

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the research, researcher provides the conclusion as follows:

There was slight correlation between extrovert students' and their speaking skills at the fourth semester student of English Education at IKIP PGRI Pontianak in academic year 2022/2023. The Pearson correlation between the extrovert students' and their speaking skills was 0,242. Based on this result in could be conclude that there was correlation between extrovert students' and their speaking skills.

Based on manual and statistical calculation in the chapter IV of extrovert students', there was significant correlation between extrovert students in speaking skills at the fourth semester student of English Education at IKIP PGRI Pontianak in academic year 2022/2023.

There was weak correlation between introverts students and their speaking skills at the fourth semester student of English Education at IKIP PGRI Pontianak in academic year 2022/2023. The Pearson correlation between the extrovert students' and their speaking skills was 0,173. In meant there was no significant correlation between introvert students in speaking skills.

The difference above is due to the fact that both extrovert and introvert have different ways in speaking. Students with extrovert personality have better ways in speaking than the introvert. Their characteristic as extrovert contributed a positive effect on their speaking skill in some ways, better than the introvert ones do. In short, extrovert students are in favor in terms of speaking.

B. Suggestion

Based on the conclusion above, it is suggested that students' personality and in speaking skills are:

1. Suggestion for the students

a. The result of this research is expected to help students to recognize their personality and minimize their weakness.

b. For introvert students

Becoming an introvert is not bad, the students only need a right time to speak. They can become better over time, and even though they are nervous. They should extend their limitations step by step that can help them grow become more fluent when meeting new people.

c. For extrovert students

Since extrovert students good in socializing, they should motivate and encourage their classmates, and they love working on terms. When all of that energy is properly harnessed, extroverts are sure to spark and contribute in interesting discussion as they are at ease with verbal communication.

2. Suggestions for the teacher

a. Since personality influence students speaking ability, English teachers are suggested to pay more attention to their students in term of their personality type. It is not necessary to know all students personality, knowing, at least, those who struggle and need help in their study will definitely do.

b. Introvert students with lower speaking score can be used as a basis that they need more attention when it comes to speaking. The teacher does not necessarily give all the attention needed by them. Teacher can make the extrovert students in doing this. Pairing an extrovert student with the introvert in a group will be an effective.

c. Teachers should choose the most appropriate method in teaching speaking to improve students' speaking ability for both extrovert and introvert.

d. Teacher should give motivation to introvert students. Because, introvert students are not bad, they just need the right time to speak. In this case the teacher should be a facilitator to their students.

3. Suggestions for further research

This research focused in one of four English skills. Other researchers can try to apply it in different skills, especially the receptive ones; listening and reading and this research also only focused on the extrovert and introvert, other research can try to conduct the research involving ambivert.