CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the data analysis, there are some valuable points that can be concluded, they are:

1. Extrovert students can gain good fluency and interaction, but they are lack in range, accuracy, and coherence. The most poor skill is accuracy aspect. Meanwhile, introvert students can gain good range, accuracy, and coherence. The best aspect gained is accuracy. But, they are lack of fluency and interaction.

2. Based on the result of the observation and interview to the students, it was found some reasons why the students spoke as the way they were. For extrovert students, they spoke the way they were due to lack of subject matter, family background, lack of motivation, and friendship/ relationship influence. Meanwhile, introvert students they spoke the way they were due to learner inhibition, family background and habitual influence.

5.2. Suggestions

In line with this research, some important suggestions goes to the other researchers, the students, and the educators, they are as the followings:

1. Because this research was conducted only in five weeks, it was suggested that other researchers conduct the research in longer time so they can get

better result. They can also apply the relevant research in different level of age, different setting of speaking class, or different language proficiency.

2. Having read this research, all the students are expected to realize the relation between their personality and their speaking performances or their language outcome. Knowing the weakness and the strength aspect gained by students with different personalities should be a fundamental reflection to maintain the strength and improve each weaknesses related to their own personalities. Moreover, the educators are suggested to take students' personality as one of considerations to apply appropriate teaching method. Besides, it is suggested not to use intuitive feeling to asses students' performances especially in speaking class. Five indicators including range, accuracy, fluency, interaction, and coherence must be assesesed to see students' speaking performances.