

DIFFERENCES IN LANGUAGE DEVELOPMENT IN MORPHOLOGICAL ASPECTS IN CHILDREN WITH INTROVERTED AND EXTROVERTED PERSONALITY TYPES

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Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya memahami hubungan antara kepribadian dan perkembangan bahasa anak, khususnya dalam aspek morfologi. Tujuan penelitian ini adalah untuk mendeskripsikan perbedaan perkembangan aspek morfologi pada anak perempuan berusia 8 tahun dengan tipe kepribadian introvert dan ekstrovert. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri dari tiga anak perempuan, yaitu dua anak dengan tipe kepribadian introvert dan satu anak dengan tipe kepribadian ekstrovert. Ketiga subjek merupakan siswa di salah satu sekolah dasar negeri yang terletak di wilayah Kranggan, Kota Bekasi. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, menggunakan stimulus berupa gambar yang berfungsi untuk memantik respons linguistik dalam bentuk tulisan. Data utama berupa hasil tulisan subjek dianalisis dengan fokus pada pemerolehan bentuk morfologis, yaitu prefiks, sufiks, konfiks, dan reduplikasi. Hasil penelitian menunjukkan bahwa ketiga subjek menghasilkan total 340 bentuk afiks, dengan rincian 91 prefiks, 12 sufiks, 61 konfiks, dan 23 reduplikasi. Perbedaan tipe kepribadian tampak memengaruhi variasi dan kuantitas bentuk morfologis yang digunakan oleh masing-masing anak. Penelitian ini memberikan implikasi teoretis terhadap kajian psikolinguistik, khususnya dalam memahami pengaruh faktor psikologis terhadap perkembangan bahasa. Secara praktis, hasil penelitian ini dapat dimanfaatkan oleh guru, terapis wicara, dan orang tua sebagai dasar dalam merancang strategi pembelajaran bahasa yang disesuaikan dengan karakter kepribadian anak, guna mengoptimalkan potensi linguistik mereka.

Kata Kunci: tipe kepribadian, perkembangan bahasa, aspek morfologi, anak usia 8 tahun

Abstract

This study is motivated by the importance of understanding the relationship between personality traits and children's language development, particularly in the area of morphology. The aim of this research is to describe the differences in morphological development in eight-year-old girls with introverted and extroverted personality types. This study employs a qualitative approach using a descriptive method. The research subjects consist of three girls: two with introverted personalities and one with an extroverted personality. All three subjects are students at a public elementary school located in the Kranggan area, Bekasi City. Data were collected through observation, interviews, and documentation, using image-based stimuli designed to elicit written linguistic responses. The primary data consist of the children's written texts, which were analyzed with a focus on their acquisition of morphological forms, including prefixes, suffixes, circumfixes, and reduplications. The findings show that the three subjects produced a total of 340 affixes, comprising 91 prefixes, 12 suffixes, 61 circumfixes, and 23 reduplications. The differences in personality types appear to influence the variation and quantity of morphological forms used by each child. Theoretically, this research contributes to psycholinguistic studies, particularly in exploring how psychological factors affect language development. Practically, the findings can be utilized by teachers, speech therapists, and parents as a foundation for designing language learning strategies that are tailored to the child's personality traits in order to optimize their linguistic potential.

Keywords: personality type, language development, morphological aspects, 8 years old children

1. INTRODUCTION

Indonesian In the era of globalization, second language acquisition has become a crucial aspect of children's educational and communicative development. A second language is no longer considered an additional skill but rather a necessity in an increasingly interconnected linguistic and cultural world. Children who master more than one language have cognitive, social, and academic advantages over monolinguals (Bialystok, 2021). Research even shows that early bilingualism can enhance executive control and mental flexibility (Kroll et al., 2015). Therefore, understanding the factors that influence successful second language acquisition is highly significant, especially within the critical developmental age of around 8 years old.

In many countries, including Indonesia, children grow up in multilingual environments. This phenomenon makes understanding second language acquisition during childhood a crucial developmental stage. Childhood is often referred to as the golden period of language acquisition. Early age offers unique opportunities for optimal learning processes (Silda et al., 2023). In the context of L2 acquisition, the Critical Period Hypothesis proposed by Lenneberg (1967) states that there is a biologically optimal window for individuals to acquire language naturally and effectively.

The age of 8 represents a significant phase in children's cognitive and linguistic development. At this stage, children enter Piaget's concrete operational phase, in which they begin to think more logically and systematically (Berger, 2022). Their linguistic skills develop rapidly, particularly in the domain of morphology, which involves understanding and producing words and more complex grammatical structures. Newport (1990) states that the earlier a person is exposed to a second language, the greater the likelihood of acquiring

it in a native-like manner—especially in phonology and morphosyntax. Slobin (2020) emphasizes that at this age, children begin to master more structured morphological systems in both their first and second languages. In the context of L2 acquisition, this includes acquiring inflectional and derivational morphemes, which are essential for building meaningful linguistic structures (Mayo, 2019).

Psycholinguistics lies at the core of what people do with language. It offers insight into how people speak, use vocabulary, understand others, and acquire language (Basri & Syaifullah, 2021). According to Field (2003), psycholinguistics focuses on how linguistic information is processed, stored, and produced in the human mind. In children, second language acquisition depends not only on linguistic input but also on the development of memory, attention, and language processing capacity. Therefore, a psycholinguistic approach is necessary to explore the internal factors mediating L2 acquisition across different ages.

From a psycholinguistic perspective, second language acquisition is not merely a linguistic issue but a complex cognitive and psychological process. Psycholinguistics highlights the role of working memory, selective attention, and processing speed in understanding and producing language (Traxler, 2023). Acquiring second language morphology requires continuous processing of linguistic input, influenced by the frequency of exposure and the quality of linguistic interaction (Paradis, 2019). Meaningful and consistent input strengthens mental pathways for recognizing and applying morphological patterns (Ellis, 2018). Hence, cognitive and psychological aspects in language acquisition cannot be overlooked.

There are various supporting factors in the language acquisition process. One internal factor that affects a person's language acquisition is personality. Personality traits are considered an important determinant in successful language

learning (Afifah, 2018). In developmental psychology, personality is generally divided into two major types: introverts and extroverts (Eysenck & Eysenck, 2018). Extroverts tend to be more socially active, confident in speaking, and more frequently engaged in verbal interactions. In contrast, introverts are more cautious, reflective, and tend to avoid open communication situations. According to Dewaele & Furnham (2000), personality type significantly affects how individuals receive and produce a second language, particularly in spontaneous communication. Extroverted children are usually more active in using the second language, which gives them more opportunities to test and refine their morphological abilities (Macintyre & Charos, 1996).

Several studies have examined second language acquisition, particularly the influence of psychological factors. For example, Pristyasiwi (2018) investigated the effects of gender and personality type in acquiring Javanese as a second language. Ulwiyah & Djuhan (2021) studied extroverted and introverted personalities in seventh-grade students of SMPN 2 Ponorogo from a social psychology perspective. Lubis & Ali (2021) examined language acquisition in post-pubertal introverted students at SMPIT. Meanwhile, Nissa et al (2022) focused on the language acquisition of children aged 3–4 years.

Although many studies have highlighted the role of individual factors in second language learning, few have explicitly examined the relationship between personality types and the acquisition of morphological aspects in 8-year-old children. Most research tends to focus on general speaking skills or on adolescent and adult populations (Dörnyei, 2014; Gregersen & Macintyre, 2017). However, the age of 8 is a formative period in which both personality and linguistic abilities develop simultaneously. Therefore, it is important to examine whether personality types such as introversion and extroversion significantly influence the

acquisition of second language morphology in this age group.

The urgency of this research lies in the importance of understanding how non-linguistic variables, such as personality, can influence second language acquisition. If personality is proven to affect morphological ability, then second language learning approaches must be adapted to children's psychological characteristics. This would help educators, parents, and language therapists design more inclusive and effective learning strategies (Lightbown & Spada, 2021). Furthermore, this study is expected to enrich psycholinguistic research through an interdisciplinary approach that integrates linguistics, developmental psychology, and language education (Muñoz, 2023).

Thus, this study aims to explore in depth the differences in morphological development in children with introverted and extroverted personality types. This in-depth analysis is framed within a psycholinguistic perspective that views language acquisition as a complex process influenced by children's internal and external variables. The focus on morphology is significant because morphology forms the foundation of meaning-making in language, and differences in its acquisition can serve as an important indicator of the influence of personality on second language development.

2. METHOD

This study employed a qualitative approach aimed at gaining an in-depth understanding of children's language acquisition processes based on their personality types. The research subjects consisted of three eight-year-old girls enrolled in a public elementary school in the Kranggan area of Bekasi City. The three subjects were selected based on differing personality types: two with introverted personalities and one with an extroverted personality. The personality types were determined using the online MBTI (Myers-

Briggs Type Indicator) test, accessed through a link provided by “Satu Persen: Indonesian Life School”. The focus of this study was to analyze morphological forms that appeared in the children's narrative descriptions, as a reflection of their language acquisition during the concrete operational stage—a developmental phase in which children begin to apply logical thinking to concrete objects around them.

Data collection techniques included observation, interviews, audio recording, note-taking, documentation, and personality testing. Observations were conducted directly in the field to observe space, setting, participants, activities, time, and ongoing events (Amini & Ginting, 2024). Interviews were used to gather more intensive and in-depth information through verbal interaction with the subjects (Basiroen et al., 2024). Audio recording was employed with the help of devices such as voice recorders to document the interview and observation processes (Farman et al., 2025), while note-taking was applied to record written linguistic data. The instrument used consisted of three images depicting themes of reading, playing, and studying. Each subject was asked to write a narrative description based on the given images. The researcher recorded all the words in the descriptions to analyze their morphological forms.

Data analysis was conducted using a descriptive qualitative method through several stages: selecting relevant data, filtering the words that appeared, and categorizing them based on morphological classifications such as base words, affixation (prefixes, suffixes, circumfixes), and reduplication (Rosmita et al., 2024). The data were then organized into tables and narrative descriptions, followed by analysis using morphological and psycholinguistic theories. Interpretation was carried out by considering the relationship between the morphological forms used and each subject's personality type, as explained by Umrati & Wijaya (2020). The

results of this analysis are expected to reveal different language usage patterns based on children's personality types.

3. RESULTS AND DISCUSSION

The acquisition of morphology in 8-year-old children is examined through the word forms they produce in writing, including the use of affixation, reduplication, and other word formation types. It can be explained that their morphological acquisition involves various forms. Six types of morphological acquisition analyzed in this study include: morphology without affixation, the use of prefixes, infixes, suffixes, circumfixes (a combination of prefixes and suffixes), and reduplication.

Acquisition of Morphological Forms Without Affixation

Table 1.1. Data on the Acquisition of Morphological Forms Without Affixation

No.	Morphological Acquisition Without Affixation	Correct Acquisition
1.	<i>taman</i>	<i>taman</i>
2.	<i>hijau</i>	<i>hijau</i>
3.	<i>luas</i>	<i>luas</i>
4.	<i>langit</i>	<i>langit</i>
5.	<i>biru</i>	<i>biru</i>
6.	<i>cerah</i>	<i>cerah</i>
7.	<i>putih</i>	<i>putih</i>
8.	<i>bersih</i>	<i>bersih</i>
9.	<i>bangku</i>	<i>bangku</i>
10.	<i>kayu</i>	<i>kayu</i>
11.	<i>panjang</i>	<i>panjang</i>
12.	<i>cokelat</i>	<i>cokelat</i>
13.	<i>muda</i>	<i>muda</i>
14.	<i>empat</i>	<i>empat</i>
15.	<i>orang</i>	<i>orang</i>
16.	<i>anak</i>	<i>anak</i>
17.	<i>asyik</i>	<i>asik</i>
18.	<i>buku</i>	<i>buku</i>
19.	<i>mereka</i>	<i>mereka</i>
20.	<i>suasana</i>	<i>suasana</i>
21.	<i>tenang</i>	<i>tenang</i>

22.	<i>damai</i>	<i>damai</i>
23.	<i>rindang</i>	<i>rindang</i>
24.	<i>pertama</i>	<i>pertama</i>
25.	<i>kiri</i>	<i>kiri</i>
26.	<i>rambut</i>	<i>rambut</i>
27.	<i>keriting</i>	<i>keriting</i>
28.	<i>gellap</i>	<i>gelap</i>
29.	<i>kulit</i>	<i>kulit</i>
30.	<i>sawo</i>	<i>sawo</i>
31.	<i>matang</i>	<i>matang</i>
32.	<i>kaos</i>	<i>kaos</i>
33.	<i>kuning</i>	<i>kuning</i>
34.	<i>celana</i>	<i>celana</i>
35.	<i>pendek</i>	<i>pendek</i>
36.	<i>tampak</i>	<i>tampak</i>
37.	<i>duduk</i>	<i>duduk</i>
38.	<i>perempuan</i>	<i>perempu an</i>
39.	<i>lurus</i>	<i>lurus</i>
40.	<i>dua</i>	<i>dua</i>
41.	<i>baju</i>	<i>baju</i>
42.	<i>ping</i>	<i>pink</i>
43.	<i>kaya</i>	<i>kayak</i>
44.	<i>kodok</i>	<i>kodok</i>
45.	<i>kecil</i>	<i>kecil</i>
46.	<i>ketiiga</i>	<i>ketiga</i>
47.	<i>hitam</i>	<i>hitam</i>
48.	<i>pakai</i>	<i>pakai</i>
49.	<i>rok</i>	<i>rok</i>
50.	<i>kanan</i>	<i>kanan</i>
51.	<i>paling</i>	<i>paling</i>
52.	<i>pendek</i>	<i>pendek</i>
53.	<i>oren</i>	<i>oranye</i>
54.	<i>dalaman</i>	<i>dalaman</i>

Based on the data above, the first subject produced more morphological acquisition in the form of base words without affixation. This indicates that the subject tended to use root words when constructing sentences into a story based on the picture shown by the researcher. However, according to the table, three words were written incorrectly: /gellap/ should be /gelap/, /ping/ should be /pink/, and /oren/ should be /oranye/. Nevertheless, overall, the first subject's morphological acquisition with regard to object naming was good, as they were able to write base

words accurately.

Morphological Acquisition with Prefixes

Table 1.2 Data on Morphological Acquisition with Prefixes

No.	Prefix Acquisition in Subject 1	Correct Prefixes	Base Word
1.	<i>di sebuah</i>	<i>di sebuah</i>	<i>sebuah</i>
2.	<i>berwarna</i>	<i>berwarna</i>	<i>warna</i>
3.	<i>di atas</i>	<i>di atas</i>	<i>atas</i>
4.	<i>terasa</i>	<i>terasa</i>	<i>rasa</i>
5.	<i>di sekitar</i>	<i>di sekitar</i>	<i>sekitar</i>
6.	<i>di ujung</i>	<i>di ujung</i>	<i>ujung</i>
7.	<i>ditambah</i>	<i>ditambah</i>	<i>tambah</i>
8.	<i>terbuka</i>	<i>terbuka</i>	<i>buka</i>
9.	<i>menarik</i>	<i>menarik</i>	<i>tarik</i>
10.	<i>dikuncir</i>	<i>dikuncir</i>	<i>kuncir</i>
11.	<i>memakai</i>	<i>memakai</i>	<i>pakai</i>
12.	<i>dibaca</i>	<i>dibaca</i>	<i>baca</i>
13.	<i>tersenyum</i>	<i>tersenyum</i>	<i>senyum</i>
14.	<i>sebahu</i>	<i>sebahu</i>	<i>bahu</i>

Based on the data presented above, the morphological acquisition involving prefixes was accurately demonstrated by the first subject in response to the picture stimulus. In addition, the prefixes used were varied, indicating a diverse knowledge of fiction or vocabulary possessed by the first subject.

Morphological Acquisition with Confixes

Table 1.3 Data on the Acquisition of Confixes

No.	Confix Acquisition in Subject 1	Correct Confixes	Base Word
1.	<i>dihiasi</i>	<i>dihiasi</i>	<i>hias</i>
2.	<i>diduduki</i>	<i>diduduki</i>	<i>duduk</i>
3.	<i>memiliki</i>	<i>memiliki</i>	<i>milik</i>
4.	<i>mengenakan</i>	<i>mengenakan</i>	<i>kena</i>
5.	<i>perhatianny</i>	<i>perhatianny</i>	<i>hati</i>
	<i>a</i>	<i>a</i>	
6.	<i>disampingny</i>	<i>di</i>	<i>samping</i>
	<i>a</i>	<i>sampingnya</i>	

Based on the data in the table above, it can be seen that the first subject produced correct and accurate writing in response to the given object. However, one spelling error was found in the subject's writing, specifically in the word /diduduki/. The use of /diduduki/ is incorrect because it is not a valid word and is not listed in the KBBI (the official Indonesian dictionary), making it an inappropriate choice. Meanwhile, the other words were spelled correctly and used in appropriate sentence contexts

Morphological Acquisition with Reduplication

Table 1.4 Reduplication Acquisition Data

No	Reduplication by Subject 1	Accurate Reduplication	Base Word
1	awan-awan	awan+awan	awan
2	masing-masing	masing+masing	masing
3	pepohonan	pohon+pohon	pohon
4	laki-laki	laki+laki	laki
5	abu-abu	abu+abu	abu

Based on the table, it is evident that the subject used various forms of reduplication appropriately, such as the word /pepohonan/, which is formed from the base word /pohon/ repeated. Meanwhile, in other instances of reduplication, the first subject used full reduplication patterns.

Morphological Acquisition Without Affixes

Table 1.5 Morphological Acquisition Data Without Affixes

No.	Acquisition of Morphological Forms Without Affixation	Correct Acquisition
1.	kelas	kelas
2.	tenang	tenang

3.	sedang	sedang
4.	papan	papan
5.	tulis	tulis
6.	hari	hari
7.	tanggal	tanggal
8.	bangku	bangku
9.	depan	depan
10.	anak	anak
11.	perempuan	perempuan
12.	dengan	dengan
13.	memang	memang
14.	namun	namun
15.	pintar	pintar
16.	sekali	sekali
17.	karena	karena
18.	selalu	selalu
19.	serius	serius
20.	penting	penting
21.	terus	terus
22.	napas	napas
23.	suara	suara
24.	pelan	pelan
25.	jelas	jelas
26.	bangga	bangga
27.	benar	benar
28.	hebat	hebat
29.	teman	teman
30.	tidak	tidak
31.	marah	marah

Based on the data in the table above, the first subject correctly wrote base words in response to the picture stimulus and used them in appropriate sentence contexts. The table shows that the subject's morphological acquisition was quite extensive, with a diverse range of vocabulary used.

Morphological Acquisition with Prefixes

Table 1.6 Data on Morphological Acquisition with Prefixes

No.	Prefiks pada Subjek Pertama	Prefiks yang Benar	Kata Dasar
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1.	di sebuah	di sebuah	sebuah
2.	menulis	menulis	tulis
3.	bertanya	bertanya	tanya
4.	setiap	setiap	tiap
5.	sebagai	sebagai	bagai
6.	Seorang	seorang	orang
7.	bernama	bernama	nama
8.	mengangkat	mengangkat	Angkat
9.	tangannya	tangannya	tangan
10.	pendiam	pendiam	diam
11.	diajak	diajak	ajak
12.	bercanda	bercanda	canda
13.	tersenyum	tersenyum	senyum
14.	melihat	melihat	lihat
15.	muridnya	muridnya	murid
16.	menarik	menarik	tarik
17.	menjawab	menjawab	jawab
18.	mengangguk	mengangguk	angguk

Based on the data presented above, the morphological acquisition involving prefixes was accurately demonstrated by the first subject in response to the picture stimulus. Moreover, the prefixes used were varied, reflecting the subject's broad vocabulary knowledge.

Confix Acquisition

Table 1.7 Confix Acquisition Data

No.	Confix Acquisition in Subject 1	Correct Confixes	Base Word
1.	<i>diperingati</i>	diperingati	ingat
2.	<i>memperhatikan</i>	memperhatik an	hati
3.	<i>pelajaran</i>	pelajaran	ajar
4.	<i>mempersilahkan</i>	mempersilak an	sila
5.	<i>pertanyaan</i>	pertanyaan	tanya

Based on the data in the table above, it can be seen that the first subject's morphological acquisition involving circumfixes in response to the picture stimulus was generally accurate. However, there was one spelling error found in the word /mempersilahkan/, which should have

been written as /mempersilakan/, with /sila/ as the correct root word. Therefore, overall, the first subject demonstrated a good understanding of morphological acquisition involving circumfixes.

DISCUSSION

This study aims to analyze the acquisition of morphological aspects, particularly the use of affixes, including prefixes, suffixes, circumfixes, and reduplication, in children with different personality types. The analysis revealed differences in both the accuracy and variety of morphological forms produced by the three subjects: NA (introvert), KZ (extrovert), and TB (extrovert).

Overall, subject NA produced the highest number of affixation instances, totaling 127 data points across the three stories. However, not all of these instances were used accurately. Among them, six errors were identified, particularly in the use of circumfixes and reduplication. In contrast, subject KZ produced 90 instances with three errors, while TB produced 93 instances with no significant errors. These findings suggest that the introverted subject was more productive in word formation but demonstrated a lower level of accuracy compared to the extroverted subjects.

Prefixes were the most successfully acquired morpheme type by all three subjects. Each subject correctly used prefixes across all stories, indicating that prefixes are relatively easy for elementary school children to understand and apply. Meanwhile, suffixes appeared only a few times and were used by only two subjects: NA and TB, with two and three instances, respectively. Circumfixes were found in the writing of all subjects, although errors were noted in the cases of NA and KZ. TB demonstrated the most consistent use of circumfixes, achieving 100% accuracy in all instances produced.

The use of reduplication showed variation among the subjects. NA produced five

reduplication forms with one error, KZ produced eight forms with two errors, and TB produced three reduplication forms with full accuracy. Reduplication appears to be a more challenging morphological form for some subjects, particularly in distinguishing the correct contexts and patterns in accordance with Indonesian grammar rules.

These differences can be explained through Vygotsky's theory of language development, which asserts that language ability is influenced by social interaction. Extroverted children, such as KZ and TB, tend to be more communicative and receive more feedback from their social environments. This supports the formation of accurate morphological structures through repeated language internalization. In contrast, introverted children like NA typically engage in less frequent communication, which limits their exposure to reinforcement or correction from their surroundings.

Additionally, from a behaviorist perspective as proposed by Skinner, language is learned through a process of stimulus and response reinforced by repetition. Children who receive more positive reinforcement from their environments are more likely to absorb and reproduce correct linguistic structures. This explains why extroverted children, who are more socially active, tend to produce more accurate morphological forms.

These findings reinforce previous research by Akbar (2015), which stated that affix acquisition occurs gradually, with prefixes usually being acquired first by children. However, this study adds a new perspective by highlighting the relationship between personality type and accuracy level in morphological acquisition. Introverted children tend to be more explorative in word formation but require more guidance and reinforcement to achieve form accuracy.

Thus, this study contributes to the field of psycholinguistics, particularly in understanding the role of personality in children's

morphological development. The practical implication of these findings is the need for language learning approaches that consider children's individual characteristics so that morphological teaching strategies can be tailored to each student's learning style and communicative tendencies.

4. CONCLUSION

This Based on an in-depth analysis of the writings produced by the three subjects from Story 1 to Story 3, it was found that the morphological forms observed consisted of affixation (prefixes, suffixes, and circumfixes) and reduplication. Specifically, the morphological elements acquired totaled 340 items, including 91 prefixes, 12 suffixes, 61 circumfixes, and 23 reduplications. Subject NA (introvert) produced a total of 127 affixes: 42 prefixes, 2 suffixes, 17 circumfixes, and 12 reduplications. Subject KZ (introvert) produced 80 affixes: 32 prefixes, 1 suffix, 19 circumfixes, and 8 reduplications. Meanwhile, subject TB (extrovert) produced 93 affixes: 17 prefixes, 3 suffixes, 25 circumfixes, and 3 reduplications. Both NA and KZ, who are 8-year-old introverted girls, showed good levels of morphological acquisition, although there were still several instances of inappropriate word choice. NA made 10 errors, while KZ made 5. On the other hand, TB, an extroverted girl, demonstrated faster and more varied language acquisition, with only one error across all three stories.

Although this study provides an overview of the differences in morphological acquisition among children with introverted and extroverted personalities, there are several limitations to be acknowledged. One major limitation is the small number of subjects, which restricts the generalizability of the findings. Additionally, the children's social context and educational background were not analyzed in depth, even though these factors also influence language acquisition.

Nevertheless, this research makes a meaningful contribution to the field of psycholinguistics, particularly in understanding the relationship between personality and the development of morphological aspects in early childhood. These findings may serve as a useful reference for educators, parents, and researchers in designing language learning strategies that align with children's personality traits. Moreover, this study opens the door for future research with broader approaches and coverage to gain a more comprehensive understanding of the topic.

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