

CHAPTER V

CLOSURE

A. Conclusion

The total results that answer the two earlier study questions are presented in this chapter. The researcher also offers a number of recommendations pertaining to the subject.

1. The Extroverted and Introverted Individuals Differ in Terms of Speaking Skill Proficiency, Students' main personality types—extrovert or introvert—had a significant impact on their speaking skill proficiency, according to the findings and discussion of the study The Extroverted and Introverted Individuals Differ in Terms of Speaking Skill Proficiency. Since extroverted students were gregarious, vivacious, and outspoken, they typically performed better on speaking assignments. These qualities complemented dynamic and communicative classroom activities. Descriptive statistical results confirmed this, demonstrating that extroverted students consistently performed better in areas such as vocabulary use, fluency, and spontaneous verbal communication, as well as achieving higher mean scores and less score variability. The performance of introverted students, on the other hand, varied greatly; some performed well in speaking situations that were planned and

conducted in low-pressure environments, while others found it difficult to complete spontaneous tasks. They frequently demonstrated precise grammar and a wide vocabulary, but also responded more slowly and produced less speech. These distinctions aligned with the personality theories of Myers-Briggs, Eysenck, and Jung, which all emphasized differing behavioral patterns between the two personality types.

Overall, the results pointed to a significant difference in speaking skill proficiency between extroverted and introverted students. Nonetheless, under favorable teaching conditions, the performance of introverted students could be improved, supporting an interactionist perspective that highlighted the dynamic interplay between classroom atmosphere and personality factors.

2. The Significant Difference in Students' Speaking Skill Proficiency Based on Their Dominant Personality Type (Extrovert or Introvert), A statistically significant difference in speaking skill proficiency between extroverted and introverted students was validated by the results of hypothesis testing. The study supported the claim that extroverted students performed noticeably better on speaking tasks, rejecting the null hypothesis with a p-value of 0.000. The impact of personality factors on speaking performance was further confirmed by the fact that the mean score of extroverted students (78.83) was significantly higher than that of introverted students (66.58). However, the results also showed that personality did not function in

isolation. When given assignments that suited their preferred methods of learning, such as individual tests or formal speaking formats, some introverted students performed well. Thus, by advocating for an interactionist perspective that viewed speaking proficiency as a product of both personality traits and environmental or instructional conditions, the conclusion expanded upon conventional personality-performance theories.

B. Suggestions

Several recommendations for teachers, curriculum designers, and future studies can be made in light of the study's conclusions and debates:

1. For Educators

To accommodate both extroverted and introverted learners, educators should use varied instructional methodologies. Debates, group discussions, and spontaneous speaking assignments are examples of activities that might help extroverts develop their communication skills. Over time, introverts can gain confidence and fluency by participating in prepared activities like structured role-playing, introspective storytelling, and one-on-one interviews. Additionally, educators should receive training on how to avoid one-size-fits-all methods and understand the demands of different personality types.

2. For Future Researchers

To improve the generalizability of results, future research should think about increasing the sample size and incorporating a more diverse population (such as other colleges, locations, or age groups). Researchers should also look at additional contextual and psychological factors that may interact with personality traits to affect language learning outcomes, such as motivation, language anxiety, and learning strategies.

3. For Students

Students are urged to identify their own personality features and look for learning tactics that work for them. While introverts might gain confidence by gradually being exposed to speaking tasks, extroverts should focus on developing correctness and structure. Regardless of personality type, self-awareness and flexibility are essential for enhancing speaking proficiency.