

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the findings of the study, the author would like to offer a conclusion and some recommendations in this chapter, as follows.

#### 5.1. Conclusion

1. Out of the five forms of annotated bibliographies, summative annotation and combination annotation are employed by both introverted and outgoing students. Three other students utilized summative annotation, while four introverted students used one aggregate annotation. As can be observed in this instance, summative annotation is more commonly used for introverted students than the combination annotation kind. While the other two students utilized the summative annotation type, the four extroverted students employed two combined annotations.
2. After analysis, it was shown that introverted students used important aspects more frequently than extroverted students. As can be seen in table 4.3, the average percentage for introvert is higher than the extrovert student. When producing an annotated bibliography, introverted students perform better at using the main components of each type than extroverted students.
3. When being interviewed why they used a certain style and what challenges they encountered, each student's responses appeared to be highly varied. When employing summative annotation, introverted students' preferred response is to provide specifics about the articles they are studying. Similarly for those who decide to employ a blended annotation. RI wants to present the article's substance, but he also wants to evaluate the articles he is evaluating. APC, who believes that interruptions prevent them from focusing on their job, is responsible for the challenges that introverted students have when taking this exam online. Other introverts, like RI, MU, and NP, are content with taking this test online since it

allows them to focus more on creating annotated bibliographies. Writing an annotated bibliography provides an opportunity for extroverted students to establish a rapport with the audience who will be reading their work. Students that are more extroverted face several challenges. And online examinations are where the majority of the issues occur. Extrovert students believe that in order to write an annotated bibliography that produces the best outcomes, they need to discuss it with peers.

## 5.2. Suggestion

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Dealing with the academic writing, it is highly recommended to the further researcher or reader in order to be able to do research with other types of academic writing such as bibliographies, abstracts, book reviews, research papers, literature reviews, bibliographic essays, and annotated bibliographies. Or if you want to conduct a research on annotated bibliography, it is highly recommended to do research on types other than summative and combined annotation.
2. For students, the result of this research is expected to help students to recognize their personality and minimize their weakness.
3. Teachers should choose the most appropriate method in teaching speaking to improve students' writing ability for both extrovert and introvert.

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