

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the research finding and discussion above, there are some conclusions which can be taken:

1. The calculation of Rank Spearman discovers correlation coefficient (r) value is $-0,149$. It shows that there is negative and weak correlation between extroversion and English writing skill. It also happened to the calculation of Rank Spearman discovers correlation coefficient (r) value is $0,129$ at 5% level of significant. It shows that there is a positive and modest correlation between introversion and English writing skill. So this study contributes the previous study and weaken the statement that there is no correlation between those variables.
2. The calculation of Rank Spearman discovers significant correlation sig. (2-tailed) is $0,778$, it is higher than p-value $0,05$ of extroversion and English writing skill. For the introversion and English writing skill, the calculation of Rank Spearman discovers significant correlation sig. (2-tailed) is $0,647$ it is also higher than p-value $0,05$. The research conclusion can be said that there is enough evidence to state that there is no significant correlation between

extroversion and writing skill, also introversion and English writing skill at 5% level.

5.2 Suggestion

From the research finding and research conclusion above, some suggestions are delivered:

1. Since there is a positive and modest correlation between introversion and English writing skill, it is better for the teacher to pay attention to the introvert students and treat both of the personality in fairly. Special teaching strategies is needed because according to the result of this research, there is a hope that introvert students have good ability in English writing. By creating a comfortable environment in the class, with giving opportunity and time to learn in their own way, also giving feedback in the end of the class, so the natural introverts can liven up their inner potential to be better in English writing skill.
2. Teachers need to find more effective ways and strategies to the students, to overcome the spelling problem. In order to decrease the students' errors in spelling, the teacher should always use English alphabet in written, not Thai language, even to translate the meaning of the words. It is important for adapting the student with English environment in the language class. It is also to prevent that the students will write English words but using Malaysian written language.

3. For further study, it would be better to use larger sample to be tested. The further study should give treatment first for each personality, a separate study is also needed to check the effect on each group and correction on different aspects of learners' writing skill.