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CHAPTER V

CONCLUSION AND SUGGESTION

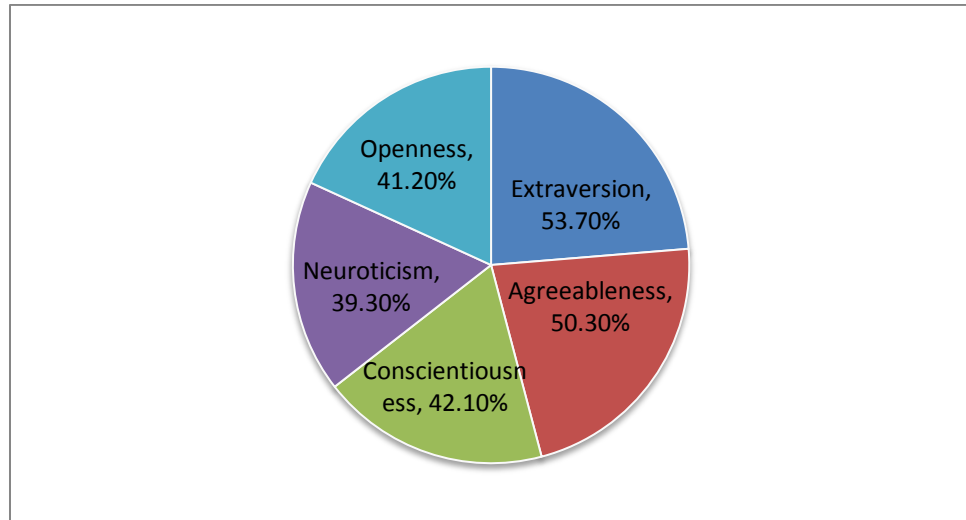
A. The Conclusion

This research investigated whether there is a significant correlation between students' personality traits and their English achievement of the eight grade students at State Islamic Junior High School 8 Kampar. Based on what had been discussed, presented and analyzed in the previous chapters, the researcher concludes that:

- a. There is a positive significant correlation between personality traits and their English achievement of the second year student at State Islamic Junior High School 8 Kampar with the percentage 16.9% categorized as "very low level". The value of correlation coefficient personality traits 0.412 is bigger than 0.235 at 5% level of significance and 0.306 at 1 % level of significance.
- b. Trait of "Extraversion" is the most correlated with students' English achievement of the second year student at State Islamic Junior High School 8 Kampar with the percentage 53.70%. The value of correlation coefficient extraversion 0.505 is bigger than 0.235 at 5% level of significance and 0.306 at 1% level of significance. To see how contribution of every traits of personality to students' English achievement of the second year at State Islamic Junior High School 8 Kampar, can be seen in the Chart V.1 below:

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Chart V.1
The Contribution Five Traits of Personality to English Achievement



Based on the Chart V.I above, we can see that Trait of Extraversion was 53.70%, Agreeableness was 50.30%, Conscientiousness was 42.10%, Neuroticism was 39.30%, and Openness 41.20%.

B. The Suggestion

Based on the research findings and the conclusion of the research, some suggestion is as follows:

1. The teachers should understand about the personality of the students. So the teacher can create the different strategy based on personality of the students in classroom to improve their achievement in English.
2. The teacher should fully develop the students' progress in learning by managing diversity based on their characters.