

CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter consists of two parts. The first part is the summary in which the writer gives a summary of the main points that have been discussed in the previous chapters. The second part is the suggestions that include the suggestions for English speaking teachers and also the recommendation for further research.

5.1 Summary

Speaking is often viewed as the most demanding skill among the four skills of language. As a result, second language learners are expected to be able to speak fluently in the target language. The success of second language acquisition depends on 4 variables, which are affective variables, cognitive variables, pedagogical variables and environmental language-relevant variables.

As the affective variable of second language learning, personality is believed to have significant effect on the second language learning including learning speaking. Sanguine and Choleric students who are extroverts are convinced to be better language learners especially in oral communication than Melancholic and Phlegmatic students who are introverts. It is because extroverts have positive traits that are related to the success of language learning such as outgoing, adventure-some, talkative, sociable and active in class.

The objective of this study is to find out whether personality types have significant effect on the English speaking achievement of English Department students of Widya Mandala Catholic University. The finding of the study is that the χ^2 value is 15.2178 while the critical χ^2 value for $\alpha = .05$ and $df = 12$ is 21.03. Since the critical χ^2 value is higher than the χ^2 value, the Null Hypothesis (H_0) is accepted. Based on the finding, the writer concludes that personality types have no significant effect on the English speaking achievement of English Department students of Widya Mandala Catholic University.

Because there is no significant effect on the English speaking achievement of the four personality types, the writer states some possible factors. They are: (1) the students did not do the personality test seriously, (2) the number of the subjects is not adequate, (3) the success of second language learning does not merely depend on students' personality types and (4) Speaking A final grades do not significantly represent the students' speaking achievement.

5.2 Suggestions

This part deals with suggestions for English Speaking teachers and also recommendation for further research.

5.2.1 Suggestions for English Speaking Teachers

Even though this study proves that personality types have no significant effect on the English Speaking achievements, it does not mean that personality is not important. English speaking teachers should realize that student' personality

types distinguish their appearance in class. Extroverts (Sanguine and Choleric types) are more talkative, sociable and active than introverts (Melancholy and Phlegmatic types). Therefore, the English-speaking teachers are expected to give equal chance for all the students to participate in class.

English speaking teachers should be able to create a comfortable situation so that the students are interested to be involved in speaking activities in class. The teachers should also be creative to use interesting ways in teaching speaking, for example through games, so that the students do not get bored.

5.2.2 Recommendation for Further Research

The writer realizes that this study is still far from being perfect. In this study, the writer has only 68 subjects. She expects that there will be other researchers who will carry out a more thorough study with a wider scope of subjects. The writer also hopes that the next study will take higher semester students as the subjects, so that the final grades that can be obtained are not only from Speaking A but also from Speaking B and Speaking C.

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