CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions.

5.1 Conclusions

The main findings of the study, which involved eleventh-grade students at SMA Muhammadiyah 6 Palembang, were compiled as follows:

1. The most prevalent personality feature among students in the eleventh grade was conscientiousness, and as a result of their proficiency in English, their TOEFL Junior score was sufficient.

2. Based on the Pearson Product Moment outcome correlations between personality qualities and proficiency in English, it was determined that the students' personalities traits correspond with their proficiency in English. It is advised that teachers understand how to encourage pupils to use their personality features effectively when learning English. To help the students improve their English, the teacher might also consider other aspects of their personalities. This indicates that the study's attempt to determine the relationship between the eleventh-grade students at SMA Muhammadiyah 6 Palembang's personality qualities and English proficiency was successful. Other variables that will be connected include IQ, motivation, curiosity, anxiety, self-concept, family history, learning styles, self-esteem, and so on.

5.2 Suggestions

Based on the previous conclusions, some recommendations are offered to students, parents, teachers, and future researchers.

1. Students should leverage their strengths in personality traits and work on improving their weaknesses to achieve academic success, particularly in mastering the English language. Teachers of English can also identify, understand, and enhance individual personality traits as potential contributors to academic success.

2. If students receive a low score on an exam despite their own hard work, it is better for their overall development. Teachers should also prioritize honesty in the teaching and learning process by working closely with their students.