CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the research conclusions and suggestions. The conclusions contain all discussions that are relevant to the research problem and study objectives, as explained in the previous section. The suggestions are based on the research findings, discussion, and final conclusions.

A. Conclussion

Based on the findings presented in the previous chapter, it can be concluded that there is a significant correlation between students' extrovert-introvert personality traits and their reading achievement. This conclusion is supported by the results of the statistical analysis, which reveal a significance value (2-tailed) of 0.000, which is less than the threshold of 0.05 ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, indicating that there is indeed a statistically significant relationship between students' personality traits and their reading achievement.

The correlation coefficient, calculated as -0.728 ($r = -0.728$), suggests that the relationship between the two variables is strong. The negative sign of the correlation coefficient indicates an inverse relationship between students' personality and their reading achievement. Specifically, this means that as students' personality score increases or those who are extrovert, their reading comprehension scores tend to decrease. Conversely, students whit lower on personality score or those who are more introvert tend to achieve higher scores in reading comprehension.

In summary, this study provides evidence of a notable negative correlation between the personality of extrovert and introvert and the students' performance in reading. This suggests that, at least within the context of this research, introvert students may perform better in reading tasks than their extrovert peers. These findings contribute to a deeper understanding of how personality can influence academic achievement, particularly in reading, and open the door for further exploration into how personalized educational approaches could benefit students based on their personality characteristics.

B. Suggesstion

Based on the conclusion that has been described, the researcher would like to give suggestion to some parties. They are the students, the teachers, and the further researcher

1. For the Student

The current research findings seem to prosper the introvert students. However students who are extrovert should use their own reading approach to improve their reading abilities. So, it will benefical for students if they find some helpful resources to improve their reading abilities.

2. For the Teacher

From the result, researchers expect that teachers will be able to teach English using a variety of learning models that are more successful, engaging, and enjoyable for students in each differrent personality, in order to support their reading comprehension and academic success.

3. For other Researcher

Reseacher suggests that similar studies can be carried out in the future using different English language skills, like speaking, writing, and listening. In order to predict the types of activities, teaching strategies, and learning styles that students are interested in, it is recommended that future research compare the differences between extroverts and introverts and how these might affect language proficiency. Examining larger in sample research would also be beneficial in order to obtain stronger findings.