

ADVERSITY QUOTIENT LEVEL FOR WRITING OUTPUT

(A Case Study in Pertamina Lubricant)

Yuliana Ambarsari
Universitas Indraprasta PGRI
ambarsariy27@gmail.com

Abstract

Even so far was found rare interference between Adversity Quotient and academic result, some researchers do investigating how it affects either academic process or its result. Inasmuch the way some investigate it quantitatively, this study was aimed to find out if there was connection between Adversity Quotient of employees toward their writing output qualitatively by purposeful sampling.

Data was taken in an English in-house training in Hotel Dreamtel Jakarta in November last year. Two out of six in-house training sessions in Pertamina Lubricants were held to recall participants' extensive writing ability by displaying examples and doing choral discussion. Then guided questions as stimuli were led, for the participants were able to decide the topic and develop it extensively. Samples were taken to find the highest and the lowest Adversity Quotient score of all participants.

Data analysis was done by comparing two scaling styles of Brown-Bailey and Jacob's. Analytic scoring is done to find out weaknesses and to capitalize strengths. The two scales of Brown-Bailey and Jacob's consisted of organization, content, grammar, punctuation and style were then figured out and compared (intra-sample and inter-samples). The result shows that Adversity Quotient is not affecting content, grammar, punctuation and style score; somehow, it affects organization development score of participants in some way.

Keywords: *Adversity Quotient, in-house training participants, writing score scale*

INTRODUCTION

As English Instructor who has been teaching English in some companies, I have some experience determining employees' need in learning English. Some of them joining classes because they like it; Most of them join English class because it becomes obligation for them to fulfil. Some who hardly ever pay attention to English use at work, willy nilly, should make it alive again as second language at office. Often they have to make English applicable either in internal meetings or when meeting costumers.

Because English becomes obligation, not all participants are getting aware of inserting and practising English in working environment. Some are omitting it for some reason. Even they notice the effect of ignoring English proficiency maintenance, motivation is still the common reason for them to leaving English training and pretending to be busy. Is this all about motivation only, or is there any role of adversity quotient in them so they can prevail over English that is often recognised as additional hitch at work?

Bernhardt states language need and purpose for adult in learning language are several (Wiegle, 2009: 6). For adult who is in minority group and usually leaves native environment to work has English for surviving either in their social environment or in

working environment. It can be seen clearly the difference in between the three types of adults need in learning language in figure 1.

Adults	minority group members, immigrant status	immediate functional literacy skills	for survival in the workplace
	quasi-temporary academic status		for advanced subject matter degrees
	majority language group members; e.g. traditional foreign-	academic 'educated' language skills	for educational and/or job enhancement and/or

Figure 1. Adult learner of second language learner.

As like a company that I came for, Pertamina Lubricants has employees who mostly come from their native places to hunt a better life in Jakarta. Most of them did not use to apply English as second language, instead, they just learned English at schools. As what is experienced, when English is occupied to survive, they need to maintain adversity ability in practising it.

What we feel, perceive and think about at least partially conditioned by our upbringing in particular society, community and family (Baehr, 2009:108). English for most people who do not apply it as second language tends to be a need: a need to survive. Office that obliges the employees to speak English often exist competition. Those who can speak English are able to be paid more than those who cannot. When English learning is still needed to uphold professionalism for those who used to be away from English use at work, adverse situation in building adversity quotient may exist. This fact is in line with what Warren and Toll state that one of adverse events at work is pursuing further studies to upgrade professionally (1995:43). In short, beside as a tool to face competition at work, Adversity quotient may be a supportive indirect booster for employees to learn more; in this case is English.

An ability to survive, Adversity Quotient, was purposed by Stoltz after being through 500 researches done in 19 years. It has been purposed as an indicator to survive and thrive on challenging circumstances specifically related to business and the workplace. Soon after he found adversity quotient, he tried to apply testing it for ten years in many big companies all over the world. The goal in applying this to employees was to influence people to survive in environment containing different characters in different capacities.

Some researches have been done by academicians. D'Souza did a research to find out if adversity quotient has the potential to be explored in order to empower students. Its result AQ could be as a predictor beside IQ and EQ on student's achievement (2006). In line with D'Souza, three researchers, Matore, Khairani and Razak (2009), found out whether AQ played role to improve student's academic achievement. Their research was done in five different zones: Nothern, Southern, Eastern, Western and Borneo. The

result was positive which means AQ was one of the other four intelligences (IQ, EQ, SQ, PQ) that supported student's academic achievement.

On the contrary with the two researches, Rizqon (2009) found a very weak correlation between AQ and academic achievement among students in Acceleration Programme at SMP 1 Malang. Resulted similarly with Rizqon, Villagonzalo (2016) did a quantitative study titled "Intelligence Quotient, Emotional Quotient, Spiritual Quotient, an Adversity Quotient and the Academic Performance of the Students". He assumed that there was no significant relationship between adversity quotient and spiritual quotient towards academic performance of the students; instead, IQ and EQ influences student academic performance. Villagozales articulated that AQ might not tend to be linked with cognitive elements such as academic intelligent and intelligence quotient.

Beside positive or negative kith and kin, Pangma, Tayraukham and Nuangchalerm (2009) did an investigation of causal factor that might influence AQ of vocational high school students of grade two and three. They concluded that sense of personal freedom, self-esteem, enthusiasm, self-confidence, ambition, and achievement motivation can influence adversity quotient directly and indirectly. For achievement in educational working environment, Canevil did a research in forty schools done randomly and found out that AQ was significant with leadership style. The more AQ they had, the better leadership style they performed. Canivel also stated that principal with high or low AQ never allowed age, gender, civil status, graduate studies or length of service as principal. Triggered by these findings, a teaching session that the researcher experienced in Pertamina Lubricants in house training might bring an answer of a question hanging in mind about whether adversity quotient really affects employees in their parts of being students, especially their English writing skill.

Extensive Writing for Pertamina Lubricant's In-house Output

Compared to listening, reading and speaking, writing outside school is reversed to those who are employed in specialized careers such as education, law or journalism (Weigle, 2002: 4). For a glance, writing for employees seems unnecessary thing to do; somehow, few of jobs list English writing as compulsory border for them to crawl for career. Usually only does management personnel deal with English correspondences. Writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language (Nunan, 2000: 84). Writing becomes very important skill to master for employees to drilled inasmuch as their job description obliges them to do it.

Writing feels extendedly hard for non-language practitioner at office. Somehow, speaking looks more promising to master than writing. Instantly, output of speaking can ude someone's professionalism in office. Actually, speaking and writing are similarly structured and produced. Hallidaystates that speech is no less structured or complex than writing (Nunan, 2000: 85). The difference is when speaking is not eddited in process, writing is more structured and editted.

For a final result of in-house training in Pertamina Lubricant, speaking and writing are the outputs. Indeed writing is more complex to evaluate, it will be the focus in this research. Here, writing is categorized as product. Product oriented approaches to the development of writing favour classroom activities where the learner is engaged in imitating, copying and transforming models of correct language. Then, stimulating questions are displayed for sequence idea of essay. Even Nunan stated clearly that writing class should be devoted in the first instance to sentence formation and grammar exercises (Nunan, 2000:87), the basic English stage of class participants in pre to intermediate level is ready for product oriented.

When people write spontaneously, few will feel comfortable if formal writing task is demanding for final result. However, as long as warm and supportive writing atmosphere is created over class participants by giving clear instruction and letting the participants to have more leisure time for pleasure reading outside the classroom, participants are away from thinking that writing is demanding.

From the overall six sessions of English in-house training, there are two sessions for writing. The two sessions are for giving examples, stating incorrect parts in sentences, and light writing group work displayed in front of the class, and then washback. This is an example of paragraph display to discuss.

Read and pay attention to the language uses, structure and vocabulary.

Me Two Years Ahead

Some people say that I am a workaholic. Yes, I do think the same. I am that good worker. I usually work from seven to seven. Yes, I work eleven hours. Often I have lunch while doing my activities. Actually it is not that tiring because I have a driver taking me anywhere I want, so when people are still busy driving home in their tiredness, I can sleep on my way home.

I have been working in my company for four years. In the first year, I was only HRD personnel. As my manager acknowledged my good work, slowly but surely he promoted me until I get to almost the top management board in less than four-year time.

Now, I am manager area of East Jakarta. My big boss said that I will be in his place in the next two years. I just got good news yesterday if our company will open a new office in Bekasi. My big boss, he will send me to the new site as the big boss. I will get a luxurious condo and there is big possibility that I will get one-hundred-percent salary raise.

Before it comes true, I just realize to do something. I think I should continue my study, and I should read more books about leadership, emotional quotient. I also have to learn how to be a people person because I think I am not yet into that. I also have to maintain my other skills to assure my better future.

Some guided questions are asked then. After the participants know the content of passage, another passage are displayed. Some correction should be done for correct and effective sentences drilling.

Correct some mistakes and reduce some run-of sentences into more effective ones.

How I Spend my Salary Each month

I've been working for almost 3 years. As civil servant in one of the government institution, I have to decide how to spent my money every month, because I am still single and should prepare for the future live *smile*. Here with, I want to share little aboaut how I spent my money every month (every pay day come and go) again.

Housing.I live in dormitory, not so far from my office. Every Month I have to pay to stay still there. I never moving to another dorm because I think its easier for me to going home after the crazy hard work, didn't see the city's crowded traffic.

Food.I love food so much, it takes bigger part from my salary. Its really uncountable!

Traveling.My boyfriend and I are apart for about three years and since we generally want to see each other, we set up a way money every month so that we are both sharing and investing our relationship. He comes to Jakarta once in two or three months.

Groceries.I go to groceries to buy my needs like soap, shampoo, bread, fruit and the other things like household.

Fun.Hangout with "my girls" is the most favourite activity. Even we just have a cup a coffee, buy some lipsticks or makeup and spending time together when lunch office time, or just do something fun, watch a movie, read a book, play game and go to zumba and yoga class.

Transportation.Homesickness is a natural. I go to my parents's city once per a month. I'd love to meet my parents. Sometimes all you need is just to share with a lovely person to heal all your problems. That always made my day!

Saving.It the hardest part. It willcountinue to be hard.

After all participants get into a clear context of the passage they should write. A take home writing passage is assigned afterward.

Writing Scoring Scale

Three methods to score extensive writing output are holistic scoring, primary trait scoring and holistic scoring (Brown, 2000: 241). Holistic soring is fast evaluation that follows a prescribed pattern which catagories may adress the quality of task achievement. Primary trait scoring focuses on how well students are able to write a narroe defined range of discourse. Analytic scoring provides litle washback and focuses on principal function of the text. Holistic scoring provokes high inter-rater reliability. When this analytical assessment can reach closer attention to classroom language instruction than to formal testing (Brown, 243), in order to have detail spots of writing output scoring, this is the most suitable scoring that is applicable to assess extensive writing in English in-house Pertamina Lubricants.

Brown and Bailey design analytical score for writing in five categories specification. The description of five levels ranges from unacceptable to excellent (Brown, 2004: 246). The catagories are organization, logical development of ideas, grammar, punctuation, spelling and mechanism, style and quality of expression. Organization is idea that matters on how the idea is developed;how the title and main idea leads the body; how the body of essay is acceptable; how the conclusion is logical and complete. For logical development of ideas, the main considerations are: whether essay addresses the topic given; whether the ideas are concrete and developed throughout the essay. For grammar, the three basic matters are: if the syntax is native-like fluency or not; whether relative clauses, preposition, modals, articles, verb forms, and tense consequence are correct or not. Punctuation, spelling and mechanism refer to how the three are correctly applied in essay. Precise vocabulary usage and the use of parallel structure are for style and quality of expression.

Brown and Bailey categorises five components of writing rubrics in the same values. Each one is scored five or twenty points out of 100. Some other specialists disagree with Brown and Bailey scale. They agree that teachers need to have to tailor writing score analytically. For instance level of proficiency can make a significant difference in emphasis; for advance level, organization and idea development will be the major matters to measure; for intermediate syntax and mechanics bring major emphasis for standard assessment. Inasmuch this argument, Jacob (1981) states different score scale. He opts the highest score for content (30 points), for the lowest score is (5 points). This is the different analytic score of Brown-Bailey and Jacob's:

Table 1
Brown-Bailey and Jacobs point values writing score

Score	Organization: Introduction, body and conclusion	Logical development of ideas: content	Grammar	Punctuation, spelling and Mechanics	Style and quality of expression
	Excellent to good	Good to adequate	Adequate to fair	Un-acceptable-not	College-level work
Brown-Bailey	20 (5 points per range)	20(5 points per range)	20(5 points per range)	20(5 points per range)	20(5 points per range)
Jacob	30 (6 points per range)	20 (4 points per range)	25 (5 points per range)	5 (1 point per range)	20 (4 points per range)

There are five ranges in each category (for Brown-Bailey and Jacob). Score apportionment is different in Brown-Bailey and Jacob. Point per range is different as listed in Table 2.

AQ Scoring

Stoltz states that there are six good outcomes of adversity out of the 23 (2000: 32) which are reliable for academic evaluation at work. They are clear thinking good information flow, strong interest in business and job, realistic about self, positive auto suggestion, cooperative behaviour. AQ can predict work performance, creativity and knowledge (Stoltz, 2004:11). When these three are combined, there lies a big possibility where knowledge and creativity can perform better in work performance. Investigating writing output of Pertamina Lubricants employees is possible way not only to get to know if these six are demanding for writing result, but also to insight the connection between AQ to participants' English performance.

To measure adversity quotient, CORE (control, origin and ownership, reach, endurance) is the basic state (Stoltz, 2005: 140). Control refers to the amount of perceived control in adverse event or situation. Origin and ownership refer to a way that a person determines about causes of adverse situation and how to solve problems. Reach refers for the intention and effort that someone has done to get into other's life for positive reflection. E is for longevity of adverse session happening in someone.

Here lies AQ score based on normal distribution concluded from 7.500 respondent (Stoltz, 2004: 138).

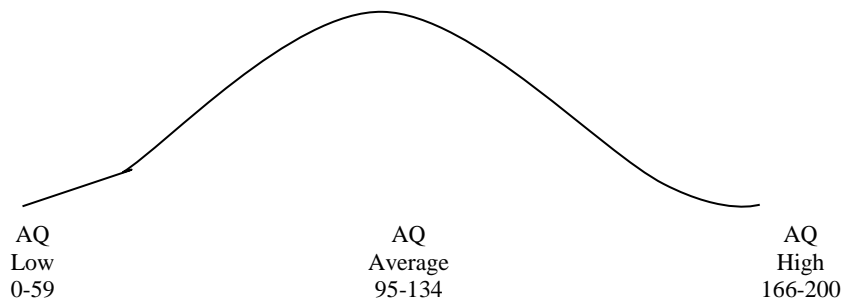


Figure 2. AQ Score Level

The lowest score of AQ is from zero to fifty nine highest score of AQ

Setting, Sampling and Data collection

Setting of this research is done in Hotel Mitratel, Jl. Johar Jakarta. It is under collaboration of ESQ English Course and PT. Pertamina Lubricants as EEC client. The sessions are held during 9 hours covered in 6 in-house training sessions. Overall sessions is 60 percent for speaking and 40 percent is for Writing. The goal of this in-house training is to pursue each employee to review and deepen their English ability for speaking and writing performance as the final output. In house training done on November for six days from the 22nd to 30th 2016. There are 30 participants of Training. The 20 percent is employee; 80 percent is new employee. This is the teaching log that ESQ English Course outlines for 6 sessions:

Tabel 2.

House Training Teaching Log

Meeting	Topic	Skills	Activities
1	Impromptu speech	Speaking: explaining 'more about me', 'my previous job', 'what I like from my job', etc.	Speaking Dialogue Monologue
2	Company structure	Writing: draw company structure and list important points in company structure Speaking: making up dialogue with a peer to know more about company structure. Presenting about recent company structure or previous company structure in former office.	Discussion Sharing Dialogue Presentation
3	Meeting/discussion/ Negotiation	Writing: list some important points for a meeting Speaking: performing a meeting containing discussion and negotiation,	Discussion Sharing Dialogue Presentation
4	Presentation	Know how to do presentation Know how to open a presentation, how to lead in, how to flow amongst points, how to flow ideas, how to close Write a passage about anything related to work.	Individual presentation
5	How to write a passage	Write: how to connect ideas in paragraph, structure, how to review a passage	Write a passage

Meeting	Topic	Skills	Activities
6	Final test	Speaking: Presentation Writing: write a passage	Individual presentation Write a passage

This study case is done toward new employees. Ten percent of them is new employee. Data is analysed qualitatively. Triangulation data is done by comparing two writing scales of Brown-Bailey and Jacob's towards adversity quotient score of employee as figured below.

RESULT AND DISCUSSION

AQ score consideration must be highly determined to find the closest to accurate result. After filling questionnaire, result shows that there are only two employees who get the highest score and two employees who get the lowest score (see Table 3). Based on AQ scoring scale (see figure 2), the S_15 and S_20's AQ scores are not categorized as high, but their AQ surely has far distinguishment from S_4 and S_21's. According to Stoltz, distance in scoring number range is made to distinguish adversity quotient level (high, medium and low). Someone whose AQ score is 90 cannot be compared, for his ability to survive, with another one whose AQ score is 92. For this consideration, the four participants then are taken as samples to investigate whether their AQ score is affecting writing output or not. This is AQ score of twenty two participants filling AQ questionnaire.

Table 3.
AQ Score

No	Students' Code	Score	AQ result
1	S_1	138	Medium
2	S_2	130	Medium
3	S_3	121	Medium
4	S_4	104	Medium low
5	S_5	142	Medium
6	S_6	138	Medium
7	S_7	127	Medium
9	S_8	134	Medium
10	S_9	125	Medium
11	S_10	124	Medium
12	S_11	146	Medium
13	S_12	108	Medium
14	S_13	130	Medium
15	S_14	163	Medium high
16	S_15	131	Medium
17	S_16	131	Medium
18	S_17	123	Medium
19	S_18	118	Medium
20	S_19	162	Medium high

No	Students' Code	Score	AQ result
21	S_20	100	Medium low
22	S_21	107	Medium low
Tot	21		
Medium scored AQ		20 persons	

After writing test is done as take home test, displayed below is writing test result of S_15, S_20, S_4 and S_21's. And essay written by S_15 is 255 words long. Then S_20 has 249 words. Finally, S_4 consists of 219 words, and S_21 consists of 250 words.

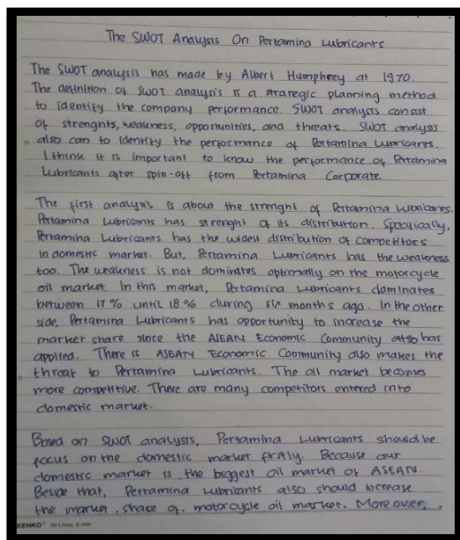


Figure 3. S_15's work

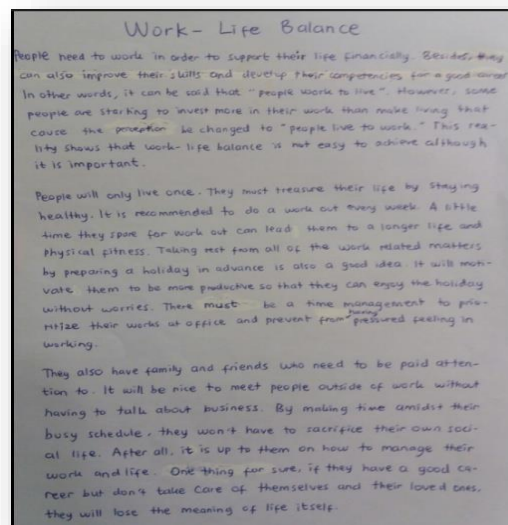


Figure 4. S_20's work

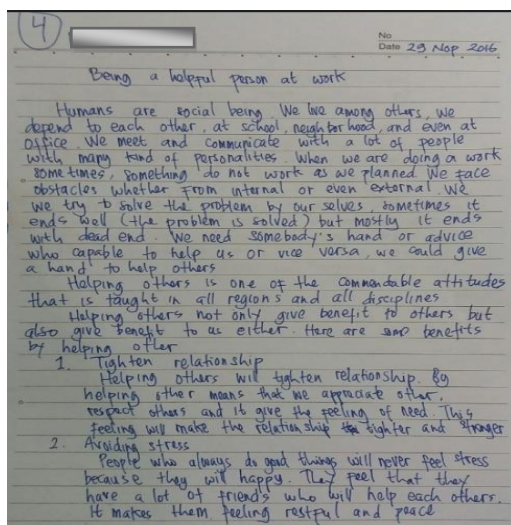


Figure 5. S_4's work

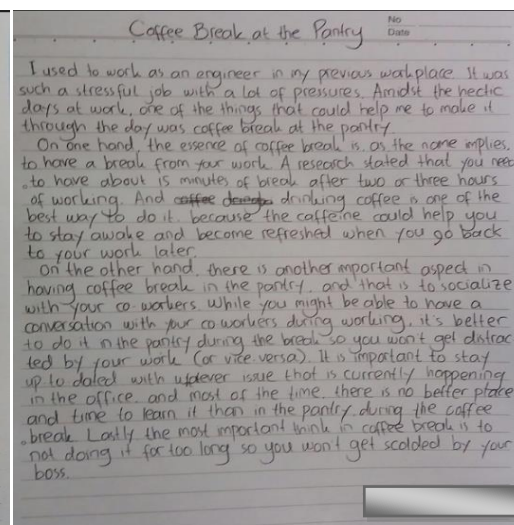


Figure 6. S_21's work

Based on previous explanation of two score scales, analytic scoring is committed as displayed:

Tabel 4.
Writing Result in Two Basic Scales (Bailey and Jacob)

No	Students' Code	AQ	Passage title	Writing score					Total
				Or	LD	Gr	P	S	
1	S_15	Medium high	The SWOT Analysis on Pertamina Lubricants	18	19	16	19	17	89
				27	19	20	4,75	17	87.75
2	S_20	Medium high	Work Life Balance	19	18	19	18	19	92
				28.5	18	23.75	4.5	19	92.75
3	S_4	Medium	Being a Helpful Person at Work	15	15	17	18	14	79
				22.5	15	21.25	4.5	14	77.25
4	S_21	Medium	Coffee Break at Party	16	17	18	17	19	93
				24	17	22.5	4.25	19	88

The scores in non-shaded row are estimated based on Brown-Bailey score scale. Scores in shaded row are conversing score from Brown-Bailey to Jacob. In Brown-Bailey scale, S_21 has the highest score(93); S_20 is the second best (92); the following third are S_15(89) and S_4 (79). In Jacob scale, S_20 has the highest score (92.75); S_21 is the second best (88); the following third are S_15 87.75) and S_4 (77.25).

In analytic score, scale score can either be combined for a total score...or scale scores has the obvious advantage of providing a single score to be used in decision making, stated by Jacobs (Weigle, 2009: 124). To meet detail difference of either Brown-Bailey scale and Jacob scale or each participant score, interpretation of each participant writing scale (intra-sample) and overall interpretation (inter-sample), both Brown-Bailey and Jacob, are displayed as follow:

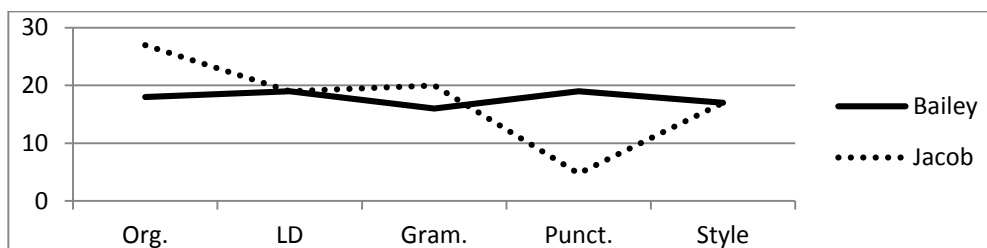


Figure 7. S_15's Writing Score under Brown-Bailey and Jacob Scale

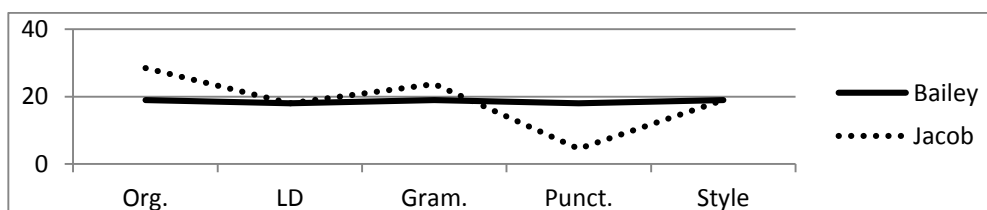


Figure 8. S_20's Writing Score under Bailey and Jacob Scale

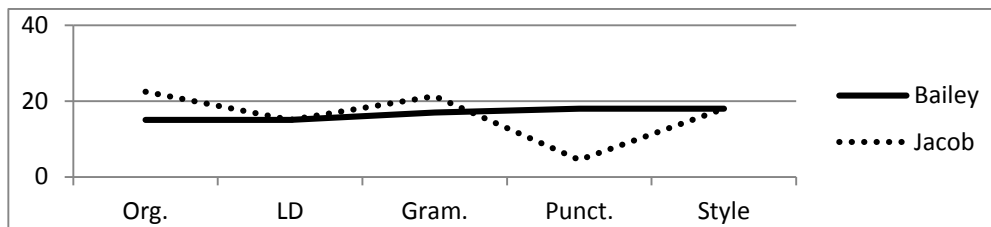


Figure 9. S_4's Writing Score under Bailey and Jacob Scale

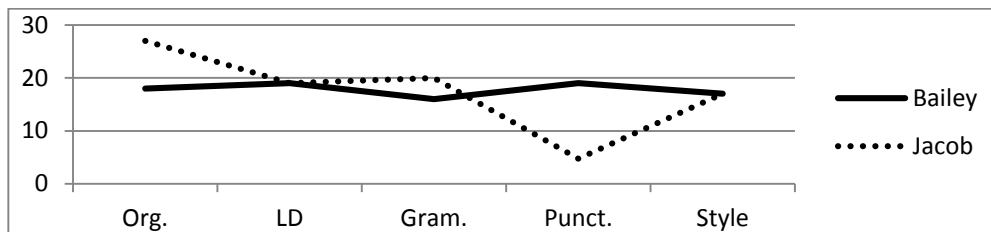


Figure 10. S_21's Writing Score under Bailey and Jacob Scale

It can be stated from the four figures that Jacob score scale looks steadier than Brown and Bailey score scale. The line is not too wavy, so it easier to judge writing ability only by glancing at the line. When the two scales are figured in chart, some differences can be recognized also.

Here are two charts of two scoring scales:

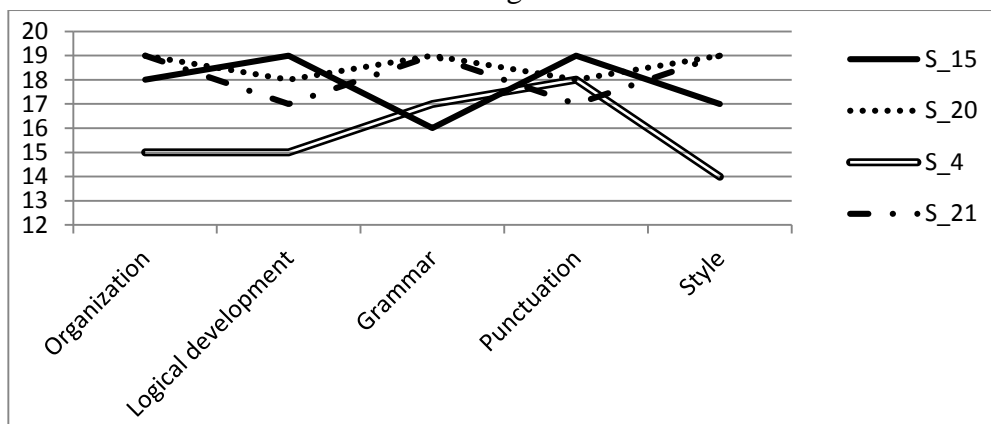


Figure 11. Writing Result Line Chart of 4 samples under Brown-Bailey Scale

From this chart, based on Brown-Bailey scale, it can be assumed that:

1. Lines perform zigzag pattern.
2. Trend of S_15, a participant with the highest score, has the weakest point in grammar. Basically, his English ability is the lowest out of the others (taken from speaking score). For that, it is genuine.
3. The S_20's score trend is more placid than the others. It does not sway too away from one category to the others.

4. Compared to S_20, S_21 has lower point in logical development and punctuation.
5. The S_15 has the highest score in punctuation and logical development. He sharpens his ideas, so it is easily to understand.
6. The S_4 has the lowest different trend. He is low both in organization, logical development and stle.

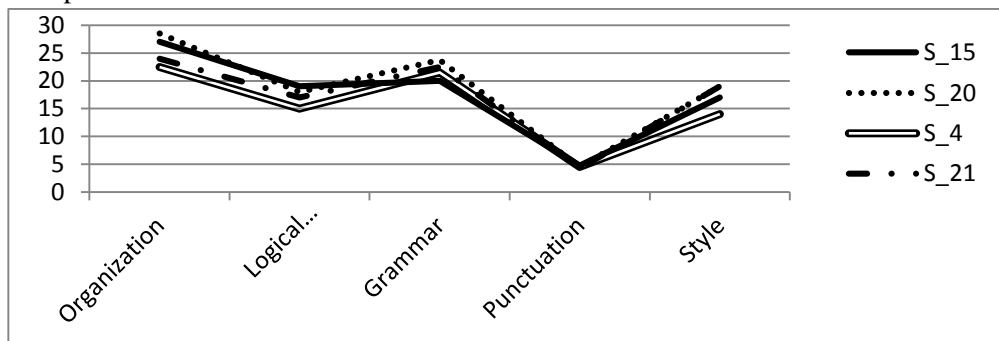


Figure 12. Writing Result Line Chart of 4 samples under Jacob Scale

From the figure, it can be stated that:

1. Range of line is aslant but equivalent.
2. Zigzag pattern is seen on a par. There is no one judged to have either the best of all or the lowest of all. Each person has personalability that flourish the writing output.
3. A catagory that proves almost similar point is punctuation. Hall states that puntuation will be learned most successfully in the context of 'rich and meaningful writing experience' (Wyse and Jones, 2005: 155). The four participants must have no difficulties in puntuating. It is clear that they have been experiencing great practice in writing, for their punctuation state is adequate to write an essay
4. From different scale stated by Jacob, it is clear that the most important aspect in writing is organization of idea (spotted in the highest survice in chart). The second important is grammar; the third is logical development,; and the last is punctuation (spotted in the lowest survice in chart). Jacob undoubtfully puts forward the most important adaptness in writing which is organization, and puts backward the lightest part in writing which is punctuation.

From figure11 and 12, it can be assumed that:

1. Even appearing in different number, both show that logical development, grammar, punctuation and style do not change the level of each participant score of logical development, grammar, punctuation and style. The arrangement of the best to the least is:
 - Logical development: S_15, S_20, S_4, S_21
 - Grammar: S_20, S_21, S_4, S_15
 - Punctuation: S_15, S_20, S_4, S_21
 - Style: S_20, S_21, S_15, S_4
2. Different score spot is seen in both scales. When the highest to the lowest in Brown-Bailey is listed by S_20, S_21, S_15, S_4, in Jacob the highest to the lowest organization score is listed by S_20, S_15, S_21, S_4.

Overall Brown and Bailey puts average score to obtain which writing competences appeal the highest and the lowest. Not only easy to be interpreted in one person, but it is also easy to visualize whose writing competency is the best or the worst of all. Contrarily, Jacob scale does not lessen teacher to see either which competence students have as the better or the worse one or who has the best competence in a group of student.

Jacob scale can illustratedetail writing scoring that cannot be seen by Brown-Bailey's. When connected with adversity quotient, in score scale, logical development, grammar, punctuation and style arrangement is flowing the similar trend, but organization is indicated differently. When the highest points belong to S_20 and S_21 in Brown-Bailey, the highest ability belongs to S_20 and S_15 in Jacob. If it is connected with the highest adversity quotient score,analytical proof can be drawn by converting organization score to 200 (AQ highest score). This analytical process can be intrepreted in Table 5.

Table 5
The Analytical Process of AQ

Sample	Adversity quotient score	Organization score Brown-Bailey)	Organization score concerted to max. Score of AQ	Organization score (Jacob)	Organization score concerted to max. Score of AQ
S_15	163	27	180	18	180
S_20	162	28.5	190	19	190
S_4	104	22.5	150	15	150
S_21	100	24	160	16	160

It can be seen that score after conversing is the same between Brown-Bailey and Jacob scaling. Thus the interpretation is figured as follow:

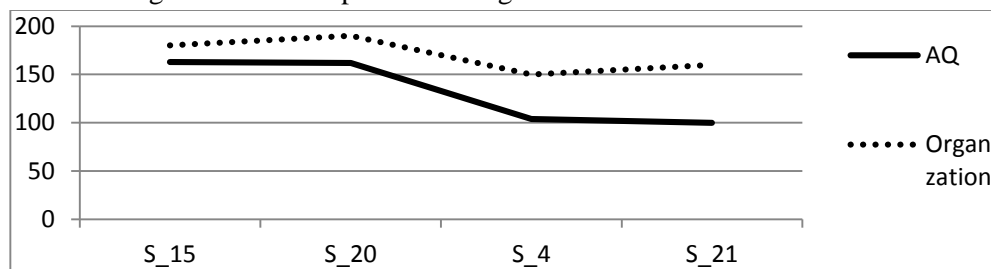


Figure 13. AQ and organization score connection

From this, it can be concluded that adversity quotient is in the same trend with organization competence of the sample. When trend of writing is slightly raising, trend of AQ follows to raise. When trend of writing is slightly lowering, trend of AQ follows to lower, too. If it is closely inspected, the higher AQ the participant has, the closer writing spot it is. The closest distance from AQ spot and writing spot is in S_15's. He has the highest AQ score, and his lines are the closest.

It can be concluded that the higher AQ score someone has, the higher organization competence of writing someone will have. When AQ score is high, detail writing competence (organizing) to choose title, scratching introductory paragraph, state topic, lead body and and transitional expression, deciding supportive sentences and draw logical conclusion clearly and completely will be affected to be high, too. When AQ is low, this competence gets low as well. Explicitly, adversity quotient level affects students ability in organising ideas for writing essay.

CONCLUSION

Adversity quotient is affective concerning on student ability for idea organization in writing output. This result is sufficient for employee writing output. Just like in other research when adversity quotient can affect some matters of learning process or learning achievement; in this research, adversity quotient is only able to affect aptitude to develop idea from a scratch to essay completion.

Originally, when air conditioner is cooling down a room, it may make other rooms cool, too. Actually, it is questionable whether AQ is only touching a part of competencies of writing for different type of learner or not. AQ may possibly distress other writing competencies for different setting or learner types. Therefore, suggestions for further studies should be provided further to inspect if adversity quotient really exists either for writing process or writing output in different environment toward higher or lower students. Though adversity quotient is not only intelligence stated in someone, analytical attention may open some lines of attachment toward adversity quotient and any English proficiency.

REFERENCES

- Baehr, T. (2009). *Stalking the Wild Gerbil: Experiments in Living*. Stone Bear Publishing.
- Bailey, S., (2006). *Academic Writing: A Handbook for International Students*. New York: Routledge.
- Brown, D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education
- Canivel, LD. (2010). *Principal's Adversity Quotient: Styles, Performance and Practices*. Thesis. University of Philipinnes.
- D'Souza, R. (2006). *A Study of Adversity Quotient of Secondary School Students in Relation to Their School Performance and the School Climate* (Master's Thesis, University of Mumbai, Mumbai, India). Retrieved from http://www.peaklearning.com/documents/PEAK_GRI_dsouza.pdf
- ESQ English Course, *Lesson Plan Pertamina Lubricants In House Training 22-30 November 2016*
- Matore, MEEM. et al. (2015) The Influence of AQ on the Academic Achievement among Malaysian Polytechnic Student. (p.69-74). *International Education Studies*, Vol.8 No.6 ISSN 1913-9020 E-ISSN 1913-9039. Canadian Center of Science and Education.

- Nunan, D. (2000). *Language Teaching Methodology: A Textbook for Teachers*. Essex: Pearson Educated Limited.
- Pangma R. Et al. (2009) *Casual Factors Influencing Adversity Quotient of Twelth Grade and Third-Year Vocational Sudents*.(p.466-470). *Journal of Social Sciences* 5 (4) ISSN 1549-3652. Science Publication
- Stoltz, Paul G. (2004). *Adversity Quotient: Mengubah Hambatan Menjadi Peluang. Faktor Paling Penting dalam Meraih Sukses*. Jakarta: Grasindo.
- Stoltz, P.G. (2000). *Adversity Quotient at Work: Make Everyday Challenges the Key to Your Success. Putting the Principles of AQ into Action*. New York: Morrow.
- Villagonzalo, Revine R. (2016). *Intellegence Quotient, Emotional Quotient, Spiritual Quotient, an Adversity Quotient and the Academic Performance of the Students*. Psychology Department St. Alexius College City of Koronadal.
- Warren, E. & Tool, C. (1995) *The Stress Workbook*. New Delhi: Research Press.
- Wiegler, Sara C. (2009). *Assessing Writing: Cambridge Language Assessment Series*. Ed. J. Charles Alderson & Lyle F. Bachman. UK: Cambridge University Press.
- Wyse, D. & Jones, R. (2007). *Teaching English, Language and Literacy*. New York: Routledge.