



# Relationship Between Extrover and Introver Personality Factors in The Afficiation Of Image Description Of Junior High School Students

Umi Latifah<sup>1</sup> and Luluk Sri Agus Prasetyoningsih<sup>2</sup>

Islamic University of Malang, Jl. MT. Haryono No. 193, Dinoyo, Lowokwaru, Malang City, Indonesia

Latifahumy06@gmail.com

**Abstract.** The importance of personality factors in every human being in supporting the acquisition of a second language in someone is an interesting thing to do research. There are various supporting and inhibiting factors in language acquisition, namely internal factors and external factors. Internal factors are factors that arise from oneself. Internal factors consist of: gender, motivation, interest, attitude, personality, and style of language. Among these factors, the researcher focuses this research on internal factors, more focused on personality factors. The formulation of the problems in this study are, 1) How are the extroverted and introverted personality factors in junior high school students, 2) How are the image descriptions of junior high school students affixed, 3) What is the relationship between extroverted and introverted factors in the affixation of student image descriptions. This study uses a quantitative approach. The research design is correlation. The research data is in the form of numbers and data analysis is carried out using statistical analysis procedures. The population of this research is junior high school students. The sample of this research is 30 junior high school students. Data collection techniques used in the form of questionnaires and tests. Based on the results of this study it can be seen that there is a relationship between extroverted and introverted personality factors in the affixation of junior high school students' image descriptions with a significance result of 0.001 and the degree of relationship with *Pearson correlation* 0.594, meaning that there is a moderate correlation.

**Keywords:** Relationship, Extroverted Personality, Introverted, Affixation Picture Description.

## 1 Introduction

The process of language acquisition is quite an interesting conversation to discuss, because there are still many things in life around language development that are hampered in a person's personality, especially for children and school children who need a second language. One of the obstacles faced by the child in acquiring the language is that the child will find it difficult and complicated to communicate, which

will lead to a decrease in the interaction and quality of learning outcomes in the process of learning and acquiring the language.

There are several kinds of supporting and inhibiting factors in language acquisition, namely internal factors consisting of cognitive development and IQ. The second factor is external factors that come from the social environment. It can be said that internal factors are factors that arise from within oneself. Internal factors can be in the form of gender, motivation, interests, attitudes, personality, and learning styles. While factors that grow from outside consist of parents' demands, school factors can be from teachers or friends, and one's personal environment [2]

Among these factors, the researcher focuses this research on internal factors, more focused on personality factors. This research is interesting to study because personality in a person is the most important factor in someone's success in learning a second language. Personality factors include open and closed personalities which are one of the factors that greatly influence the success of acquiring and developing one's language [2]. According to Chomsky [7] every human being has what is called faculties of the mind, namely the intellectual parts in the mind or brain of every human being and the rest are for the use and acquisition of language. Mastery of a language by a child begins with the acquisition of the first language which is often called mother tongue (B1). Language acquisition begins with various long processes since the child does not know or is introduced until the child has mastered the language. After the child acquires the mother tongue, at a certain age the child will learn or get another language or a second language (B2) which is called knowledge that is new to the child.

According to [1] childhood to adolescence is a time for refinement of language (linguistic refinement). That is, children learn the grammar rules of language and begin to understand the most complex syntactical structures. Language treasury is increasing. Children have knowledge about composing words. In addition, children also develop the ability to think about language and provide comments with words or designations which are good predictors of reading achievement. Referential communication skills improve as children become more careful about clarifying uninformative messages they send out or receive. The opportunity to communicate with relatives or friends contributes to the development of communication skills in children [1]

Language background is a factor that is considered to be an influence in acquiring a second language. Language background is also called first language or mother tongue has an important role in acquiring a second language [6]. Krashen in [6] adds that there is a difference between second language acquisition and second language learning. He claims that language acquisition is developed unconsciously, i.e. develops in the subconscious, whereas through understanding leads to input when someone communicates. The second thing is that language learning is developed consciously through deliberate learning of a second language.

The existence of different personalities turns out to be able to influence a person's lifestyle and values that develop regularly so that behavior becomes more consistent and easy to notice. The existence of this personality greatly influences the process of interaction and communication between individuals. In the process of acquiring a second language there are factors and strategies in acquiring and mastering it. The acquisition of this second language is also influenced by conscious mental and

conscious processes. However, this mental process is influenced by various individual factors which may speed up, slow down, or even stop the language acquisition process [5]

Eysenck [8] suggests that introvert and extrovert personality types describe the similarity of individuals in behaving towards a stimulus as a manifestation of individual character, temperament, physical and intellectual in adapting to their environment.

#### Extroverted Personality

According to Eysenck [8] suggests that people with extroverted personality types direct themselves more towards their surroundings, and generally like to be friendly, like parties, have lots of friends, need other people to be their interlocutors, do not like to read or study alone, love humor, always ready to answer, enjoy change and relaxed. Individuals who have an extroverted personality also prefer to keep moving and doing something rather than having to stay still.

#### Introverted personality

Eysenck [8] suggests introvert personality traits, that individuals with introverted personalities always direct their views on themselves. All attention is directed into the life of his own soul. His behavior is mainly determined by what is happening in his own person. Individuals with introverted personality types tend to be quiet, they prefer reading to gathering (socializing) in a social environment, and communicating with other people, so having few friends generally avoids crowds.

In this study, the researcher chose the morphological discussion of affixation studies, especially the formation of words with affixes because affixation is an affixation in words. The elements involved are basic forms, affixes, and grammatical meanings [3].

Language as a means of communication or a means to convey one's intentions gives birth to feelings, and can create activities among humans, regulate human activities, plan and direct also use language. Language as a communication tool that God has given to every human being should be grateful for. As a communication tool acquired by humans from birth, it is known as language acquisition.

According to [3] Affixation is a process of adding to a basic form. In this process, 1) basic elements or basic forms, 2) affixes, 3) grammatical meanings are involved. Affix is a form, usually a bound morpheme that is added to a base in the process of word formation. Judging from the position attached to the basic form, there are prefixes, infixes, suffixes, confixes, interfixes, and transfixes (Chaer and Abdul, 2012). What is meant by prefixes are affixes that are added in front of basic forms, including: me(N)-, ber-, diterpe(N)-, per-, se-, and ke-. What is meant by infix is an affix that is added in the middle of the base form, consisting of: -el-, -em-, -er-, -e-, and, -in-. Suffixes are affixes that are added at the end of the base form, including: -kan, -an, -i, -and-nya. Confixes are affixes in the form of divided morphemes, the first part of which is positioned at the beginning of the basic form, and the second part is positioned at the end of the basic form. Because this confix is a divided morpheme, the two parts of the affix are considered as one unit and the addition is done at once, nothing comes first, and nothing comes later, this confix includes: ke-an, per-an, pe(N) )-an, ber-an, me-i, me-kan, and se-nya. Interfix is a kind of infix or connecting element that appears in the process of combining two elements. Transfixes are affixes in the form of vowels added to the whole base [3].

This study linked extrovert-introverted personality factors with image description affixation in junior high school students. This refers to the RPP for Indonesian subjects in the subject matter of morphological processes and word formation errors, KD.3.4 Understanding morphological processes (affixation, compounding, repetition, and absorption) in sentences. And KD.4.4 Using words that undergo morphological processes (affixation, compounding, repetition, and absorption) in sentences. This is associated with image descriptions because there is descriptive text material in grade 7 descriptive text material. In this case the researcher linked the analysis of affixation to the results of the image descriptions of students at Alrisalah Jombang boarding school.

Based on previous research 1) on "The relationship between extroverted-introverted personality types and social acceptance in students" article compiled by [4]. In this study, the results of correlational calculations were obtained with the result that there was no relationship between extroverted-introverted personality and social acceptance and this research was carried out before the covid 19 pandemic. during the covid 19 pandemic. 2) about "The relationship between introverted personality and peer attachment to youth readiness" article compiled by [9], in this study linking introverted personality and peer attachment to adolescent loneliness. In this case the variables in this study discuss introverted personality with the independent variable which is associated with adolescent loneliness as the dependent variable and was carried out before the Covid 19 pandemic. In contrast to the research in this article the authors associate introverted and extroverted personality factors and have a dependent variable associated with affixation of image descriptions in junior high school students.

In this study, the researcher formulated the following problems: 1) what are the extroverted and introverted personality factors of the students of the Al-risalah girls' boarding school in Jombang?, 2) what is the affixation of the image descriptions of the second language of the students of the Al-risalah girls' boarding school in Jombang?, 3) what is the relationship between extroverted and introverted factors in the affixation of image descriptions of students at the Al-risalah female boarding school Jombang?. In this study there are also research objectives, namely 1) Describe the extroverted and introverted personality factors of students at Al-risalah Jombang Islamic Middle School, 2) Describe the affixation of image descriptions of students at Al-risalah Jombang boarding junior high school, 3) Describe the relationship between extroverted and introverted personality factors in the affixation of image descriptions of students at Al-risalah Jombang Islamic Middle School.

The assumptions in this study are as follows. 1) Students at Al-risalah Jombang Islamic Boarding School for the 2020/2021 academic year who have extroverted/introverted personality factors, 2) The Extroverted/Introverted personality of students at Jombang Alrisalah Dormitory Middle School can be observed and determined, 3) Al-risalah Jombang Middle School students can use the language of affixes (affixations) and has got material description text.

The benefits of this research are expected to provide benefits as 1) teachers are expected to be able to provide valuable information and input for Indonesian lessons so that they can further increase affixation affixes which are more varied, 2) for students who have introverted-extroverted personalities are expected to always develop themselves, especially in terms of language so that it is rich in Indonesian vocabulary,



3) for advanced researchers it is hoped that it can be used as a basis and development for subsequent research, especially research that has a relationship with extroverted-introverted personality factors in image description affixation.

## 2 Research Method

This research uses a quantitative approach. Quantitative research that aims to measure the extent to which the level of closeness between personality factors in the affixation of image descriptions of students at SMP Al-risalah Jombang boarding school. The main variable in this research is personality factor and the second variable is image description affixation. The research design used in this study is correlational which is carried out with the aim of comparing similarities with differences or facts based on an existing frame of mind so that the results are clear.

The population of this study were students of the Al-risalah Jombang boarding school, and the sample of this study was the students of the Jombang Al-risalah boarding school with a total of 30 students. The measuring instrument test used in this study is to measure its reliability and validity. The reason is because the instrument must meet these requirements in order to be considered good.

In this study, researchers used instruments in the form of questionnaires and tests. The questionnaire was used to measure Extroverted and Introverted personality factors. This is done by submitting several statements. This questionnaire was compiled based on personality factors from introvert and extrovert characteristics. According to Eyseck [8] about introvert and extrovert personality types describe the similarity of individuals in behaving towards a stimulus as a manifestation of individual character, temperament, physical and intellectual in adjusting yourself with the environment. While the test uses an image to be described according to each student's language, it is used to measure the affixation process in the image description. To determine the validity of the test items, it is necessary to conduct reliability and validity tests.

Validity is a condition if an evaluation instrument is able to measure precisely [10]. To determine the validity of the test used construct validity. Construct validity refers to the suitability between the results of the measuring instrument and the ability being measured [10]. Next is the reliability questionnaire. In this study, measuring reliability using the Flanagan formula. The Flanagan formula is used to find the reliability of the questionnaire using the halves method. The Flanagan formula applies the standard deviation to each half and to the score. After dividing the test results into two halves, then look for  $SD^2$  in the even hemispheres, and  $SD^2$  in the total score.

To analyze the data collected from the results of this study, the use of quantitative analysis with a simple correlation formula aims to measure the strength of the relationship between the two variables and also to determine the form of the relationship between the two. On the basis of a decision if the significance value is  $< 0.05$  then it is correlated, if the significance value  $> 0.05$  then it is not correlated. Regarding the guidelines for the degree of correlation, namely:

Pearson correlation value 0.00 – 0.20 = no correlation

Pearson correlation value 0.21 – 0.40 = weak correlation

Pearson correlation value 0.41 – 0.60 = moderate correlation

Pearson correlation value 0.61 – 0.80 = strong correlation

Pearson correlation value 0.81 – 1.00 = perfect correlation.

### **3 Research Result**

This section presents 1) Results of the intensity of extroverted and introverted personality factors, 2) Affixation results of image descriptions. 4) The results of the relationship between extroverted and introverted personality factors in image description affixation. This will be discussed as follows.

#### **3.1 Results of the Intensity of Extroverted and Introverted Personality Factors**

Based on the results of the test results for the distribution of questionnaires for students of SMP Al-risalah Jombang boarding school, a total of 30 students with a questionnaire totaling 7 questionnaire points. The results showed that 4 students had introverted personalities and 26 other students had extroverted personalities. with the highest total score of 63 in students with extroverted personalities. And the lowest score is 35, with a total value of 1,435. This personality factor research pays attention to personality factors stated by Eyseck [8] about the characteristics of extroverted personality factors and introverted personality factors.

#### **3.2 Image Description Affixation Results**

Based on the image description test results given by the researcher during the data collection process by paying attention to the affixations in the image descriptions by students by paying attention to the affixation sections, namely prefixes, infixes, suffixes, confixes, interfixes, and transfixes in the results of describing images students of the Al-risalah boarding school in Jombang. The value data contained in the image description affixation test obtained the highest score, namely 40, and the lowest score was 5, with a total value of 645 and an average result value of 21.5.

#### **3.3 Results of the Relationship between Extroverted Personality Factors and Introverted Personality Factors in Picture Description Affixation.**

From the results of the distribution of the questionnaire, the results of students with extroverted personalities were 26, and students with introverted personalities were 4 with the highest score being 63 and the lowest score being 35. The highest score for variable Y was 40 and the lowest score was 5. The following table tests the hypothesis of the relationship between extroverted and introverted personality factors in the affixation of image descriptions of students at SMP Al-risale boarding houses, Jombang.

**Table 1.** Testing the hypothesis of the relationship between the independent variable and the dependent variable.

		<b>correlations</b>	
		Personality	Affixation
<b>Personality</b>	Pearson Correlation	1	.594**
	Sig. (2-tailed)		.001
	N	30	30
<b>Affixation</b>	Pearson Correlation	.594**	1
	Sig. (2-tailed)	.001	
	N	30	30

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, correlation calculations using SPSS statistics 20 obtained the results of hypothesis testing. In the second row, the significance (2-tailed) for personality is 0.001 and for affixation the significance is 0.001, meaning that these two variables have a relationship or are said to have a correlation. From the table above we can see that the correlation value for the personality variable is 0.594 and for the affixation variable the correlation value is 0.549. From the results of the correlation value in the test using SPSS 20, the degree of relationship between extroverted and introverted personality factors in the image description affixation is 0.549 which lies between the correlation values of 0.41 to 0.60 at the level of moderate degree of correlation. This means that variable X to variable Y has a correlation with a moderate degree of correlation.

## 4 Discussion

In this section, we discuss the results of research on the relationship between extroverted and introverted personality factors in the affixation of image descriptions of students at the Al-risalah Jombang boarding school which include, 1) the extroverted and introverted personality factors of the Al-risalah Jombang boarding school students, 2) the affixation of the image descriptions of the students of the Al-risalah Jombang boarding school, 3) the relationship between extroverted and introverted personality factors in the affixation of image descriptions of students at the Al-risalah Islamic boarding school, Jombang. These three things are described as follows.

### 4.1 Extroverted and Introverted Personality Factors for Junior High School Students

This section discusses the extroverted and introverted personality factors of students as measured using extroverted and introverted personality aspects. The following describes the assessment scores of extroverted and introverted personality factors from personality factors. There are 4 students who tend to have introverted personalities. The data is generated with a maximum score of 63, and the lowest score is 35, with a total result of 1,435.

From the results of the questionnaire distribution, there were 26 students who tended to have extroverted personalities. This tends to agree with Eyseck's opinion [8] who argues about the extroverted personality factor that people with extroverted personality types direct themselves more towards their surroundings, and generally like to be friendly, like parties, have lots of friends, need other people to be their interlocutor, do not like to read or study alone, love humor, always ready to answer, love change and relaxed. Individuals who have extroverted personalities also prefer to keep moving and do something compared to having to stay silent.

From the results of the questionnaire distribution, there were 4 students who tended to have introverted personalities. This also tends to agree with Eyseck's opinion [8] who argues about the introvert personality factor that individuals with introverted personalities always direct their views on themselves. All attention is directed into the life of his own soul. His behavior is mainly determined by what is happening in his own person. Individuals with introverted personality types tend to be quiet, they prefer to read rather than gather (socialize) in a social environment and communicate with other people so that they have few friends and generally avoid crowds.

## 4.2 Affixation of Image Descriptions for Junior High School Students

From the results of image description data analysis, the authors analyzed the affixation process in image descriptions for students of Alrislah Middle School boarding house, Jombang. From the analysis results, the highest score is 40, and the lowest score is 5, with a total value of 645, and the average value is 21.5. Data is generated by collecting the affixation parts of prefixes, infixes, suffixes, confixes, interfixes, and transfixes in accordance with the relevant theory according to [3] suggests affixation seen from the position attached to the basic form is distinguished by prefixes, infixes, suffixes, confixes, interfix, and transfix.

In the prefix affixation process, a total of 76 forms of prefix affixes were obtained, which included the affix [se-], there were 3 students who used the affix [se-]. In the affix [ber-] there are 38 prefixes. In the affix [pe(N)] there are 5 prefixes. In the affix [me(N)-] there are 30 prefixes. There are no affixes [to-] and [ter] in the image description. This is in accordance with the relevant theory that what is meant by prefixes are affixes that are added before the base form, including: me(N)-, ber-, diterpe(N)-, per-, se-, and ke- [3].

In the image description results are not generated infix affixes. But there is another affixation process, namely suffix affixation. In the affixation of suffixes, a total of 14 forms of suffix affixes were obtained, which included the affix [-an], there were 13 suffixes. And the affix [i] has 1 suffix. In the results of the image description there are no affixes [kan] and [nya]. This is in accordance with the relevant theory that suffixes are affixes that are added to the final position of the base form, including: -kan, -an, -i, and -nya [3].

In the process of affixation of confixes from image descriptions, the results of affixation of confixes are 43 forms of confixes, which include affixes [to-an], there are 3 confixes, affixes pe[(N)-an], there are 3 confixes, affixes [me-i], there are 35, and the affix [me-kan] has 2 confixes. There are no [per-an] and [se-nya] affixes in the image

description. This is in accordance with the relevant theory that confixes are affixes in the form of divided morphemes, the first part of which is positioned at the beginning of the base form, and the second part is positioned at the end of the base form. Because this confix is a divided morpheme, the two parts of the affix are considered as one unit and the addition is done at once, nothing comes first, and nothing comes later, this confix includes: ke-an, per-an, pe(N)-an, ber-an, me-i, me-kan, and se-nya. [3] In the description of the images in this study, no affixation of infixes, interfixes, and transfixes was found.

### **4.3 The Relationship between Extroverted and Introverted Personality Factors in the Affixation of Image Descriptions for Middle School Students**

From the data analysis using SPSS 20 in the table above about the relationship between extroverted and introverted personality factors in the affixation of image descriptions for junior high school students, the results obtained a significance value of 0.001, and for the affixation of image descriptions, the results obtained were significant. 0.001, meaning that the results accept the working hypothesis, that is, if the significance results are less than 0.005, then there is a relationship between variable X and variable Y, then the results of this study are  $0.001 < 0.005$ , which means that there is an influence between extroverted and introverted personality factors in the affixation of image descriptions junior high school students. But when viewed from the degree of relationship Pearson Correlation, the level of relationship between extroverted and introverted personality factors in the affixation of picture descriptions of junior high school students shows 0.594 with a relationship level of "moderate correlation" ranging from 0.41 to 0.60.

This is commensurate with what was conveyed by [10] regarding to analyze the data collected from the results of this study, the use of quantitative analysis with a simple correlation formula aims to measure the strength of the relationship between the two variables and also to determine the form of the relationship between the two. On the basis of a decision, if the significance value is  $< 0.05$  then it is correlated, if the significance value is  $> 0.05$  then it is not correlated. Regarding the guidelines for the degree of correlation, namely: Pearson correlation value 0.00 - 0.20 = no correlation, Pearson correlation value 0.21 - 0.40 = weak correlation, Pearson correlation value 0.41 - 0.60 = moderate correlation, Pearson Correlation value 0.61 - 0.80 = strong correlation, Pearson Correlation value 0.81 - 1.00 = perfect correlation.

From these results, personality factor variables cannot be separated from personality factors which have been stated by Eysenck [8] that people with extroverted personality types are more orientated towards their surroundings, and in general like friendly friends, like parties, has many friends, needs other people to be their conversation partners, does not like to read or study alone, likes humor, always ready to answer, likes change and relaxed. Individuals who have an extroverted personality also prefer to keep moving and doing something rather than having to stay still. Individuals with introverted personalities always set their sights on themselves. All attention is directed into the life of his own soul. His behavior is mainly determined by what is happening

in his own person. Individuals with introverted personality types tend to be quiet, they prefer to read rather than gather (socialize) in a social environment, and communicate with other people so that they have few friends and generally avoid crowds. This supports the success of variable X on variable Y in the results of this study.

In variable Y, namely image description affixation, the results of the analysis of the affixation process are in accordance with the relevant theory according to [3] regarding affixation and its division into prefixes, infixes, suffixes, confixes, interfixes, and transfixes. In the results of this study obtained the affixation of prefixes, suffixes, and confixes. Prefixes consist of affixes me(N)-, ber-, diter-pe(N)-, per-, se-, and ke- [3].

## 5 Conclusion

Based on the results of this study it can be seen that "there is a relationship between extroverted and introverted personality factors in the affixation of junior high school students' image descriptions" with a significance result of 0.001 and the degree of relationship with *Pearson correlation* 0.594, meaning that there is a moderate correlation.

### 5.1 Suggestions

The results of this study deserve to be considered as a reference for junior high school students, especially teachers to overcome obstacles or personality factors in the language acquisition process. For researchers, this research can be a new insight into the relationship of personality factors in image description affixation so that researchers can conduct further research. For other researchers, it is hoped to develop research on extroverted personality factors as an effort to increase the wealth of upper language acquisition with better expectations.

## References

1. Aliah B. Purwakania Hasan. (2008). *Psychology of Islamic Development*. Jakarta: PT. King of Grafindo Persada.
2. Ardiana, Leo, & Syamsul Sodiq. (2008). *Psycholinguistics*. Jakarta: The Open University.
3. Chaer, & Abdul. (2012). *General Linguistics*. Jakarta: PT. Asdi Mahasatya.
4. Dominika, & Stefani Virli. (2018). Relationship between Extrovert-Introvert Personality Types and Social Acceptance in Students. *Konselor*, 7(1), 31–39. <https://doi.org/10.24036/02018718735-0-00>
5. Ratminingsih, & Ni Made. (2013). *The Influence of Gender and Personality on English Speaking Competence*.
6. Rod, & Ellis. (2003). *Second Language Acquisition*. New York: Exford University Press.
7. Sri Utari Subiakto-Nababan. (1992). *Psycholinguistics An Introduction*. Jakarta: Gramedia.
8. Suryabrata, & Sumadi. (2011). *Educational Psychology*. Jakarta: Rajawali Press.
9. Syahrurrohmah, & Nur. (2017). *Relationship Between Introvert Personality and Friendships Friendly By The Lonely Adolescent*.

10. Wahyuni, S., & Syukur, A. (2012). *Asesmen Pembelajaran Bahasa*. Bandung: Refika Aditama.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

