

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted by researcher using three research instruments, namely questionnaires, interviews and documentation on second grade students of SMAN I Bandung district, the following conclusions can be drawn:

The extrovert personality becomes a dominating personality. Twenty-five students out of forty-three have extrovert personalities. Meanwhile, there are fifteen students who have introvert personalities, which shows that 58% of second grade students at SMAN 1 Bandung district are extroverts. There are many influencing factors in Students' views of their learning achievement experiences can vary greatly depending on a variety of factors, including Students' interest, leadership ability and comfort level in participating in learning, knowledge about what extrovert and introvert personality, awareness of the relationship between personality and English language skills, Understanding the optimal type of learning based on personality and motivation and goal to follow the English subject. Extrovert students liked activities especially outside the classroom, which could include using English in the context of daily life or other social activities. This

happens because they have distinctive characteristics such as activeness and social skills. Activity, someone who has a high score in this aspect is generally active, energetic, likes all kinds of physical activity, likes to get up early, moves quickly, from activity to activity, and pursues a variety of different interests and pursuits. Sociability, is a person who likes to make friends, likes social activities, parties, and feels comfortable in friendly situations.¹ Meanwhile, the introvert group showed a preference for audiovisual activities, listening activities or story telling. These activities make introverts feel comfortable.

In this study, introverts were superior to extroverts in academic matters. Even though there are no more than twenty of them, the average score from the test results shows that students who have introvert personalities have an average score of 70.89. Meanwhile, students who have extrovert personalities have an average score of 68.20. Introvert students have high scores because they tend to prefer processing information internally and have the ability to think deeply about subject matter, while extrovert students tend to excel in practice test scores. However, in deep thinking,

¹ Maryam Cheraghi Shehni and Tahereh Khezrab, "Review of Literature on Learners' Personality in Language Learning: Focusing on Extrovert and Introvert Learners," *Theory and Practice in Language Studies*, Vol. 10, no. 11 (November 2020), 1479.

introverts are superior to extroverts. These results are in accordance with research conducted by Hasanuddin and friends. That introvert students have higher grades than extrovert students.²

B. Suggestion

The results of this research found several things that were considered interesting, but there were still several shortcomings, both from the small number of samples and the subjects being studied in depth. Therefore, this research encourages future researchers to examine the topic of learning achievement of extrovert and introvert students using other in-depth methods according to what aspects of achievement will be examined later. Based on the conclusions above, there are several valuable suggestions that can be used as suggestions for teachers, students and future researchers.

1. For Students

Get to know yourself. Students need to understand their own personality type, whether introvert or extrovert, in order to identify the learning needs of each personality type. And take advantage of the potential of each personality type. Introvert students can take advantage of their tendencies in independent

² Hasanuddin Jumareng et al., "Introvert and Extrovert Personality: Is It Correlated with Academic Achievement of Physical Education, Health and Recreation Students at University Level?," *Journal Sport Area* Vol 6, no. 2 (July 2021), 140–146.

work and reflection to deepen understanding, while extrovert students can take advantage of their tendencies in communication to broaden horizons. This suggestion aims to help students utilize their potential according to their respective personality types in order to improve their English learning achievement

2. For Teachers

Teachers can develop and adapt different learning styles when teaching and balance a focus on reflective and independent work with group discussions. provide different approaches in supplying materials to support individual needs. Provide additional time or special arrangements. Extrovert students tend to waste time while introvert students take longer to process deeper information. This suggestion aims to create a more comfortable environment and support the learning achievement of introvert and extrovert students in English class.

3. Future researchers

Future research can consider using qualitative and quantitative research methods to gain a more comprehensive understanding of differences in student learning achievement based on introvert and extrovert personality types. In addition, future researchers can develop valid and reliable research

instruments to measure introvert and extrovert personality types as well as students' learning achievement in the English context. These suggestions can help future researchers in developing more in-depth and comprehensive research regarding introvert and extrovert personality types and students' learning achievement in learning English in the future.