

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated the influence of personality on English Education students' writing skills, focusing on two main questions: (1) What types of personality are found among English Education students? and (2) Is there any correlation between personality and writing skills?

The findings of the first research question revealed that all five dimensions of the Big Five Personality traits were present among students, with agreeableness emerging as the most dominant trait, followed by neuroticism, conscientiousness, openness to experience, and extraversion. The dominance of agreeableness suggests that most students value cooperation, empathy, and positive relationships, traits that align with the collaborative nature of their academic environment. Meanwhile, the presence of other traits in varying degrees demonstrates the diversity of personality among English Education students.

Regarding the second research question, the correlation analysis showed that conscientiousness was the only trait positively associated with writing skills, particularly in grammar, coherence and cohesion, and the overall writing score. On the other hand, extraversion and neuroticism exhibited negative correlations with writing performance, while openness to experience and agreeableness did not show significant relationships. These results indicate that traits related to diligence and organization (conscientiousness) play a more important role in enhancing writing performance than traits associated with sociability or emotional sensitivity.

In addition, this study possesses certain strengths and weaknesses that should be acknowledged. One of its strengths lies in the integration of the Big Five Personality framework with specific writing components such as grammar, vocabulary, organization, and coherence. This multidimensional approach allows a deeper understanding of how personality influences particular linguistic and structural aspects of writing rather than treating writing as a single variable. The use of inter-rater scoring and correlation analysis also enhances the reliability and objectivity of the results.

However, the study also has several limitations. The relatively small sample size ($n = 50$) and its focus on one university limit the generalizability of the findings. Additionally, this research employed only a quantitative method, which cannot capture the more detailed cognitive or emotional processes behind students' writing performance. These weaknesses provide valuable opportunities for future studies to build upon the findings using larger and more diverse samples, as well as qualitative or mixed-method designs that include interviews or classroom observations.

In conclusion, the study highlights that while personality diversity exists among English Education students, conscientiousness stands out as the most supportive trait for successful writing performance. Conversely, extraversion and neuroticism may hinder writing achievement, particularly in areas requiring organization and logical flow. These findings emphasize the importance of understanding personality in the learning process, not only to recognize students' strengths but also to design pedagogical strategies that address their challenges in academic writing.

5.2 Suggestion

Based on the findings, several suggestions are provided. First, students are encouraged to cultivate qualities of conscientiousness such as discipline, persistence, and responsibility, since these traits have been shown to improve writing performance. Regular practice, time management, and attention to detail can help students produce more accurate and coherent essays. Teachers are advised to create structured writing tasks, provide continuous feedback, and design activities that foster responsibility and organization to support students' writing development.

This study also recognizes its limitations and provides several recommendations for future research. First, future researchers are encouraged to expand the participant pool to include students from different universities or educational levels to increase representativeness. Second, a mixed-method approach combining statistical analysis with qualitative data such as interviews or reflective journals could offer richer insight into how personality affects writing behavior and motivation. Third, longitudinal studies that observe students' writing development over time may reveal how personality interacts with writing improvement across semesters.

For future researchers, it is recommended to expand this study with a larger sample size and in different contexts to enhance the generalizability of the results. Further studies may also adopt a mixed-methods approach by combining quantitative analysis with interviews or classroom observations, in order to explore the underlying reasons why only Conscientiousness showed a significant correlation while other traits did not. Such investigations could provide more

comprehensive insights into how personality interacts with language learning, particularly in the domain of writing.

Finally, the significance of this research can be seen from its practical implications for both students and teachers. For **students**, understanding the influence of their personality on writing can help them recognize personal strengths and weaknesses for example, conscientious students can maximize their precision and organization, while highly neurotic students can learn strategies to manage writing anxiety. For **teachers**, this study provides a useful framework to design more personalized writing instruction. Teachers can, for instance, give structured guidance to less conscientious students, create stress-reduction approaches for highly neurotic learners, or encourage creative exploration for open-minded students. By aligning teaching strategies with students' personality traits, teachers can foster a more effective and supportive learning environment.