V. CONCLUSION AND SUGGESTION

This final chapter offers the conclusion of the research findings and suggestions for the next similar research.

A. Conclusions

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

There are so many factors influencing students' achievement. Personality factor is just one of them, and Extraversion is just one of personality types. It is alone will not be able to completely decide how well a student will do in certain skill. But, it is definitely one of the most influencing factors there is, especially about writing and speaking.

Moreover, extrovert and introvert students really have different way in doing their writing. The differences caused by their personality clash have strong influence in their achievement, in this case writing. Students with introvert personality have better ways in doing their writing than the extrovert ones. Their characteristics as

an introvert contribute positive effect in their writing achievement in some ways, better than the extroverts' characteristics do.

Among all aspects of writing, two aspects are showing significant difference that introverts are clearly better than the extroverts. Both of those are achieved by them by acting introverted-ly in doing the writing (Organization) and also outside the class (Vocabulary).

Based on the statements above, the writer concludes that personality factor here, focusing on extraversion, influences the students' achievement in writing skill. There was a significance difference of English writing achievement between extrovert students and introvert students in this research. And the writer found that introvert students were more successful in English writing achievement than the introvert students.

B. Suggestions

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

1. **Suggestions for the Teacher**

   a. Since personality does influence students' achievement, 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. Extrovert students' lower writing score can be used as a basis that they need more attention when it comes to writing. The teacher does not necessarily give all the attention needed by them. Teacher can make use of the introvert students in doing this. Pairing an introvert student with the extrovert in a group will be an effective move. The extrovert will benefit from the introvert's ability in writing by learning from him, while the introvert can improve his ability when he is "handling" his pair.

c. From the result, the biggest gap between introvert and extrovert lies in organization aspect. Therefore, the writer suggests that the teacher should pay more attention in this aspect. Asking them to write down first the idea that they want to write before they actually write it can be used in this matter.

2. Suggestions for Further Research

a. This research focused in one of four English skills. Other research can try to apply it in different skills, especially the receptive ones; listening and reading.

b. In this research, the writer used Narrative and Descriptive writing test as the tool to measure students' writing achievement. Further research

can use wider range to get more reliable data about the students' skill in overall, or narrow down the writing test in one certain text to get a more focused result.

c. Developing a questionnaire in a different way may be a good idea. For example, using two sets of questionnaire to measure a student personality. One set is answered by the student, while the other set is answered by his friend based on what his friend think of the student. This will lower the chance of a student to fake his personality.