CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research used the descriptive qualitative case study method to find out introvert learners' need analysis in English speaking activity at SMP-IT Hikmatul Fadhillah. After conducting the research, the researcher would like to conclude the whole results into some points to answer the problems of the study. It can be seen as follow :

1. The first problem was the target needs for introvert learners in English speaking activities. The researcher concluded that introvert learners' goal to learn speaking was to get a good career job in their future, which gained the knowledge and skill by studying in the school. They have a problems in participating in large groups and performing in front of a lot of people, also the pronunciation. Moreover, introverted learners wanted their speaking skills and the knowledge that could be used in their school by communicating with friends every day, and also in their daily communication.

2. The second problem was the learning needs for introverted learners in English speaking activities. The research concluded that grammar and pronunciation were the biggest obstacles. In learning, introverted learners like to study in a quiet atmosphere and learned alone or pair. Introvert

learners' learning style was auditory, so they listened to the English songs or podcasts and also need a teacher who directly explained to them.

B. Suggestion

From the research results that have been concluded by the researcher. The research would write some point as a suggestion :

1. For students. Introverted students need to more socialize to increase the self-confidence to speak English. In addition, introverted students can study practice independently at home to speak English, or can invite friends who can be invited to help each other. For another students can more explore their speaking skills.

2. For English teachers. English teachers can analyze and understand more about students' personality in the class. Specifically, teachers must have a high spirit of enthusiasm to invite students to be bolder to speak in class or outside the classroom.

3. For Institutions. The institution can suggest the teachers to analyze and understand more about students' personality in the class. And also can carry out learning evaluation activities that involve the relationship between personality and language learning.

4. For other researchers. The researchers need to learn more about students' personality and another language learning, also the using of need analysis in language learning development. It will help the researchers to get better results for the research later.