

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is quantitative non-experimental research which has causal-comparative design as the research method in analyzing and collecting the data. This research was conducted to know whether there is a significant difference in speaking fluency between extrovert and introvert students. The researcher used the Extrovert/Introvert Language Learning Test (EILLT) questionnaire from Skellet (2017) to determine whether students are extrovert or introvert and Aptis speaking test is used to measure speaking fluency.

Moreover, the result of the speaking test is that extroverts had higher achievement than introverts in the majority components of fluency. For the speed component, mean score of extroverts is 2.233 and mean score for introverts is 1.341. Mean score of length of speed for extroverts is 23.301 and introverts is 9.413. For pause, mean score of extroverts is 1.727 and mean score for introverts is 2.665. The last component, repair, got 0.018 for extroverts and 0.011 for introverts.

The result of Welch t-test on students' score of speaking fluency is significant between extrovert and introvert students in the majority component of fluency. The value of sig. or p -value in speed, length of run and pause is 0.000. Because the sig/ p -value is $0.000 < \alpha 0.05$, the researcher concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

In conclusion, the extrovert students had significantly higher achievement in speaking fluency than extrovert students. This confirmed the theories and relevant studies that have been explained in the previous chapter that extroverts had higher achievement than introverts in speaking fluency and personality impacted to speaking fluency.

B. Suggestion

In the end of this research, the researcher had some suggestions for theoretical and practical. In theoretical suggestion, researcher focus on relevant theories and studies. For practical suggestion, researcher focus on students, teachers and educational field.

For theoretical suggestion, this research could confirm the theories about personality have impact on speaking. Since this study result is that extroverts had higher achievement than introverts in speaking fluency, this study can contribute to proving that relevant studies that had the same result are valid even though collected with different ways and tools.

For students, by understanding how personality influenced speaking fluency, students can identify their strengths and weaknesses in speaking fluency. This research will help introverted students develop strategies to improve their fluency and give extroverted students insights that they could help introverts in speaking fluency and how to control nervousness.

For teachers, the result of this research can guide teachers in teaching speaking to use appropriate strategy based on personality such as extrovert and introvert. Teachers can use strategy, such as group discussion and mix extroverts and introverts in one group so students can help each other. By understanding that personality impact to speaking fluency can help teachers to give special treatment for introverts that are considered weak in speaking fluency.

In the educational field, this research contributes to developing more appropriate teaching methods based on students' personality. By

considering students' personality in language learning, people in education can design curriculum or programs that accommodate different student needs. Furthermore, the study can encourage further research on other factors affecting speaking fluency, such as anxiety, nervousness, learning styles, and so on.



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