THE COMPARISON BETWEEN EXTROVERT AND INTROVERT STUDENTS IN LEARNING VOCABULARY

THESIS

Submitted by

YONI SUCI FITRIA
NIM. 150203037
Student of *Facultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI
BANDA ACEH
2020 M/ 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-raniry Banda Aceh

in Partial Fulfillment of the Requirements for The Degree

Bachelor of Education in English Language Teaching

By:

YONI SUCI FITRIA
NIM. 150203037
Student of *Facultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,	Co-Supervisor
Alfiatunnur, M. Ed	Rahmi Fhonna, MA
Date: 01 / 01 / 2020	Date: 31 / 12 / 2019

It has been defended in *Sidang Munaqasyah*
in front of board of the Examination for the working paper
and has been accepted partial fulfillment of the requirements
for bachelor of Education Degree in English Language Teaching

On

Thursday, 28 January 2021
15 Jumadil Akhir, 1442 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,	Secretary,
Alfiatunnur, M. Ed	Asma, M. Pd
Member ,	Member,
Rahmi Fhonna, MA	Fera Busfina Zalha, M.A

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Ar-Raniry Banda Aceh

Dr. Muslim Razali , S.H., M.Ag.
NIP. 195903091989031001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama	: Yoni Suci Fitria
NIM	: 150203037
Tempat/Tgl.Lahir	: Buket Meuh, 22 Desember 1997
Alamat	: Jl. Tengku H. Moh. Kasim, Tj. Selamat, Kabupaten Aceh Besar
Judul Skripsi	: The Comparison Between Extrovert And Introvert Students In Learning Vocabulary.

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 7 Januari 2021

Saya yang membuat surat pernyataan,

Yoni Suci Fitria

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. *Alhamdulillah*, all praises be to Allah, the Almighty and the Sustainer, for his blessings and mercies. Allah always guides and gives me health, strength, and passion in completing this thesis. Peace and salutation to the prophet Muhammad SAW, his family, his companions, and his faithful followers until the day of 7uencouragements of numerous people, institutions, colleagues and friends.

My deepest gratitude is addressed to my first supervisor Mrs.Alfiatunnur, M. Ed for her encouragement, expert and timely feedback throughout the study. Also, my biggest thanks to my second supervisor Rahmi Fhonna, MA for the continues support of my study, for his patience, motivation, enthusiasm, and immense knowledge. Their guidance helped me in all time of research and writing of this study. In addition, I would like to acknowledge my academic supervisor Drs. Ayyub AR, M. Ag and all lecturers of English department for every support.

My deepest thank and sincere gratitude to the most important people in my life, my father M. Yatim and my mother Raimah, my sister Yenni Huslinda and my brother Novi Muharda for the great kindness, endless love and everlasting support both financial and moral. My cousins Susi Arifia Fitri and Erdi Saputra who always support me and help me when I felt sad and need support to finish this study.

Deepest appreciation and thanks to headmaster and English teacher at SMP 8 Banda Aceh Mrs. Sawiyah, Mrs. Yuli and all of my participants the second grade of SMP 8 Banda Aceh for their warm response.

For their heartwarming, hilarious, and courageous company all the way to the end of my study here, I would like thanks to my beloved bestfriend of English Language Education Department, Sri Rizki Rahmatullah Masri, Rizka Maulinda Sari, Husnul Khatimah and Rizka Pidia Phonna. Then, I could not forget to give the special thanks to Nadia Rahmi, Hayaton Nufus, and Syarifah Sulastri, who

have been working together persistently side by side to support me in completing this thesis. Many thanks to my stunning friends : Silvi Mustika Rani, Cut Rahma Diana, Masliati, and Uswatun Muhtaja for their support and always help me during this study. I feel so privileged to have them, may Allah bless them.

Mistake is inevitable and therefore I humbly accept all critique and suggestion by any means as the improvement in the future.

Banda Aceh, Januari 7th 2021
The Writer,

Yoni Suci Fitria

ABSTRACT

Name	: Yoni Suci Fitria
NIM	: 150203037
Faculty	: *Fakultas Tarbiyah dan Keguruan*
Major	: Department of English Language Education
Thesis working title	: The Comparison Between Extrovert and Introvert Students In Learning Vocabulary
Main Supervisor	: Alfiatunnur, M. Ed
Co-Supervisor	: Rahmi Fhonna, MA
Keywords	: Comparison, Personality, Vocabulary In English.

This study mainly discussed about the comparison between extroverted and introverted students in learning English vocabulary at SMPN 8 Banda Aceh. It could be seen, this is a quantitative research initiative and the purpose of this research is to know the comparison between extroverts and introverted students in learning English vocabulary. The participants were second-grade students of SMPN 8 Banda Aceh, especially class 2A consisting of 28. The data were collected through the Five-Factor Model Questionnaire (FFMQ). To analyze student personality data, SPSS was used. According to the findings, three types of student personalities were identified; namely ambivert, extrovert and introvert. However, only extrovert and introvert students are required to take a vocabulary test. To see the comparison between extroverted and introverted students in learning vocabulary in English, the regression formula in SPSS is used. The results revealed a positive and moderated comparison between extroverted and introverted students in learning vocabulary in English. This meant that extroverted students have higher scores than introverts in vocabulary learning. In other words, the more extroverted students are, the higher score of vocabulary they obtained.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY
ACKNOWLEDGEMENTS ..... **iv**
ABSTRACT ..... **vi**
TABLE OF CONTENTS ..... **v**
LIST OF TABLES ..... **vii**
APPENDICES ..... **viii**

CHAPTER I INTRODUCTION **1**
1.1 Background of the Study 1
1.2 Research Questions 5
1.3 Research Aim 5
1.4 Research Significant 5
1.5 Research Terminologies 6

CHAPTER II LITERATURE REVIEW **10**
2.1 The Concept of Personality 10
2.2 The Study of Vocabulary 17

CHAPTER III RESEARCH METHODOLOGY **22**
3.1 Research Plan 22
3.2 Sampling Technique 22
3.3 Population and Samples 23
3.4 Instrument for Data Collection 24
3.5 Technique of Data Collection 24
3.6 Technique Of Data Analysis 26

CHAPTER IV DATA ANALYSIS AND DISCUSSION **27**
4.1 Data Analysis 27
4.1.1 The Analysis of Personality Test Result 27

CHAPTER V CONCLUSION AND SUGGESTION **37**
5.1 Conclusion 37
5.2 Suggestion 38

REFERENCES **41**
APPENDICES

LIST OF TABLES

Table 2.1 The function of the soul according to Jung 11

Table 4.1 The result of score of students personality test 27

Table 4.2 The result output of students personality 28

Table 4.3 The result of score of students vocabulary test 31

Table 4.4 The result of model summary 31

Table 4.5 The result of annova 31

Table 4.6 The result of coefficients 32

Table 4.7 The Result of summary of multiples regression analysis..... 32

LIST OF APPENDICES

Appendices 1 : Appointment Letter of Supervisor

Appendices 2 : Recommendation Letter from the Dean of Education and Teacher Training Faculty for Research in SMPN 8 Banda aceh

Appendices 3 : Questionnaire

Appendices 4 : Text 1

Appendices 5 : Text 2

CHAPTER I
INTRODUCTION

1.1 Background of the Study

In learning English, having a lot of vocabulary is very important. By using several vocabulary, students will be able to use speaking and writing, especially for junior high students. Vocabulary is one of the English sub-skills that must be taught to the students because vocabulary has an important role in all language skills. Thornbury, (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding of teachers' speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. Besides, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Teaching English vocabulary is so different from teaching the Indonesian language, not only in the meaning but also in pronouncing the words. Teachers should be patient and give more attention to the students because the students need the teacher's attention in the teaching and learning process. In teaching vocabulary for young learners, the teachers should facilitate the students to master vocabulary.

To communicate by using English in oral and written forms, the students should prepare themselves with vocabulary mastery. According to Thornbury, (2002) without grammar, the only view can be conveyed, and without vocabulary, nothing can be conveyed. Vocabulary mastery as one of the language components will support the students in both oral and written communication. The lack of vocabulary will influence their skill in developing ideas. It means, only by mastering words people can express their idea accurately. It would be impossible for one who does not have enough vocabulary to communicate his or her ideas as clearly as they want in oral written. The words that students choose in speaking will affect how well they understand what the speaker says. However, some problems have existed in almost all classrooms not only in junior school or senior high school but also at university-level that makes the learners have less vocabulary.

According to Richard & Larry, (2014) in Intercultural Communication: body language is the process of exchanging thoughts and ideas with the delivery of messages in the form of signals, facial expressions, eyesight, touch, artifacts (symbols used), silence, time, voice, and posture and body movements. Body language is the process of communicating what you feel or think about how you place and move your body rather than words. However, having fluency is one of the challenges of speaking English in-class students. This happens because of several factors including lack of exercise. Their reluctance to practice themselves may be due to their anxious feelings, shame, and no idea. The students with the problems mentioned earlier tend to stay in class. They only listen and pay

attention to the teacher without taking the opportunity to respond verbally. They often think of negative responses from their peers as part of their lack of confidence. In other words, student responses and active performance in English have links to psychological aspects, including personality.

Eysenck (2012) stated that distinguishes personality in two types: introverted and extroverted, to express differences in reactions to the social environment and in social behavior Eysenck suggests that extraversion has nine traits, namely; prosocial, agile, active, assertive, looking for sensation, cheerful dominant, excited, and brave. While introversion is the opposite of extroversion, namely; anti-social, quiet, passive, doubtful, think a lot, sad, obedient, pessimistic, timid.

A study conducted by Putra (2003) on brand loyalty among consumers towards perfume products concluded that introverted personality type consumers have higher brand loyalty than extrovert personality consumers. This shows that internal factors (in individuals) such as personality traits also play a role in determining behavior.

Marina (2000) studied of heroin abusers shows that most adolescents who abuse heroin have traits that are classified as extrovert personality types. The dominant sub-factors in adolescents who abuse heroin are impulsive, like challenges and lack of responsibility. In contrast, the dominant introvert personality sub-factors in adolescents, not heroin abuse are controlled, cautious and responsible. The results also showed that 71% of adolescents who abuse heroin, extroverts showed a social like and specific attitude. In contrast, 56% of

adolescents are not heroin abusers, introverts show a less sociable and less expansive attitude. Other studies relating to differences in the ability to master developmental tasks between extroverted and introverted adolescents show that adolescents who have extroverted personalities tend to master or are better able to carry out developmental tasks well than adolescents who have introverted personalities.

Eysenck (2003) also argues that introverted and extroverted personality types describe the uniqueness of an individual is behaving towards a stimulus as an expression of the character, temperament, physical, and intellectual of an individual in adjusting to his environment.

Both of these personalities also determine the behavior of adolescents in social life that has a variety of phenomena that must be faced by every teenager as a social creature. With these various phenomena will lead to a variety of perceptions and eventually give birth to different attitudes in adolescents in response to each of the hostility stimuli in him.

Based on the author's experience as a student of the Department of English Language Education, it has been observed and jumped directly into the field to see the behavior of students who are extroverted and introverted in learning vocabulary, clearly visible differences between they extrovert students always stand on introverted students in expressing ideas in the effectiveness of body language. They often speak more fluently than introverts because they can control their anxiety. Students who are closed and shy may have few opportunities to improve their speaking skills due to a lack of confidence; as a result, they may

have challenges to improve their English personality skills. Laney, (2002) defined the personality into two types: introversion and extroversion.

1.2 Research Questions

Based on the above research background, the author has formulated research questions as follows: What are the differences between extrovert and introvert students in learning vocabulary?

1.3 Research Aim

The objectives of this study are: To find out the differences between an extrovert and introvert student in learning vocabulary.

1.4 Research Significant

This research has several meanings for writers, students, teachers, and the reader.

a. For authors

By doing this research, the authors hope to learn and have more information about the correlation between extroverted and introverted students in vocabulary in English. Furthermore, this research is very important for a writer because the problem raised in this research is his personality experience.

b. For students

Information in this study can lead students to have reflections on what makes them successful or have difficulties in learning vocabulary in English. Thus, they will learn how to solve their problems in learning vocabulary.

c. For lecturers

This research is expected to provide information to lecturers about the correlation between extroverted and introverted students in learning vocabulary in English. An understanding of correlation can inspire lecturers to put more awareness in the psychological aspects of students to make students develop their vocabulary in English classrooms.

d. For readers

It is hoped that readers will have insight into the relationship between extroverted and introverted students in learning vocabulary in English.

1.5 Research Terminologies

To avoid misunderstanding the concepts used in this study, several definitions are provided as follows:

a. Extrovert Student

The extrovert personality is defined as an individual who has a pattern of behavior that directs the personality more outward than inward.

Extroverted characteristics are talkative, friendly, like to meet people, like to visit new places, active, indulgent, adventurous, easily bored, and do not like routine and boring things (Larsen, 2002). Individuals who have extroverted personality types are influenced by the objective world, namely the world that comes from outside themselves. Orientations that are aimed outward, namely thoughts, feelings, and actions that are determined by the social and non-social environment. Extroverted individuals are positive, more open, sociable, and have fluent relationships (Suryabrata, 2008).

Eysenck & Wilson, (2008) sated that the characteristics of extroverted individuals include; hard-hearted, impulsive, tends to relax, looks for something new, and improves performance through pleasure, prefers jobs that involve relationships with other people, is resistant to pain, and likes to take risks. Abdalla,(2010) also stated that individuals with extrovert personality types tend to be friendly, assertive, and able to communicate positively with others.

b. Introvert Student

Meanwhile, individuals who have an introverted personality type lead to behavior patterns that are influenced by the subjective world, namely themselves. The orientation is fixed inward, namely thoughts, feelings, and actions which are determined by subjective factors. Individuals who are introverts are less able to adapt to the outside world,

have closed spirits, have difficulty socializing and relating to other people, and are less able to attract the attention of others (Suryabrata, 2008).

Introverts also have a shy, introspective nature, like books rather than humans, like to be alone and are not friendly except to close friends. They tend to plan everything carefully before stepping out and are not prone to trusting their hearts. They dislike joy or crowds, take all problems in life seriously, and enjoy an orderly life. They always hide their feelings, rarely act aggressively and do not easily lose their temper. They are trustworthy people, a bit pessimistic.

Based on this explanation, it can be concluded that individuals with extrovert personality types are individuals who tend to be influenced by the objective world outside of themselves. Individuals who have extroverted personalities tend to easily adapt to social environments and are easily influenced by their surroundings. Meanwhile, individuals who have an introverted personality type are more influenced by the objective world, namely themselves. Individuals with introverted personality types tend to be less able to adapt to their environment, have a closed spirit, have difficulty socializing and relating to other people, and are less able to attract the attention of others.

c. Vocabulary

Learning a language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and

feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related into the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of the meanings of words.

CHAPTER II
LITERATURE REVIEW

2.1 The Concept of Personality

The term “Personality” is derived from the Latin word persona which refers to a theatrical mask worn by Roman actors in Greek Drama before the birth of Christ. Personality itself has been known as a universal topic in the field of psychology. Gazzaniga & Heartherton, (2002) reported that personality is someone’s characteristic with feelings, thoughts, and behaviors which are formed by the time and the experiences of the individual. Each person has their unique because there is no one person is truly alike.

The word personality in English comes from the ancient Greek prosopan or persona, which means 'mask' commonly worn by artists in the theater. The artists acted in accordance with the expression of the mask they wore as if the mask had certain personality traits. So the initial concept of understanding personality (in ordinary people) is the behavior that is placed in the social environment. Impressions about who you want to be captured by the social environment (Alwisol, 2004).

Sullivan (2004) stated thet defines personality as a relatively settled pattern of repetitive interpersonal situations that characterize human life. According to Adler (2004) he stressed the importance of personality traits, namely individuality, roundness, and individual personality traits, so that all the behavior carried out by individuals carries a characteristic pattern of individual lifestyle.

According to Murray (2004) as cited in Alwisol) personality is an abstraction formulated by theorists that is not merely a description of people's behavior, because the formulation is based on observable behavior and factors that can be deduced from observation.

Eysenck (2004) stated that personality is the overall pattern of the actual and potential behavior of the organism, as determined by heredity and environment. The patterns of behavior are originated and developed through the functionalities of the four main sectors that organize behavior; cognitive sector (intelligence), conative sector (character), affective sector (temperament), somatic sector (constitution).

Based on the organizational structure of personality Eysenck (2004) argues that personality is composed of actions, dispositions that are organized in a hierarchical arrangement based on will and interest.

a. Specific response concerned with actions that occur in a particular situation or event.
b. The habitual response is a response that recurs when an individual faces a similar condition or situation.
c. Traits are habitual responses that are interconnected with each other that tend to exist in more general individuals.
d. Type relates to general factors which are organizations in more general individuals.

Jung divides the structure of personality in two ways, namely:

a. The functioning unconscious nature will adjust within.

b. T he conscious mind that functions will adjust to the outside world.

Consciousness has two main components, namely:

1.) Soul function.

The function of the soul according to Jung, (2004) is a form of psychiatric activity that is theoretically unchanged in different environments.

The function of the soul according to Jung.

Soul function	Its nature	How it works
Mind	Rational	With judgment: absolutely
Feeling	Rational	With judgment: happy
Establishment	Irrational	Without judgment: conscious-sense.
Intuition	Irrational	Without judgment: unconscious.

Table 2.1 The function of the soul according to Jung.

2.) Mental attitude.

The attitude of the soul is the direction of the general psychic energy of libido which is manifested in the form of human orientation towards the world. The direction of the activity of psychic energy can go out or into. Likewise, the human directions towards his world, can go out and can go inside.

Blutner & Hochnadel (2010) distinguished human personality into two types; namely extroverts and introverts. extroverts refer to someone sociable, talkative, aggressive, and flexible. Conversely, Introvert refers to someone who

feels more comfortable alone. The characteristics of this person are not communicative, calm, aloof, and unfriendly.

Eysenck paid great attention to the clarity and permanence of the measurements in his theoretical concepts. Until now, most of his efforts have been aimed at determining whether there are significant conceptual differences in behavior that are related to individual differences and the range of extroverted and introverted entities.

a. Extrovert Personality

Eysenk (2003, as cited in Wakamoto 2004) stated that there are five characteristic behaviors of an extrovert. The first characteristic is the behaviors of extrovert in their sociability or interactions. The second characteristic is the excitement of extrovert personality. The extrovert craves excitement and acts on the spur of the moment. The third characteristic is the expenditure of energies of extrovert personality. The extrovert is easy-going, optimistic, likes to laugh and marry, all of their feelings are not kept under control. The fourth characteristic is the planning of the extrovert personality. The last characteristic is an interesting activity of extrovert. The extrovert students do not like reading and studying alone.

Someone who has an extrovert tendency type will have the following characteristics: they are classified as friendly, sociable, like parties, have lots of friends, always need other people to talk to and like all forms of cooperation. They not infrequently always take the opportunity that comes

to them, often show themselves and often act without thinking in advance, generally including explosive individuals. Extroverts like jokes, they are quick to respond to the questions they are shown and like change. They are cheerful individuals who do not worry too much about problems, are optimistic, and are cheerful. They prefer to do activities rather than remain silent, tend to be aggressive, easily lose patience, sometimes less able to control their feelings well, sometimes they also cannot be trusted.

Extroverts are influenced by the objective world, outside themselves. Orientation is aimed at: thoughts, bottomless feelings mainly determined by the environment, either social or nonsocial environment (Suryabrata, 2003).

Then, Mitchellette, (2009) explained her characteristics of extrovert personality. The characteristics of extrovert personality are recharge by interaction with others, enjoy the center of attention in group activities, tends to think out loud with others, share personal information freely, talks more than listens, communicates with enthusiasm, and prefer many friends to a few friends and shallow relationships. Besides that, Dornyei, (2005) proposed that the characteristics of an extrovert are sociable, gregarious, active, assertive, passionate, and talkative. In other word, extrovert students are usually having many friends. They are usually sociable with people around them. They also much talk and act in the classroom. They are brave and have high self-confidence to speak or perform in front of the class.

In conclusion, there are several characteristics of students who have an extrovert personality. First, extrovert students are sociable, friendly and have many friends. Second, extrovert students refer to work in a group and gregarious. Third, they are active, talkative, like to talk with many people and like parties. Fourth, they are easy-going, share personal information freely and like to laugh. Fifth, they tend to think aloud, talk first and think later, impulsive, brave take a risk and act spur of the moment. Last, they are speaking more than listen and communicate with enthusiasm.

b. Introvert Personality

Conversely, someone who has introverted tendencies will have characteristics including they do not talk much, are shy, introspective, like to read rather than hanging out with other people. They tend to keep their distance except with their close friends. Have a plan before you do something and don't believe in coincidence. They also do not like the atmosphere of the crowd, always thinking about everyday problems seriously and like regularities in life. Introverted individuals can control their feelings well, rarely behave aggressively, do not easily lose patience. They are trustworthy people, a little pessimistic, and set high ethical standards in life.

While introverts according to Jung are not influenced by the objective world, but tend to be from within him. Orientation is directed to: the mind,

its basic feelings are mainly determined from within itself not determined by the environment (Suryabrata, 2003).

An introvert is another kind of personality. Introvert extremely different from extrovert, they both have opposite characteristics. Eysenk, (2009) as cited in Wakatomo, explained that there are five characteristic behaviors of introvert personality. The first characteristic is the behaviors of an introvert in their sociability or interactions. The ways of an introvert in sociability or interactions are reserved and distant except to intimate friends. They are quiet students and like to be alone and just have one or two close friends. The second characteristic is the excitement of introvert personality. The introvert does not like excitement and distrusts the impulse of the moment. The third characteristic is the expenditure of energies of introvert personality. The extrovert is reliable, takes matters of everyday life with proper seriousness, pessimistic; quiet, retiring sort of person, and introspective. The fourth characteristic is the planning of the introvert personality. The planning of introvert is generally just planned. The last characteristic is an interesting activity of introvert. The introvert students are like fond of books rather than people.

Besides, Mitchellete, (2009) proposed that the characteristic of introvert personality is recharged through time alone, avoids being the center of attention, thinks in their head, very personal, listens more than speaks, hides enthusiasm, and prefers quality over quantity friendships. Wakamoto, (2003) suggested that “the introvert is passive, quiet, reserved,

withdrawn, sober, aloof, and restrained." It means that introvert is the type of student who likes silence. They are passive students in the classroom. They like to be alone because of they do not interested in making many friends. They also like to study seriously in a quiet place.

From the explanation above, it can be concluded that several points characterize students who have an introvert personality. First, introvert students are reserved and distant except to intimate friends'. Second, introvert students refer to work alone and aloof. Third, they tend to passive, shy, do not like appear in public, avoid noise and crowds situations and quite. Fourth, they are very personal, closed, and seriousness. Fifth, they tend to think very carefully, need time to think and talk later, planning in their heads. Last, they are listening more than speak and hides enthusiasm.

2.2 The Study of Vocabulary

a. Definition of Vocabulary

According to Jackson, (2002)Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with a particular activity. Vocabulary can be defined as the words we teach in a foreign language.

The vocabulary can also be differentiated namely, synonym, antonym, hyponym, and metonym.

(a) Synonym refers to a relationship of 'sameness of meaning' that holds between two words. Synonym lists contain flashcards that have one or more words or phrases on one side and synonyms for those words in the same language on the other side. Examples: love and like are synonyms, sick and ill are synonyms, marriage and wedding are synonyms.

(b) Antonym is meaning relation which is based on oppositeness. Antonym list contains flashcards that have one or more words or phrases on one side, and antonym (words with the opposite meaning) for those words (in the same language) on the other side. Examples: up and down are antonyms, dead and alive are antonyms, parent and child are antonym.

(c) Hyponym refers to a hierarchical 'group member' relation. For example, the word *plant* with it is hyponyms *fungus, lichen, shrub, creeper,* and *tree.* In linguistics, a specific term used to designate a member of a class. For instance, *oak* is a hyponym of the *tree*, and the *dog* is a hyponym of the *animal*.

(d) Metonym refers to a semantic relation of 'whole – part' in which constitutes or holds all meanings of its part. The meaning relation of metonym also fined expression in some analytical definitions, e.g. *abdomen*, 'the part of the body' containing the *stomach*, *bowels, reproductive*, and *organs*. A metonym denotes a

constituent part of or a member of something. For example, '*finger*' is a metonym of '*hand*' because fingers are part of a hand.

In addition, according to (Merriam, 2003), vocabulary is : (1) a list or collection of words and phrases usually alphabetically arranged and explained or defined, (2) a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge, (3) a list or collection of terms or codes available for use (as in an indexing system), (4) a supply of expressive techniques or devices (as of an art form).

Thornbury, (2002) stated vocabulary is very useful for anyone studying a foreign language. In this case, that vocabulary is one important area that should not be neglected in language and learning and it is very communicative with other people in spoken or written form. Vocabulary can be divided into two types; they are receptive vocabulary and productive ones.

Receptive Vocabulary

Receptive vocabulary is words that can not be produced correctly but understood through reading and listening activity and it requires a reader to associate label as in reading or listening.

Productive Vocabulary

Productive vocabulary is involved in using the words to stand for the meaning it represents and being able to think of suitable for the

word if there are any. Productive vocabulary includes words that we use when we speak or write the words that we use in our speech and writing are called productive or active vocabulary. Productive or active vocabulary means language items which the learner can recall and use appropriately in speech or writing.

Nunan explains that as part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to decide the lexical system of most languages into grammatical words, such as preposition, adverbs, and content word.

b. Vocabulary Mastery

Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language that might be used by a particular person, class, or profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, and writing). Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having a too limited vocabulary, the students will find difficulties in mastering reading and other skills.

Vocabulary mastery is the competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily (Martha, 2010).

Vocabulary mastery means the students having the ability to understanding and using the vocabulary and know the meaning. There are 4th stages of the learner progress in mastery vocabulary: (a) progress extends from the beginning to the mastery of the fundamental of the structure and sounds system, (b) the vocabulary items should still consist of those that must be learned for production, (c) vocabulary mastery of recognition, (d) the choice of special areas of experience is necessary.

CHAPTER III
RESEARCH METHODOLOGY

This chapter explains the steps used in conducting this research, which include research plan, population, and samples, sampling technique, an instrument for data collection, the technique of data collection and technique of data analysis.

3.1 Research Plan

To achieve the aim of this research, it is necessary to apply a suitable method to meet the needs and obtain the information of the data regarding the variables. The appropriate method of this research is the quantitative correlation study. A quantitative correlation design is the most effective method for the research study as it offers a non-obtrusive approach to the inquiry and resulted in the identification of the significant relationship between study variables (John, 2009).

Therefore, between two variables; variable X and variable Y. The first variable is extrovert students (independent variable = x), and the second is introvert students as the dependent variable (Y).

3.2 Sampling Technique

Sampling technique is a way to determine a sample whose amount is by the sample size that will be used as the actual data source, taking into account the characteristics and distribution of populations to obtain a representative sample, Margono, (2004) stated the population is too much or the range is too wide so

that it is not possible to take data on the entire population. There is an assumption that the entire population is uniform so that it can be represented by a sample. The researcher has a sample taking the stage including, defining the population to be observed, determine the frame of the sample and a collection of all possible events, determine the right sampling technique or method, conduct sampling (data collection), re-examine the sampling process.

3.3 Population and Samples

According to Sugiono, (2010) the population is groups of a subject that are determined by the researchers to be studied and drawn the conclusions. The population in this study were all 8th-grade students at SMP 8 Banda Aceh; they are 211 students. the sample is part of the population or the representation of a population. A sample is a small proportion of a population selected for observation. The sample is a representation of the total population. It is made to make the research easier to run optimally. What was learned from the sample and the conclusions derived to represent the whole respondents? Therefore, the sample taken from the population should be truly representative. The sample of this study was 28 students of grade 8 in SMP 8 Banda Aceh. The process of selecting samples was carried out with a questionnaire to all participants to find out their personalities; extrovert and introvert.

3.4 Instrument for Data Collection

Research instruments are tools or facilities used by researchers in data collection. In this study, researchers will use a questionnaire. Arikunto & Jabar, (2009) stated "a questionnaire is several written statements that are used to obtain information from the respondent in the sense of reporting about the person or things he knows". The use of questionnaires in this study is to determine student personality. The questionnaire used by the author uses the questionnaire method that is immediately closed, therefore the questionnaire has an alternative answer and the respondent only has to choose one answer that suits him.

3.5 Technique of Data Collection

The next step of this research is collecting the data; the function of data is to determine the result of the research. In collecting data, the writer used two techniques, questionnaire, and test.

a. Questionnaire

In this study, to categorize individuals in extroverted and introverted types, the writer uses the Eysenck personality inventory (EPI), which is used in nominal terms which will categorize based on two different, not the same dimensions. The EPI test tool is an inventory of H.J Eysenck which describes personality types into extrovert and introvert types. The way to measure EPI is based on the *Eysenck Personality Inventory* answer criteria. Answers to EPI are limited to "Yes" and "No"

answers. This model aims to measure the participant's personality whether it is extrovert or introvert.

Therefore, before distributing questionnaire sheets, the authors have previously prepared a list of EPI questionnaires. He will distribute questionnaire sheets to all participants at the same time. He will guide them in filling out the EPI questionnaire to avoid misunderstanding. He will also instruct them to put their names on the upper left side of the questionnaire sheet to make it easier to notify selected students who will take part in the next stage.

b. Vocabulary Test

Before giving a vocabulary test, the writer prepared a suitable topic for 8th-grade students. Then, she also prepared several aspects that will be printed during the vocabulary test such as pauses, comprehension and pronunciation, repetition and doubt. The vocabulary test aims to measure mastery or understanding of the meaning of English vocabulary from selected participants classified in Extroverts and Introverts based on the results of the questionnaire. All individuals need about 15 minutes to complete a task.

3.6 Technique Of Data Analysis

a. Questionnaire

The result of the questionnaire is measured quantitatively by using SPSS tools. Dudovskiy, (2011) said that this tool is usually used to analyze the quantitative data because it can analyze numerical data easily. Also, data files can be imported through other programs that ease the researchers in applying this tool. This SPSS tools counted the score of the students' questionnaire test and categorized them into three sections. Those are extrovert-introvert and ambivert.

b. Vocabulary Test

The results of the data collection using the vocabulary test in this study were measured manually based on the vocabulary test column. The rubric covers four aspects including pauses, comprehension and pronunciation, repetition, and doubt which have a frequency scale. Each score represents the ability of the participants. After that, students' personality and vocabulary tests were compared using regression in SPSS.

CHAPTER IV
DATA ANALYSIS AND DISCUSSION

This chapter discusses data collection based on data obtained from personality tests and vocabulary tests. Then the results of the test are discussed to reveal the comparison between them.

4.1 Data Analysis

Personality tests and vocabulary tests are tests that are used to collect data. That Personality test aims to determine the personality types of students. Meanwhile, the vocabulary test is used to measure vocabulary mastery of extroverts and introverts only students. After each test score is obtained, the Pearson Product Moment Correlation is used to investigate the correlation between student personalities and mastery of vocabulary. In this section, all procedures are analyzed data outlined.

4.1.1 The Analysis of Personality Test Result

Based on the test given, the result of personality test of the second-grade Junior High School students can be seen in the following table.

Score of Student's Personality Test

Absent Number	Number of Answers		Personality Type	Information
	Yes	No		
1.	9	5	Extrovert	
2.	8	6	Extrovert	
3.	4	10	Introvert	
4.	3	11	Introvert	

5.	4	10	Introvert
6.	8	6	Extrovert
7.	6	8	Introvert
8.	9	5	Extrovert
9.	5	9	Introvert
10.	9	5	Extrovert
11.	5	9	Introvert
12.	9	5	Extrovert
13.	7	7	Ambivert
14.	3	11	Introvert
15.	3	11	Introvert
16.	8	6	Extrovert
17.	7	7	Ambivert
18.	7	7	Ambivert
19.	10	4	Extrovert
20.	11	3	Extrovert
21.	8	6	Extrovert
22.	7	7	Ambivert
23.	9	5	Extrovert
24.	8	6	Extrovert
25.	9	5	Extrovert
26.	9	5	Extrovert
27.	5	9	Introvert
28.	8	6	Extrovert

Table 4.1 the result of score of students personality test

The total number of students is 28 students, sorted by class attendance numbers. for "Yes" which is the number of answers chosen in extroverts and for "No" which is the number of answers selected in introverts. 9 of which were categorized as introverted students, 4 students were categorized as ambivert students, and 15 students were categorized as extroverted students. Then 4 more students were absent. The following student personality outputs will show a percentage of the number of personalities in percentage.

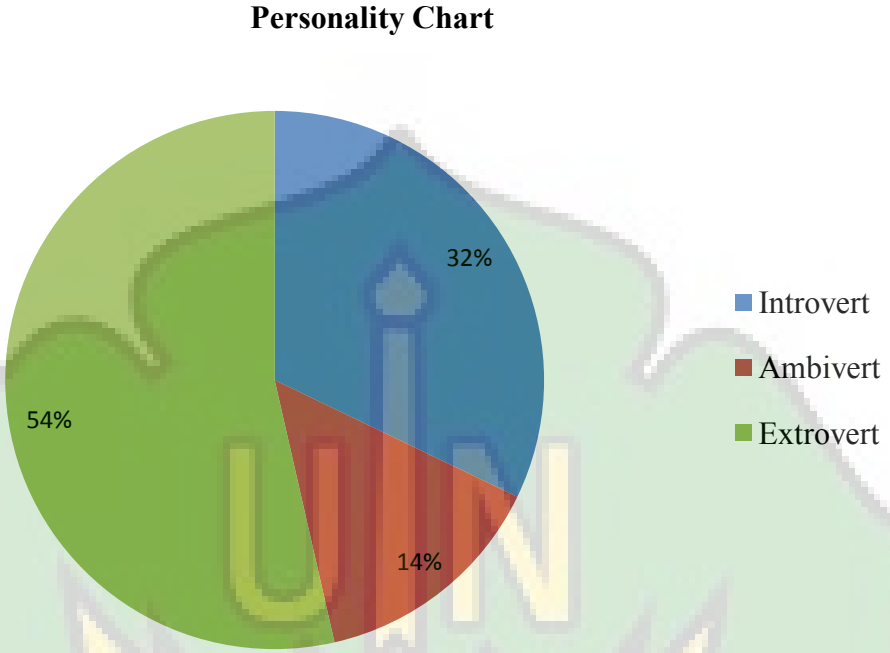
Output of Student's Personality

Personality	Frequency	Percent	Valid Percent	Cumulative persent
Introvert	9	32.1	32.1	32.1
Ambivert	4	14.3	14.3	46.4
Extrovert	15	53.6	53.6	100
Total	28	100	100	

Table 4.2 the result output of students personality

From the student personality output, there are three personalities namely introverted, ambivert, and extroverted. Which are sought for frequency, percent, valid percentage, and mulative percent. Where the frequency is, 9 students are categorized as introverts, 4 students are categorized as ambiverts, and 15 students are categorized as extroverts. So, the total number of participants who took the student personality test was 28 students. Then, in percent, (32.1%) was categorized as introverted, (14.3%) as an ambivert, and (53.6%) as extroverted. And the total of all percent is 100. Then in a valid percentage, equal to percent. That is, (32.1%) categorized as introverts, (14.3%) as ambiverts, and (53.6%) as extroverts. And the total of all percent is 100. And the last is cumulative percent, (32.1%) categorized as introverted, (46.4%) categorized as an ambivert, and (100%) categorized as extroverted. The following pie chart will show specific data about the number of personality types in percentage.

Figure 4.1: Types of Personality



The diagram shows the percentage of students who are extroverted, introverted, and ambiverts. The bigger part, which is the green part or 54% is the percentage achieved by extroverted students. The blue portion or 32% is the percentage of introverted students. And the red portion or 14% is the percentage achieved by ambitious students. By looking at this diagram, where can is known the number of extroverted students, introverted students, and ambiverts students.

4.1.2 The Analysis of Vocabulary Test Result

Since four participants were ambivert, they were not involved in the vocabulary test. The results of speaking tests for 24 second-grade students in SMP 8 Banda Aceh can be seen in the following table.

Score of Students' Vocabulary test

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Introvert (X2) Extrovert(X1)[b]	.	Enter

Table 4.3 the result of score students vocabulary test

a. Dependent Variable: Achievement
b. All requested variables entered.

The "Variables Entered / Deleted" output table above provides information about the research variables as well as the method used in the regression analysis. The independent variables used in this analysis are Introverted and Extroverted Variables, while the dependent variable is the achievement variable. Regression analysis used the Enter method. There are no variables removed so that in the Removed Variables column there are no numbers.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.396[a]	.157	.118	4.863

Table 4.4 The result of model summary

a. Predictors: (Constant), Introvert (X2), Extrovert (X1)

The "Model Summary" table provides information about the coefficient of determination is the contribution or contribution of the influence of extroverted and introverted variables simultaneously (together) to the achievement variable.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	96.646	1	96.646	4.086	.056[b]
	Residual	520.313	22	23.651		
	Total	616.958	23			

Table 4.5 the result of annova

a. Dependent Variable: Achievement (Y)
b. Predictors: (Constant), Introvert (X2), Extrovert (X1)

The "ANOVA" table provides information about the presence or absence of the effects of extroverted and introverted variables simultaneously on the achievement variable.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.360	3.098		.439	.665
	Introvert (X2)	.837	.414	.396	2.021	.056
	Extrovert (X1)	.192	.215	.190	.894	.395

Table 4.6 The result of coefficients

a. Dependent Variable: Achievement (Y)

The "Coefficients" table provides information about the regression equation and whether or not there is an effect of extroverted and introverted variables partially (individually) on achievement variables. The umus regression equation in this analysis or research is as follows:

Y= a+b1x1+b2x2 atau Y= 2,612 + 0,192 + 0,888

Based on the four outputs above, then it can be summarized of the results of the multiples regression analysis as shown below.

Summary of Multiples Regression Analysis (Multiple)

Variables	Regression Coefficient.	tcount it.	Sig.
Constant	1.360		
X1	0.837	2.021	0.056
X2	0.192	0.894	0.395

Table 4.7 The result of summary of multiples regression analysis

Fcount it = 20,450 0,000

R Square = 0, 639

Summary based on the results of the study it appears that student learning outcomes that students who tend to be extroverted are higher than students who tend to be introverted, it is because students tend to extroverted to learn more compromise, ask questions with friends, and include having more mastery of knowledge so it is very helpful for doing assignments.

In general, people who have a high social personality, they like discusing and having questions and answers session in learning. Besides that extroverted learning styles tend to be like kinesthetic learning styles, namely learning styles involving interaction style of motion. Such as group study, sports, dancing, playing music, laboratory experiments, and others. This learning style is effective for extroverts who like motion and imagery based on movement.

Extroverted students are also superior in learning outcomes, it is because of the attitude that appears that students who tend to extrovert interact more. In essence, each personality has advantages and disadvantages like introverted students who although the learning outcomes are lower than extroverted students, extroverted students excel at learning outcomes which emphasize more on the skills possessed by students. Extroverted students appear to be more skilled in communicating verbally so they are not reluctant to ask questions about other items or technicalities. Extroverted students are easier to socialize and socially active, so it is appropriate that students who tend to be superior to

extroverts compared to introverted students who are known to be difficult to adapt, close down and passive, so that the students are more silent and shy.

4.2 Discussion

Research is conducted to see whether there is a difference introvert and extrovert personality types by learning vocabulary in English. Personality typeextroverts and introverts are a range on a scale personality measurement, so most people will be in the middle both personalities so that it can be said that the person is the type ambivert personalities, and few of the people around really are have introvert and extrovert personality. In this section, the findings are discussed as an attempt to answer the proposed research findings in turn. The research question is "What are the different between extrovert and introvert student in learning vocabulary?" the answer to this research question can be seen from the results of the Vocabulary Test .

The participants are class II students of SMPN 8 Banda Aceh, especially class 2A which may be 28 people. Then, in percent, (32.1%) categorized as introvert, (14.3%) as ambivert, and (53.6%) as extrovert. 9 of them are introverted students, 4 are ambivert students, and 15 students are extroverted students.

Based on the results of the study it appears that student learning outcomes that students who tend to be extroverted are higher than students who tend to be introverted, it is because students tend to extroverted to learn more compromise,

ask questions with friends, and include having more mastery of knowledge so it is very helpful for doing assignments.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions about research results. The conclusions of this study answer the answers to the research questions as stated in chapter I. Suggestions are given to expect better improvements for students, teachers and future researchers related to this field.

5.1 Conclusion

Based on the data described earlier, this study concluded that the personality of extroverted, introverted and ambivert students. This study mainly discussed about the comparison between extroverted and introverted students in learning English vocabulary at SMPN 8 Banda Aceh. The characteristics of extroverted individuals include; hard-hearted, impulsive, tends to relax, looks for something new, and improves performance through pleasure, prefers jobs that involve relationships with other people, is resistant to pain, and likes to take risks. Introverts also have a shy, introspective nature, like books rather than humans, like to be alone and are not friendly except to close friends.

It could be seen, this is a quantitative research initiative and the purpose of this research is to know the comparison between extroverts and introverted students in learning English vocabulary. The participants were second-grade students of SMPN 8 Banda Aceh, especially class 2A consisting of 28. The data were collected through the Five-Factor Model Questionnaire (FFMQ). To analyze student personality data, SPSS was used. According to the findings, three types of

student personalities were identified; namely ambivert, extrovert and introvert. However, only extrovert and introvert students are required to take a vocabulary test. To see the comparison between extroverted and introverted students in learning vocabulary in English, the regression formula in SPSS is used. The results revealed a positive and moderated comparison between extroverted and introverted students in learning vocabulary in English. This meant that extroverted students have higher scores than introverts in vocabulary learning. In other words, the more extroverted students are, the higher score of vocabulary they obtained.

5.2 Suggestion

Based on the findings, the author makes several suggestions. Students are expected to be aware of their personality types and their effects on vocabulary test learning. Therefore, they know how to develop their vocabulary skills in class. In addition, the teacher also plays an important role in the classroom. By understanding the comparison between student personalities and English vocabulary, teachers can pay more attention to student personalities and their effects on vocabulary learning. In this way, teachers will be able to treat students in the right way to achieve the learning and teaching objectives. The author also hopes that the results of this study can be used as additional references for further research in different contexts. This research has limitations because it only focuses on the vocabulary test, therefore future researchers can conduct more complex research related to student personalities and vocabulary learning.

To see the comparison between extroverted and introverted students in learning vocabulary in English, the regression formula in SPSS is used. The results revealed a positive and moderated comparison between extroverted and introverted students in learning vocabulary in English. This meant that extroverted students have higher scores than introverts in vocabulary learning. In other words, the more extroverted students are, the higher score of vocabulary they obtained.

REFERENCES

Alwisol. (2004). *Psikologi Kepribadian.* Malang: UMM Press.

Alwisol. 2005. *Psikologi Kepribadian*. Malang: Universitas Muhammadiyah Malang.

Arikunto, S., & Jabar, C. (2009). *Evaluasi program pendidikan: Pedoman teoritis praktis bagi mahasiswa dan praktisi pendidikan.* Jakarta: Bumi Aksara.

Blutner, R., & Hochnadel, E. (2010). Two qubits for CG Jungs theory of personality. *Cognitive systems research,* 11(3),243-259

Blutner, R., & Hochnadel, E. (2010). *Cognitive systems research.*

Creswell, John, W. (2009). *Research design : qualitative, quantitative, mix methods approaches.* Yogyakarta: Pustaka Belajar.

Dornyei, Z. (2005). *The Psychology of Language Learner* ; Individual Differences in Second Language Acquisition. New York: *Laurence Albaum Associates*.

Eysenck, H. J. (2012). *A model for personality*. Springer Science & Business Media.

Eysenck, H. J. (2003). *General features of the model.* A model for personality.

Eysenck, H.J. & Wilson, G.D.(2008). *Know Your Own Personality*. Anglesburg : Pelican.

Eysenck, H. J. (2009). *Nengenal Diri Pribadi.*ANS Sungguh Bersaudara, Jakarta.

Gazzaniga, M., & Heartherton, T.F (2002). *Psychology science : The mind, brain, and behavior* . New York: United States of America.

Jackson. (2002). *words, meanings, and vocabulary : an Introduction to Modern Lexicology* .

Laney, M. O(2002). *The introvert advantage : How to thrive in an extrovert world.* New York: Workman Publishing.

Marina. (2000). Hubungan Tipe Kepribadian Introvert-Ekstrovert DEngan Tingkah Laku Penyalahgunaan Heroin Pada Reamaja . *Jurnal Psikologi Universitas Padjadajaran*, Vol. 5, No.1.

Martha. (2010). *definition of vocabulary mastery.*

Margono, 2004, Metodologi Penelitian Pendidika, Jakarta: Rineka Cipta.

McLeod, S. (2008). Social identity theory. *Simply psychology.*

Merriam. (2003). Websters Dictionary. *Websters Dictionary*, P.1400.

Mitchellete, R. (2009). Entrepreneurial Decision Making . *Xlibrish Corporation*, 66.

Putra, N. A. (2003). *Perbedaan Loyalitas Merk Antara Konsumen Tipe Kepribadian Ekstrovert Dengan Introvert Terhadap Produk Parfum*. *Jurnal Psikologi UNDIP*, Vol.1, No.1.

Richard, E., & Larry, A. (2014). *Intercultural Communication : A Reader.*

Sugiono. (2010). *Metode Penelitian Pendidikan.* -, 117.

Suryabrata, S. (2003). *Psikologi Kepribadian.* Jakarta: CV Rajawali.

Suryabrata. (2008). *Psikologi kepribadian.* Jakarta: CV. Rajawali.

Thornbury , S. (2002). *How to Teach Vocabulary*. United Kingdom: Pearson Education Limited.

Thornbury, S. (2002). *How to Teach Grammar.* Edinburgh: Pearson Education Limited.

Wakamoto, N. (2003). *Extroversion/Introversion in Foreign Language Learning* . Gemany: British Library.

LIST OF APPENDICES

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 15931/UN.08/FTK/KP.07.6/11/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11214/UN.08/FTK/KP.07.6/07/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-11214/UN.08/FTK/KP.07.6/07/2019**tanggal 31 Juli 2019

KEDUA : Menunjuk Saudara:
1. Alfiatunnur, M. Ed — Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Yoni Suci Fitria**
NIM	:	**15020307**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Comparison Between Extrovert and Introvert's Students in Learning Vocabulary Using Body Language**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 November 2019
Ar-Raniry
Dekan,

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
REPUBLIK INDONESIA

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh. 23111
Telpon : (0651)7551423, Fax : (0651)7553020
E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin-ar-raniry.ac.id

Nomor : B-16348/Un.08/FTK.1/TL.00/11/2019 Banda Aceh, 29 November 2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data Penyusun Skripsi

Kepada Yth.
Kepala Dinas Pendidikan dan Kebudayaan
Kota Banda Aceh

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	**: YONI SUCI FITRIA**
N I M	**: 150203037**
Prodi / Jurusan	**: Pendidikan Bahasa Inggris**
Semester	**: IX**
Fakultas	**: Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	**: Jl. Lingkar Kampus No. 4 Rukoh Banda Aceh**

Untuk mengumpulkan data pada:

SMP Negeri 8 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Comparison Between Extrovert and Introvert's Students in Learning Vocabulary Using Body Language

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Dr. Mustafa, M.A

Kode: evis-1006

NAMA :

JENIS KELAMIN :

DAFTAR KUESIONER

Mohon untuk memberikan tanda (V) pada setiap pernyataan yang Anda pilih.

NO	PERNYATAAN	YA	TIDAK
1.	Saya tertarik melakukan banyak aktivitas dalam waktu bersamaan.		
2.	Saya tertarik pada hal-hal yang berbahaya.		
3.	Saya tertawa lebih keras dibandingkan orang lain yang berada di sekitar saya.		
4.	Saya cepat berubah pikiran.		
5.	Saya lebih suka beraktivitas dari pada harus berdiam diri.		
6.	Saya mampu bergaul di lingkungan yang belum saya kenal sebelumnya.		
7.	Jika ada teman yang mengajak saya bermain saya akan langsung ikut walaupun saya memiliki banyak tugas yang harus saya kerjakan.		
8.	Bila saya tidak suka dengan sesuatu hal maka saya akan berterus terang.		
9.	Saya akan melakukan apapun yang terlintas di pikiran saat itu juga.		
10.	Saya suka mengikuti kegiatan-kegiatan sekolah maupun di luar sekolah.		
11.	Saya berani membuat keputusan baru walaupun mengandung resiko.		
12.	Saya biasa melakukan sesuatu tanpa rencana.		
13.	Mudah bagi saya untuk mengekspresikan rasa tidak suka saya kepada teman.		
14	Jika teman saya meminta saya untuk menyimpan rahasia, terkadang saya memberitahukan rahasia itu pada		

	orang lain.		
15.	Saya perlu banyak berpikir untuk memutuskan sesuatu.		
16.	Jika bekerja saya selalu datang tepat waktu.		
17.	Saya senang melakukan kegiatan yang tidak berbahaya.		
18.	Saya senang melakukan pekerjaan yang tidak melibatkan orang lain.		
19.	Saya perlu menyendiri untuk berpikir.		
20.	Saya pandai menyimpan rahasia.		
21.	Saya tidak ingin orang lain tahu apabila saya sedang mempunyai masalah.		
22.	Saya tidak suka kegiatan yang penuh tantangan.		
23.	Saya lebih suka menyendiri daripada harus beramah tamah.		
24.	Saya datang tepat waktu ketika mengadakan janji bertemu.		
25.	Jika saya menghadapi masalah, saya suka memendam masalah itu sendiri.		
26.	Saya sulit mengambil keputusan tanpa pemikiran yang matang.		
27.	Saya akan menghindari resiko dalam melakukan suatu pekerjaan.		
28.	Saya takut untuk memasuki suatu lingkungan yang baru.		

THE ELEPHANT

The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via tha knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

THE GIRAFFE

The giraffe is the tallest of all living land animals. It is a mammal of Africa, which is a common sight in grassland and open woodlands in East Africa. The giraffe sometimes can grow to nearly 5.5 meters. The front and hind legs of the giraffe have almost the same length but the body slopes downwards from the shoulder to the tail. The neck is made up of only seven bones. Each of these bones is very strong, making the neck very stiff. The think hide of a giraffe is covered with short hair, mottled brown and yellow. The giraffe often has two short horns on the forehead, which are covered by skin and hair.