concern. Palispis (2007) mentioned that culture shock is an issue of significance. Filipinos can adapt with new people yet find it difficult doing so with new surroundings, customs, and traditions. Students also believe that the way of life which is initially taught to them is the right way. This causes them to withdraw from practices different from what they used to do. The Filipino terms 'hiya' and 'pakikiramdam' are also greatly associated with this difficult environmental adjustment.

Overall, the trait of extroversion is dominant which obtained a composite mean of 3.12. This proves that students are dominantly extroverts. Parallel with this is the exposition in the article of Buettner (2012). The population of students, as mentioned in the said commentary, is comprised of 50-74% of extroverts. The study reasoned out that since students face many friends to talk with in school, their sociability is further stimulated thus igniting their extroverted-self. This statistics is an opportunity for students to delve in leadership endeavors. Studies show that

95% of leaders and managers are reported being extroverted, and 65% of them cited that being an extrovert is a must in the leadership arena.

3.3 Students' Personality Types as to Introversion

Table 3 presents the personality type of the respondents as to introversion. Statement no. 7 obtained the highest mean of 3.19. The respondents agreed that they used to concentrate on a single activity before proceeding to the next. This outcome only implies how students find it difficult to perform multi-tasking.

Table 3. Students' Personality Types as to Introversion

Statements	Mean	Interpretation
I used to ...		
6. prefer choosing a worthy companion than to befriend a group.	2.85	Agree
7. concentrate on a single activity before proceeding to the next.	3.19	Agree
8. observe the situations first before participating	3.16	Agree
9. think about a particular thought many times before speaking it.	3.18	Agree
10. be distracted in a noisy place while doing something.	3.07	Agree
Composite Mean	3.09	Dominant

The results are complementing with the findings revealed by Main (2015) saying that only 2% of high school students can perform multi-tasking effectively. This result affirms that the human brain shuts down one task when asked to do another at the same time (Center for Integrative and Cognitive Neurosciences, 2012). Explaining the experiment, neuroscientists in the said center say that the delay is likely to impact memory and learning. If one tries to memorize the first task and the brain immediately switches to the second task, performance of the second task interferes with the consolidation of the memory of the first task.

Among the item statements illustrating introversion, the one which gained the least weighted mean of 2.85 is statement no. 6. The respondents only agreed that they used to prefer choosing a worthy companion than to befriend a group. This only suggests that they engage themselves more to larger peer groups than to few. This outcome strengthens one's great need for belongingness.

High school students tend to befriend a group since they are equipped with a general feeling, being in a large group is self-satisfying. Getting along with the mob also increases the amount of one's self-esteem and confidence. One finds comfort by sharing his/her world views with like-minded friends and to hear them share similar views. Cherry (2013) also mentioned that by belonging to a group, one feels as if he/she is a part of something bigger and more important than him(her)self. In the ninth grade alone, the entire population of SPNHS is 868 distributed among 17 sections. Having this populace, SPNHS is comprised of students with varying features. This shall be viewed as a belongingness opportunity since with these digits; one can find friends who have the same or relative traits as he has.

Summing up, the trait of introversion was also dominant among the respondents by obtaining a composite mean of 3.09. This numeral is noticeably 0.03% less than that of extroversion. Thus, introversion is almost as much dominant as extroversion.

Osorio (2013), mentioned that 1 out of 3 Filipino high school students are dominantly introverts. In school, the first weeks of classes would be dominated by the most extroverted students. But after a few weeks, when papers have to be written, many of the best submissions would come from students who have been shy and reticent in class. These papers are more thoughtful, creative and organized, while those of their gregarious classmates contain dangling sentences and grammatical errors that characterize oral speech (Koo, 2013).

On the whole, extroversion gained the higher composite mean of 3.12; while introversion obtained a composite mean of 3.09. Both are interpreted as dominant among the respondents. The items in the table gain the overall composite mean of 3.11 which is interpreted as dominant.

With this proximity to the results, it could be inferred that both traits are dominant. This outcome stresses that within the respondents reside combination of the two personality types. Ambiversion is the term coined by Jung to describe the trait of possessing these two. People are ambiverts. They are quiet in some situations and loud in others, and alternate between seeking the spotlight and staying backstage. They are moderately comfortable with groups yet also relish time alone, away from the crowd (Grant, 2014). The majority of people, although slanted

towards one side of the scale, operate using traits and preferences from both sides (Buettner, 2012). As Jung quoted, “There is no such thing as pure introvert or extrovert. Such person would be in the lunatic asylum.”

3.4 Relationship between the Students' Profile and their Personality Type

After obtaining the study's input variables sex, GWA and socio-economic status, they underwent the correlation process. Table 4 reveals the result of the correlation. It shows the comparison between the computed Chi-Square values and their tabular values and the decisions with their corresponding interpretations.

Table 4. Relationship between the Students' Profile and their Personality Type

Profile and Personality Type	Computed Value	Tabular Value	Decision (Ho)	Interpretation
Sex	4.162	7.815	Accept	No significant Relationship
GWA	164.712	16.919	Reject	Significant Relationship
Socio-economic Status	93.751	12.592	Reject	Significant Relationship

The table shows that when the profile of the respondents regarding sex was correlated with their personality type, the computed Chi-Square value is 4.16. Having the equivalent tabular value of 7.82 which is greater than the computed value, the null hypothesis is accepted confirming that there exists no significant relationship between sex and the respondents' personality type.

The result of this study falsifies the classical “Men are from Mars; Women are from Venus” belief. Personality is a trait not determined by one's biological orientation but by the environment that influences his/her behavior. The trait of intro or extroversion is greatly associated with how much one talks. In response, Mehl (2007) made use of a device called Electronically Activated Recorder (EAR). The device exposed that on average, women speak 16,215 words per day and men speak 15,669 words per day – digits whose difference is insufficient for one to conclude that sex is a basis of personality.

The second variable correlated with personality type is the respondents' GWA. The computed Chi-Square value is 164.712 with its equivalent tabular value of 16.919. Since the calculated Chi-Square value is greater than the tabular value, the null hypothesis is rejected therefore confirming that significant relationship exists between the respondents' GWA and their personality type. Cain (2013) saw this loophole in the old type of teaching. She stressed that teachers fail to see how huge personality and academic performance of students affect each other at significant points. Classrooms are designed mostly for extroverts' need for lots of stimulation. People also had this belief that creativity and all productivity only generate from a gregarious place. Even learning tasks in subjects like Mathematics and Writing, which shall be performed individually, are instructed to be done as a committee – advantage for extroverts who excel much in group learning; while a major disadvantage to introverts who learn by profound concentration and thinking.

This ambiguity is addressed by the new K to 12 curriculum. The old 60% recitation and 40% are written output assessment which is seen as a drawback for introverts is replaced by Knowledge – 15%, Process or Skills – 25%, Understanding – 30% and Products/Performances – 30% (DepEd Order, No. 73). Having this new form of assessment, equal opportunity is provided for both extro and introverts to exhibit their skills.

The last variable correlated with personality type is the respondents' socio-economic status. The computed value of 93.751 is greater than its equivalent tabular value of 12.592 which rejects the null hypothesis. This confirms that significant relationship exists between the respondents' socioeconomic status and their personality type.

The result of the present study revealed that most of the respondents came from the middle income group. Their personality type as to extroversion and introversion is also both dominant. This ascertains that students who belong to the middle income group tend to manifest both personality types in an almost equal dominance. They are neither extremely extrovert nor introvert but balancers of the two.

This is supported by Dewar's (2015) article. Her study found out that students from poor families hear about 600 words per hour; middle-class students hear 1,200 words per hour, and students from professional families hear 2,100 words. She reasoned out that poor parents were simply unaware that it was important to talk more. Middle-class mothers, on the other hand, get at least some of parenting information. This will eventually shape one's verbosity – trait which is a great determinant of his extro or introverted self.

3.5 Students' Employed Persuasive Strategies in Writing

Students face an everyday battle to persuade or be persuaded. In the complex world of words, various persuasive strategies equip them to be effective persuaders. Table 5 presents the employed persuasive strategies of the respondents which are ranked as to the most frequently employed strategy to the least one.

Table 5. Students' Employed Persuasive Strategies in Writing

Persuasive Strategies	Mean	Verbal Interpretation	Rank
Whenever I write, I used to ... <i>Ad Hominem</i> attack my opponent rather than his statements and arguments. I disagree with my opponent right away and use my opponent's personal information against him.	3.28	Always	2
<i>Bandwagon Appeal</i> go along with the majority and follow what the crowd believes. I also believe that following the majority cause less mistakes. I prefer to use widely accepted quotations and statements to make my argument more convincing.	3.38	Always	1
<i>Begging the Question</i> restate one of my arguments and let it be the conclusion. I believe that by doing it, my claim will be more persuasive because my conclusion reflects one of my supporting details.	3.09	Always	4
<i>False Analogy</i> relate concepts from different categories to support my argument. I also believe that relationship of details with one another does not matter.	3.04	Always	5
<i>False Dilemma</i> give situations which are unpleasant to the readers. This includes statements which will lead them to accept my point. Through this, they will be forced to take side with my argument.	3.14	Always	3
<i>Hasty Generalization</i> propose my conclusions even though I lack the supporting details. I also believe that searching for supporting details will just waste much of my time in writing. I also think that conclusion must be highlighted since some readers will just be reading only that part.	2.52	Always	7
<i>Non Sequitur</i> cite different irrelevant reasons and examples to prove my conclusion right. I focus more on the quantity of details rather than its content. I also believe that the supporting details will not be given much focus by the reader.	2.90	Always	6

With the mean of 3.38, Bandwagon Appeal is upheld to be the most frequently used persuasive strategy which is interpreted as highly employed. This highlights that as adolescents, the respondents still find it hard framing up their own choices. Thus, they tend to follow the crowd.

Bandwagon appeal describes a trait in which one follows the majority. People are greatly influenced by the power of the majority. Archuleta (2014) suggested that when high school students are confronted with writing tasks, they tend to develop a fear of being deviant from the majority – doubtful that they will be more prone to being incorrect. This leads them to write arguments fashioned with others' beliefs.

On a more positive viewpoint, it is perceived as an audience-based strategy. High school persuasive writers frequently use statements like "Most people prefer ..." or "90% of consumers believe that ..." A reader will, in effect, be attracted to adhere in the proposition because the writer tries to equate popularity with truth. The result of the present study shows that Grade 9 SPNHS is comprised of a really great number of bandwagon writers – meaning, in order to persuade, they prefer to adapt rather than construct.

With the mean of 3.28, the second most frequently employed persuasive strategy of the respondents is the Ad Hominem argument interpreted as highly employed. Ad Hominem is a strategy wherein a writer personally attacks his/her opponent rather than the argument, itself. This, for the researchers, is very alarming. Seah (2013) stressed that if a student employs this type of strategy, someone becomes an opponent, and the discussion becomes a personal argument. Adolescents are prone to this since they are more emotional and they find it harder to discern an academic from a personal argument. One's gender, race, past background and the like are the most commonly used bullets of an Ad Hominem writer. This strategy is best employed when one cannot find words to defend his proposition; hence uses personal features to get back – a clear depiction of one's unprofessionalism in the art of persuasion (Sloane, 2012).

Ranking no.7, the least persuasive strategy employed by the respondents is Hasty Generalization which acquired the weighted mean of 2.52. This only implies that coherence in thought is achieved whenever the respondents write. Also, this ascertains that SPNHS students are acquainted as to how agreement between the supporting details and conclusion shall be done. The result also corresponds to the study conducted by Almaden (2006). It was revealed in her study that cohesion of the supporting details and conclusion is relatively less problematic for Filipino student-writers. Forty percent of the respondents had only minor problems about supporting their argument. However, students who had no difficulties comprise 60% of the respondents.

This result affirms that the respondents are enlightened with how a persuasive paragraph shall be constructed. Similarly, it confirms the effectivity of their English instructors having taught them such writing foundation.

3.6 Difference between the Persuasive Strategies of the Respondents when Grouped According to their Personality Type

Having described the respondents' personality type and revealing their employed persuasive strategies, data underwent the process of difference analysis. First, the respondents were grouped as to their personality type with 146 or 53% dominantly extroverts and 128 or 47% dominantly introverts.

The process of classifying the respondents as to where between the two traits they fit in was according to their responses in the persuasive strategy survey given. The mean scores of extroversion and introversion were separately calculated in order to arrive at the means which will determine one's personality type classification.

Table 6. Difference between the Persuasive Strategies of the Respondents when grouped according to their Personality Type

Personality Type and Persuasive Strategy	Computed Value	Tabular Value	Decision (Ho)	Interpretation
Ad Hominem	3.605	1.196	Reject	Significant Difference
Bandwagon Appeal	3.019	1.196	Reject	Significant Difference
Begging the Question	2.143	1.196	Reject	Significant Difference
False Analogy	2.810	1.196	Reject	Significant Difference
False Dilemma	3.750	1.196	Reject	Significant Difference
Hasty Generalization	3.067	1.196	Reject	Significant Difference
Non Sequitur	3.144	1.196	Reject	Significant Difference

Table 6 illustrates the significant difference between each of the persuasive strategies when the respondents were grouped according to their personality type. First among the strategies is the Ad Hominem strategy. With the z-computed value of 3.605 exceeding the z-tabular value of 1.196; the null hypothesis is rejected therefore revealing a significant difference.

Having the greater mean of 2.979, extroverts better employ Ad Hominem strategy. Known by their outgoing trait, extroverts tend to be overly insensitive about a dispute that they fail to delimit their words. Worse, they consciously or unconsciously attack someone to win an argument because of their extreme need of social approval. Aggressiveness is also greatly observed in extroverts. This means they will use every single way to prove that what they advocate is praiseworthy (Seah, 2013). Grant's (2014) experiment also stressed that when advocating opinion, extroverts tend to elicit more negative emotions to their opponents and have more difficult relationships. Introverts, in contrast, tend to concentrate on the propositions itself rather than on subjective judgment. In-depth rational and logical thinking are also edges of introverts of being professional persuaders (Cain, 2013).

The second strategy scrutinized is Bandwagon Appeal. Since the computation gave off the z-computed value of 3.019 which exceeds the z-tabular value of 1.196, the null hypothesis is rejected; hence, confirming a significant difference. Bandwagon Appeal, defined as a majority-based strategy, is proven to be better employed by introvert writers having gained a greater mean of 2.828. (Cain, 2013) cited that when caught in an argument, introverts tend to go along an already set belief than be astray from the mass. Their passiveness in oral speech affect the way they argue in persuasive write-ups. Another idea supporting the claim is the Conformity Theory proposed by Zaki (2011). He stressed that the likelihood of one to agree with the mob depends on his or her place within the group. Members who are outspoken are more likely to deviate because their identities are more secure. Those at the edges, who are less feel outgoing or only partially involved have more submissive opinion.

The third strategy dealt with is Begging the Question. When the said strategy was examined as respondents were grouped according to their personality type, the z-computed value of 2.143 was generated. This is greater than the z-tabular value of 1.196 which gives way to the rejection of the null hypothesis; thus, indicating significant difference. Having gained a greater mean of 2.726, extroverts are known to be better employers of Begging the Question which is characterized by repetitive claims. Extroverts tend to use more words and statements to prove their arguments as true. This leads them to be unaware of recurrences. Cain (2013) also stressed that being so much externally engaged, extroverts tend to think they have not yet told someone a claim; so they tell it over again. Psychologists attest this persuasive tactic as ineffective. Semantic Satiation is their coined term for repeating claims which cause the argument to lose its meaning for the readers (Robinson, 2014). While writers employing this strategy think of it as effective for emphasis, listeners are turned down for they perceive repetitive arguments as meaningless and dull.

Succeeding this is False Analogy strategy. When it was examined as respondents were grouped according to their personality type, the z-computed value of 2.810 exceeds the z-tabular value of 1.196. This rejects the null hypothesis thus demonstrating a significant difference. This strategy is commonly employed by extrovert writers having gained a higher mean of 2.712. This can be attributed to the fact that being overly gregarious, they tend to elicit more confidence that they fail to look at irrelevant details. Baggini (2004) argues that due to aggressiveness showcased by extroverts, they used to create a field of logic but logically makes no sense at all at the end. Strong convictions, when peppered with many statements, do not assure relevance and reliability. Extroverts are talkative in nature and are good in manipulation of too much language. This leads them to form numerous yet irrelevant supporting details.

Succeeding this is False Dilemma strategy. When it was examined as respondents were grouped according to their personality type, the z-computed value of 3.750 exceeds the z-tabular value of 1.196. This leads to the rejection of the null hypothesis; hence, demonstrating a significant difference. Having gained a greater mean of 2.644, introverts are proven to be excellent False Dilemma writers. Persuasive experts claim this ploy as the most silent yet manipulative strategy. Thompson (2013) compared introverts' persuasive skills to a duck in the pond – however it appears calm from afar; it keeps paddling its feet across the water. Introverts' listening ability also makes them persuasive False Dilemma writers. By showing the audience that they are understood, the persuader will be able to know their wants and be able to construct persuasive choices. This is evident in the persuader's way of offering two extreme choices which will lead one to approve with what the former suggests. With this, introverts excel better. Because of their focus on their inner world, introverts persuade using well-planned and carefully crafted words - not by trial and error. They use their abilities in semantics to construct choices that will make readers agree with an argument. Being more observant, analytical, and sensitive, introverts can easily read people and figure out their preferences. The more the other person feels understood and cared about, the greater one's ability to persuade and influence will become.

Following this is Hasty Generalization. With the z-computed value of 3.067 and its equivalent z-tabular value of 1.196, the null hypothesis is rejected therefore establishing a significant difference. With the greater mean of 2.930, introverts are recognized to be better Hasty Generalization writers. Bushak's (2015) study revealed that this strategy of providing insufficient evidences is more apparent in introvert writers. While extroverts verbalize anything that comes to mind to prove an argument, introverts carefully filter what to say and write. They focus more on the worth of the evidences rather than its number which lead them to propose few premises. An article in Cain (2013) also cited that introverts resist explaining much about an issue. Believing that the world is occupied with most extroverts, they assume that their argument will be rejected anyway. Self-esteem is also an issue of significance.

Lastly, when Non Sequitur strategy was examined as respondents were grouped according to their personality type, the z-computed value of 3.144 exceeds the z-tabular value of 1.196 which rejects the null hypothesis therefore indicating a significant difference. Acquiring the greater mean of 3.096, extroverts are proven better Non Sequitur

writers. Non Sequitur, a strategy branded by premises which are irrelevant to a conclusion, is favored by gregarious writers. Cowden (2005) cited that achieving 1,000 words per day requires several consecutive hours behind a closed door in a library or a café for introverts. Extroverts, in contrast, get jumpy in an issue. Blake (2013) testified that writers are dominantly introverts because of their extreme reflection and self-reassurance. Introverts profoundly process knowledge rather than quickly react or make snap judgments – requisite to being a persuasive writer. Butcher et al. (2008) also supported revealing that fear of negative evaluation leads introverts to assure their premises and resist this fallacious strategy.

All seven persuasive strategies have significant difference when respondents are grouped according to their personality type. This proves that to be effective persuaders using any of the seven strategies, personality type is seen as a requisite variable.

4. Discussion

The study implies that effective instruction can best be achieved through consideration of students' personal factors and personality type. With this, English teachers are encouraged to disseminate a Personality Type Inventory Test which will tell them the personality type dominant among their students. In effect, they will be able to modify their teaching strategies adapted to the students' personality. Being molders of communication, English teachers are also expected to provide activities that provide a balanced 'extrovert-introvert' learning environment.

Ad Hominem, an opponent-centered strategy, is greatly favored by the students. This notion encourages English language teachers to train students on how to view an argument as a professional, not a personal debate. This can be done through careful orientation; hands-on monitoring and sound evaluation of students' persuasive write-ups.

The study also discloses that students unconsciously use all the seven persuasive strategies in writing. Teachers should be able to spearhead seminars and discussions about when and how to employ these strategies, its proper usage and the importance of personality type as determinants of students' persuasive strategies.

In teaching persuasive writing, teachers are also expected to provide real-based and pleasurable persuasive exercises. Inclusion of which in examination is also a good training ground for student writers. These equip them to be responsible and effective persuaders.

Knowledge of the students' personality type is a must in English instruction. Daily plans, teaching strategies and sets of activities shall all be attuned with one's personality type. Moreover, understanding extroverts' and introverts' capacity in communication shall also be achieved by English teachers. The challenge is for them to generate undertakings which both can fairly exhibit their skills. Seminars, activities and real-based persuasive exercises shall also be provided to further enhance students' persuasive writing skills.

The researchers encourage teachers to distribute a Personality Inventory that classifies students' personality type as to extroversion and introversion on the first day of classes. This will be kept in the guidance office as basis for future use. The researchers are also proposing inclusion of persuasive writing in academic syllabi – appropriately during their remedial classes. This will strengthen students' practical knowledge in persuasion arming them in the competitive persuasive-world arena.

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