CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research was a correlational research, which was conducted on July 12-19th 2016 to 95 students of the eleventh grade at State Senior High School 1 Teluk Kuantan, Kuantan Singingi Regency. This research investigated the correlation between introversion personality and students' reading comprehension. This school implied Indonesian 2013 Curriculum in which one of the basic competences of English subject is to comprehend the social function, generic structure, and language features of oral and written narrative text in simply short story form. Hence, reading comprehension material was limited on narrative text. The objectives of this research were to get information about the students' introversion personality, to know about students' reading comprehension in narrative text, and to find out whether there is or not significant correlation between introversion personality and students' reading comprehension in narrative text.

Reading comprehension on narrative text referred to get the meaning and make sense of what the text talks about. Thus, reading a lot was important to get good comprehension. Nevertheless, introversion personality also took a role on it. It was because some of the characteristics of an introvert such as fond of book and reading, thoughtful, serious, intensive, concentrate, careful, and controlled supported the students in comprehending the text well.

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However, based on the preliminary study which was done by interviewing the English teacher, the researcher found that the eleventh grade students still had difficulties in comprehending reading materials, particularly narrative text although they had been taught by using strategies or methods. The researcher found some phenomena such as some students have participated actively when discussing, questioning-answering, sharing some ideas/opinions, and reading aloud. Yet, they could not comprehend the text well, for instance narrative text. Thus, some of them got low score in reading comprehension test. Meanwhile, some students tended to be passive learners who were fond of reading rather than speaking. Nevertheless, they still could not comprehend the generic structure and language features and social function of a short story in narrative text form.

To analyze the problems above, the researcher used questionnaire to collect the data of students' introversion personality and test to collect the data of their reading comprehension. Then, the data were analyzed by using *Serial Correlation Coefficient* to know the statistical significance and the strength of correlation between two variables. Based on the analysis of the data, the introversion personality and students' reading comprehension in narrative text were categorized as average level. The result of data analysis showed that introversion personality and students' reading comprehension were correlated significantly. The strength of the association between two variables was categorized into large. Thus, the more introverted the students were, the better the reading comprehension they had.

B. The Suggestion

Based on the conclusion of this research, the researcher proposed some suggestion as follows:

1. The students have to recognize their personality, especially in term of introversion-extroversion dimension. Since their personality in terms of introversion-extroversion dimension affects their preferences, tendencies, and interests in learning, especially language learning. By recognizing their own personality, they would recognize their own way and strength in learning. It would be useful for them to support their effort and get high achievement in learning.

2. The teacher should not conduct the learning situations monotonously in every meeting. Hence, the teacher should establish and expand joyful, fun, and comfortable classroom with diverse methods and techniques in order to make the students more interested in English class, which can encourage their English language skills. The techniques and methods used by the teacher should give opportunities either for introvert or extrovert students. Thus, every students would get opportunities to use and develop their English language skills naturally as their personality tendency.

3. The teacher and students should be more aware toward internal and external factors that may influence the learning situations or classroom atmosphere so then the teacher could teach maximally and the students would learn better. Thus, achievement as one of the learning goals might be achieved as high as they can.