V. CONCLUSION AND SUGGESTION

This chapter offers the conclusion and suggestion based on the finding and discussion of the data analysis.

5.1 Conclusions

Based on the discussion of the research in the previous chapter, the writer comes to this following conclusion :

1. There is a difference between introvert and extrovert students personality in listening achievement especially in macro skill listening by using narrative text. The difference is significant enough which can be seen from the gain of the mean score of pretest and postest in each group. In introvert group, the mean score of pretest was 65.60 while the postest was 72.60. Then, in extrovert group the mean score of pretest was 64.20 while the postest was 69.

2. There is also a difference between introvert and extrovert students which can be seen from the aspects of macro skill including main idea, specific information, inference and vocabulary. The mean score of main idea aspect of introvert group was 2.70 while the extrovert was 2.62. Then, the mean score of specific information aspect of introvert group was 5.40

while the extrovert group was 5.18. The next aspect, inference, was 3.22 in introvert group while the extrovert group was 3.16. The last aspect, vocabulary, was 2.42 in introvert group while the extrovert group was 2.36. From, the data, it can be concluded that among all of the aspects, the aspects of specific information has the highest mean score.

3. Introvert students have better achievement in listening than the extrovert ones. The result of the mean score of pretest and postest showed that the introvert students got higher mean score than the extrovert students. From the four aspects of macro skill in listening, the introvert students have higher mean score than the extrovert students so the writer draws a conclusion that the introvert students have better achievement in listening. Their characteristics as an introvert shows that they are thoughtful, careful, and passive contribute positive effect in their listening achievement than the extroverts' do.

5.2 Suggestions

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

5.2.1   Suggestions for the Teacher

a. English teacher are suggested to pay more attention to their students in term of their personality types. English teacher should not judge their students since every student is unique. They have different type of

personality which make different way on learning and it influence their learning achievement. So, one important thing that the teacher should do is to help the students who face the difficulty in learning some skills without judging their students.

b. English teacher should give more attention to the extrovert students in teaching listening. When teaching listening, the teacher can ask more questions related to the listening topics to the extrovert students. It trains them to have more concentration, so their listening achievement will be better.

5.2.2   Suggestions for Further Research

a. This research focused in one of four English skills. It is better for further research to try to apply it in different English skills.

b. This research focused on macro skill by using narrative text. For the next research, focusing on micro skill or choosing other type of text might be better. It can also be great to compare two types of the text in the research.

c. In this research, the writer used questionnaire as the instrument to measure personality. For further research, modifying or using other type of questionnaire and using other instruments such as interview can be a good idea.