

A Comparative Study between Extrovert and Introvert Personality on Speaking Achievement

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Abstract. The research's goals are to compare speaking achievement between extrovert and introvert personalities, and to see if there is a significant difference in speaking achievement between extrovert and introvert personality on the tenth grade at Senior High School 1 Pejagoan in the academic year 2020/2021. This study is classified as quantitative research with a non-experimental design. The population of this study is the tenth-grade students of SMA N 1 Pejagoan in the academic year 2020/2021. The researcher used a purposive selection strategy to select 60 students as her sample. The data was collected using a questionnaire, and the teacher provided the researchers with a copy of the student's speaking achievement as a document. There are 24 Yes/No questions in the form. To answer the issue and hypothesis statements, descriptive and inferential analysis techniques are used to analyze the data. The results of this study demonstrate that extrovert students' speaking achievement is in the "good" category, with a mean of 79.34, while introvert students' speaking achievement is also in the "good" category, with a mean of 77.50. Extroverts have higher English speaking scores at Senior High School 1 Pejagoan of the tenth grade. The result of hypothesis testing showed that the z-value (2526) computation result is higher than the z-table (1.96). Because Sig (2-tailed) is less than 0.05 (0.0070.05), H_a is accepted and H_o is rejected. Furthermore, it can be concluded that there is a significant difference in speaking achievement between extrovert and introvert students in the tenth grade of SMA N 1 Pejagoan in the academic year 2020/2021.

Keyword: Comparative, Extrovert and Introvert personality, Speaking achievement

1. Introduction

It is critical to learn English. English has evolved into a global language. When communicating with foreigners abroad, they utilize English. One of the four abilities that should be taught in English is speaking. Not every student or English learner is able to communicate fluently and accurately [1].

There are some aspects that influence the outcome of the learning process from the students' perspective, such as motivation, learning strategy, and personality. The focus of this study is on the differences in personality types among students [2]. By knowing personality can assist a teacher in determining the best style and method for teaching speaking. Students with introvert and extrovert personalities perform differently in public speaking [3]. Introvert and extrovert are two personality qualities that have an impact on speaking ability [4].

The researcher employed the Eysenck Personality Inventory (EPI) to determine the extrovert and introvert students in this study. Each sheet has 57 "Yes-No" questions and 24 items for determining extrovert and introvert levels. The E-score of the Eysenck Personality Inventory is used to interpret the results of the items. If the respondents get an 0-11 E score on the EPI test, they are classified as introverts, and if they get a 12-24 E score, they are classified as extroverts. After that, the researcher compares them to see which personality type does better in English speaking. This study was conducted at SMAN 1 Pejagoan, which is located at Jl. Raya Sokka No. KM 4, Menteyek, Kebulusan, Pejagoan subdistrict, Kebumen regency, Jawa Tengah 54361. Its goal was to see if there was any significant difference between extrovert and introvert students on their speaking achievement. With tenth grade as the subject, the researchers used purposive sampling to select 60 students as the sample. The theories of speaking, extrovert personality, and introvert personality were used to conduct this study.

2. Literature Review

The mastery of speaking skills in English is a priority for many second language or foreign language learners [5]. Speaking is one of the most crucial aspects of learning a second language [6]. Speaking entails not only the production of sounds but also the transmission of information [7]. Nunan stated speaking skills are divided into two categories: accuracy and fluency [8]. Accuracy as the degree to which a learner's speech is grammatically acceptable, with clear, comprehensible pronunciation and appropriate word selection [9]. It indicates that the speakers are using correct grammar, vocabulary, and pronunciation. Pause is an aspect of fluency that can be long but is not frequent [10]. Speakers do not speak so fast because they want to get their message across, therefore pause is sometimes necessary.

One of the most important aspects of psychology is personality. Personality is particularly important category of individual characteristics since people are generally appraised based on their personalities. A number of theories claim that personality variables have a substantial impact on how successful people are at learning a second language [11]. This statement was made on the notion that some aspects of the learner's personality might help or inhibit second language acquisition [12]. To be successful in learning, students must identify his or her individual learning style. Extroverts and introverts are the two categories of personality [13]. Each type has its own distinguishing characteristics, such as sociality, activity expansivity, and so on. The majority of extroverts are students who are active in class and have impulsive tendencies. "Extroversion is the way people like to obtain energy and focus their attention," Extroverts direct their energy outward and prefer to interact with people or objects. Extroverts enjoy interacting with others and communicating with them [14]. Extroverts are those who are outgoing in social situations [15]. The extrovert is an enthusiastic student in the classroom who is well-connected to the rest of society. "In studying, extrovert personality students are classified as sociable, active, risk taking, impulsive, expressive, and they enjoy collaborating in groups," Extroverts are more likely to be fluent and to constantly have something to say [16]. Extrovert students are usually fluent in speaking, do not worry easily, do not quickly feel ashamed or awkward, prefer to work together or in groups, and are good at adapting to their surroundings [17]. It suggests that extrovert students are better at producing a language in order to talk as a way of communication with others than introvert students. Introverts and extroverts are diametrically opposed. If the extrovert is talkative, the introvert is quiet and reserved. Because they are so dissimilar, introvert students have their own learning styles. Introvert personalities tend to devote their energies within, thinking and contemplating. Introverts are different from extroverts in that they have an inner experience (reflecting and observing) [14], [18]. Introverts are persons who are "silent, contemplative, intellectual, well-ordered, emotionally unexpressive, value-oriented, preferring small groups of intimate friends and preparing ahead," according to Moini. Introverts, in contrast to extroverts, are "careful, controlled, quiet, and distant, and are best when alone." It suggests that introverts are persons who like to be alone and don't like to interact with others [19].

Review of related research

The researcher took five previous studies as consideration in conducting the research. The similarity between the previous study and this research is that the independent variable is the extrovert and introvert students. The differences between this research and the previous study is the object of the research are the tenth grade of Senior High School 1 Pejagoan academic year 2020/2021, while the first study was written by [17] are the first grade students of SMA Kartikatama Metro in the academic year of 2013, the second previous study was written by [20] are the tenth science grade students at Senior High School 4 Pekanbaru, the third previous study was written by [14] are the students at English Department of Faculty of Teachers Training and Education of IAIN Palang Raya academic year 2014-2016, the fourth previous study was written by [19] are the students at English Department of STKIP PGRI West Sumatera in Academic Year 2017/2018, and the last previous study was written by [21] are the students of grade 8 in SMP 8 Banda Aceh.

The other differences showed in the first previous study which was compared with listening achievement, the second previous study which compare with speaking performance, the third previous study which compare in speaking ability, the fourth previous study which compare with writing achievement, and the last previous study which compare with learning vocabulary [22], [23], [24].

3. Method

This was a quantitative study with a non-experimental research design. The variables are independent variable students who are extroverts introverts which represented by scores and dependent variable (student speaking achievement)[25]. The goal of the study is to see if there is a difference in speaking achievement between two groups of students: extroverts and introverts. The design of this study is a casual-comparative design, which is based on the stated purpose[26]. "In casual-comparative research, the researcher strives to uncover the source or reason for existing variations in the behavior or status of groups or individuals," according to Gey, et al. [27]. The difference in students' speaking achievement is caused by their personality traits of extrovert and introvert. The students of SMA N 1 Pejagoan of the X grade were the subjects of this study. There were 60 students in the class. Questionnaires and documentation were utilized to collect data by the researchers. The researchers took some steps in gathering data. The first step was to prepare the instrument (questionnaire), the second was to consult the questionnaire with the supervisor/consultant, and the third step was to distribute the questionnaire to the students. However, due to the current state of the Covid-19 Pandemic, researchers are unable to meet directly with students. This questionnaire, which consisted of 24 items, was distributed to students using Google Form. The E score of the Eysenck Personality Inventory (EPI) is used to interpret the results of the items. If the respondents get an 0-11 E score on the Eysenck Personality Inventory, they are classified as introverts, and if they get a 12-24 E score, they are classified as extroverts. The fourth step was for the researchers to obtain a copy of the student's speaking achievement from the teacher. Finally, the data was analyzed and conclusions were derived from the findings. The researchers utilized descriptive and inferential analysis to analyze the data. The researchers classified the students' speaking scores into categories based on the [21].

Table. 1 The criteria-reference scale

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
≤ 39	E	Fail

4. Findings And Discussion

A total of 60 students are enrolled in the program. Extroverts were 32, while introverts were 28.

Table. 2 Categorized students personality based on the computation of SPSS

CATEGORY					Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	INTROVERT	28	46.7	46.7	46.7
	EXTROVERT	32	53.3	53.3	100.0
Total		60	100.0	100.0	

There are two types of personalities among students: introverted and extroverted personalities. Frequency, percent, valid percentage, and cumulative percent are all needed. There are 28 students who are introverts and 32 students who are extroverts based on the frequency. As a result, a total of 60 students participated in the student personality test. The remaining 46.7 percent were classified as introverted, while the remaining 53.3 percent were classified as extroverted. And the sum of all percentages is 100. Then convert it to a valid percentage, such as percent. That is, 46.7 percent of people are introverted, while 53.3% are extroverted. And the sum of all percents is 100. The final

percentage is the cumulative percent, with 46.7 percent of people being introverted and 100 percent being extroverted. The pie chart below shows particular data on the number of personality types as a percentage of the total population. The researcher used an appropriate technique to determine whether there are significant differences in speaking achievement between extrovert and introvert students in the tenth grade of Senior High School 1 Pejagoan. According to [28], there are two types of statistics utilized to examine the data in the study:

a. Descriptive analysis

The descriptive analysis includes the measurement of mean, median, mode, standard deviation, variance, range maximum score and minimum score. The result of computation can be seen below:

Table. 3 the descriptive analysis to extrovert students and introvert students

Source	M	Me	Mo	SD	V	R	Max	Min
Extrovert Students	79.34	78	78	3.26	10.62	13	88	75
Introvert Students	77.50	77	73	3.70	13.67	12	85	73

The researcher encloses the computation SPSS 16.0 to make it more obvious and to verify that the outcome of manual computation is correct. The table below displays the SPSS results.

Table. 4 the descriptive analysis based on the computation of SPSS

		Statistics	
		Extrovert_Group	Introvert_Group
N	Valid	32	28
	Missing	0	4
Mean		79.34	77.50
Median		78.00	77.00
Mode		78	73
Std. Deviation		3.259	3.697
Variance		10.620	13.667
Range		13	12
Minimum		75	73
Maximum		88	85
Sum		2539	2170

From the previous data, the extrovert group's maximum score is 88, while the lowest is 75; the extrovert group's mean is 79.34, the standard deviation is 3.26, and the variance is 10.62. The mean was included in the 66-79 range. The researcher concludes that students in the extrovert group has good category in the speaking achievement. The mean of the introvert group is 77.50, the standard deviation is 3.70, and the variance is 13.67, with the highest score being 85 and the lowest being 73. The mean of the introvert group is 77.50, the standard deviation is 3.70, and the variance is 13.67. The mean was included in the 66-79 range. The researcher concludes that introvert students has good category in the speaking achievement.

A. Inferential analysis

1. Test normality

The researcher used manual computation and SPSS 16.0 to determine if the data had a normal distribution or not.

Table. 5 Result of normality test for extrovert students

Data Max	88.00
Data Min	75.00
Class Length	2

INTERVAL	f _o	f _h	f _o -f _h	(f _o -f _h) ²	(f _o -f _h) ² /f _h
75-77	6	1	5.274	27.811	38.29
78-80	20	4	15.670	245.561	56.72
81-83	2	11	-8.922	79.595	7.29
84-86	2	11	-8.922	79.595	7.29
87-89	2	4	-2.330	5.427	1.25
90-92	0	1	-0.726	0.528	0.73
Sum	32				111.56 X²value

According to the computations, the Chi Square value is 111.56. It is known that the Chi Square value at the 0.05 significance level is 11.07. Because the Chi Square result is higher than the Chi Square table value (111.56>11.07), the distribution of the Extrovert group is abnormal.

Table. 6 Result of normality test for introvert students

Data Max	85.00
Data Min	73.00
Class Length	2

INTERVAL	f _o	f _h	f _o -f _h	(f _o -f _h) ²	(f _o -f _h) ² /f _h
73-75	10	1	9.36	87.692	137.97
76-78	9	4	5.21	27.161	7.17
79-81	3	10	-6.56	42.986	4.50
82-84	4	10	-5.56	30.874	3.23
85-87	2	4	-1.79	3.198	0.84
88-90	0	1	-0.64	0.404	0.64
SUM	28				154.35 X²value

According to the computations, the Chi Square value is 154.35. It is known that the Chi Square value at the 0.05 significance level is 11.07. Because the Chi Square value is higher than the Chi Square table value (154.35>11.07), the distribution of the Introvert group is abnormal.

The researchers enclose the computation SPSS 16.0 using the Shapiro-Wilk formula since the data distribution in the manual computation is abnormal. If the test is non-significant ($p>0.05$), the data distribution is most likely normal, according to [17]. Then, if the test is significant ($p<0.05$) then the distribution of the data is abnormal. **Table. 7** Test normality using SPSS

Tests of Normality

Personality_Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Score EXTROVERT	.254	32	.000	.829	32	.000
INTROVERT	.158	28	.073	.916	28	.028

a. Lilliefors Significance Correction

According to the table above, the value of the normality test for both the extrovert and introvert groups of students is less than 0.05. (0.000 and 0.028). The data clearly has an abnormal distribution. Test Homogeneity

It is aimed to determine which formula will be used to measure the test of hypothesis. The computation is as follows:

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}} = \frac{13.67}{10.62} = 1.29$$

When comparing Fvalue and Ftable, Fvalue has a lower value than Ftable (1.29<1.88). It indicates that the data has a homogeneous variance. According to Sugiyono (2016:175), if the data of Fvalue<Ftable is homogeneous, it means that the variance of the two groups is homogeneous. The researcher also included the SPSS computation in order to ensure that the manual computation was correct. Below is the result of SPSS computation

Table. 8 Test homogeneity using SPSS

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.533	1	58	.221
	Based on Median	2.072	1	58	.155
	Based on Median and with adjusted df	2.072	1	53.423	.156
	Based on trimmed mean	1.696	1	58	.198

From the table above, it can be seen that the level of significance based on mean is higher than 0.05 (0.221>0.05). it can show that the data has homogeneous variance.

2. Test of Hypothesis

The researcher uses the Mann Whitney U-test to determine whether or not the hypothesis is accepted after learning because the data has an abnormal distribution. The following is the manual calculation:

Table. 9 Hypothesis of the data by using manual computation.

No	Name	Score	Rank	No.	Name	Score	Rank
1	S1	76	9.5	1	S1	78	31
2	S2	85	57.5	2	S2	78	31
3	S3	78	31	3	S3	76	9.5
4	S4	78	31	4	S4	78	31
5	S5	80	50	5	S5	76	9.5
6	S6	78	31	6	S6	76	9.5

7	S7	82	55.5	7	S7	78	31
8	S8	88	59.5	8	S8	78	31
9	S9	78	31	9	S9	76	9.5
10	S10	80	50	10	S10	76	9.5
11	S11	75	1	11	S11	78	31
12	S12	78	31	12	S12	76	9.5
13	S13	80	50	13	S13	76	9.5
14	S14	80	50	14	S14	76	9.5
15	S15	78	31	15	S15	78	31
16	S16	85	57.5	16	S16	76	9.5
17	S17	88	59.5	17	S17	78	31
18	S18	80	50	18	S18	78	31
19	S19	78	31	19	S19	78	31
20	S20	76	9.5	20	S20	80	50
21	S21	78	31	21	S21	78	31
22	S22	78	31	22	S22	78	31
23	S23	80	50	23	S23	79	45
24	S24	78	31	24	S24	76	9.5
25	S25	78	31	25	S25	76	9.5
26	S26	76	9.5	26	S26	78	31
27	S27	78	31	27	S27	80	50
28	S28	76	9.5	28	S28	78	31
29	S29	80	50	R2			683.5
30	S30	78	31				
31	S31	82	55.5				
32	S32	76	9.5				
R1			1146.5				

U1	277.5
U2	618.5
Z	-2.526
Z (absolute value)	2.526
Z tabel (5%)	1.96

Decision **Ha accepted**
 Interpretation **There is a significant difference between extrovert and introvert students on their speaking achievement.**

$$U1 = n1n2 + \frac{n1(n1+1)}{2} - R1$$

$$U1 = (32)(28) + \frac{32(32+1)}{2} - 1146.5$$

$$U1 = 896 + \frac{1056}{2} - 1146.5$$

$$U1 = 277.5$$

$$U2 = n1n2 + \frac{n2(n2+1)}{2} - R2$$

$$U2 = (32)(28) + \frac{28(28+1)}{2} - 683.5$$

$$U2 = 896 + \frac{812}{2} - 683.5$$

$$U2 = 618.5$$

Then, the result of U-test computation is followed by Z test computation.

$$Z = \frac{U - \frac{n1-n2}{2}}{\sqrt{\frac{n1}{n2} \left(\frac{n1}{n2} + \frac{n2}{n1} + 1 \right) \frac{1}{2}}}$$

$$Z = \frac{277.5 - \frac{(32)-(28)}{2}}{\sqrt{\frac{(32)(28)}{(32+28+1)} \frac{12}{2}}}$$

$$Z = \frac{277.5 - 448}{\sqrt{\frac{896}{61} \frac{1}{2}}}$$

$$Z = -2.526$$

$$Z_{\text{absolutevalue}} = 2.526$$

The Z absolute value is 2.526, according to the manual calculation above. Z absolute value has a higher value than Z table (2.526 > 1.96). It indicates that H_a has been accepted whereas H₀ has been rejected. The researcher additionally included the SPSS computation in order to ensure that the manual computation was correct. The following is the outcome of the SPSS computation:

Table. 10 Test of hypothesis using SPSS

Ranks				
	Personality_Type	N	Mean Rank	Sum of Ranks
Score	EXTROVERT	32	35.83	1146.50
	INTROVERT	28	24.41	683.50
Total		60		

Test Statistics^a

	Score
Mann-Whitney U	277.500
Wilcoxon W	683.500
Z	-2.526
Asymp. Sig. (2-tailed)	.007

a. Grouping Variable: Personality Types

The score is 0.007, as shown by Asymp. Sig. (2-tailed) in the above result. When compared to the alpha level of 0.05, (degree of significance 5 percent). It signifies that the significance test result is lower than the alpha level ($0.007 < 0.05$), showing that there is a significant difference in speaking ability between extrovert and introvert students. As a result, H_a is accepted. The negative z value indicates that group 1 (extrovert students) has a higher mean score than group 2 (introvert students) (introvert students).

5. Conclusion

The following are the conclusions reached by the researcher: Both and Introvert students' speaking achievement were in the "good" category, however, they have different means. The mean of Extroverts was of 79.34, while Introverts students' was 77.50. Extrovert students were better in English speaking achievement. There is a significant difference between extrovert and introvert students on their speaking achievement on the tenth grade of SMA N 1 Pejagoan in the academic year of 2020/2021. It is proved with the computation result of z_{value} (2526) is higher than the z_{table} (1.96) and based on the SPSS computation, Assymp. Sig (2-tailed) is lower than 0.05 ($0.007 < 0.05$).

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