CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and and suggestion based on this research which has been done at English Department of State Islamic Institue of Kediri (IAIN Kediri).

5.1 Conclusion

Based on the data distribution and data analysis in this research, it can be concluded that:

5.1.1 The effect of gender on students' speaking skill obtains the result that $F_{value} = 7,983$ while the F_{table} on df1 = 1, df2 = 50, $\alpha = 0,05$ is 4,034. This means $F_{value} > F_{table}$ (7,983 > 4,034). Thus, the null hypothesis (H_0) which states there is no significant difference in speaking skills of English department students who take Public Speaking course between female group and male group is rejected. Instead, the alternative hypothesis (Ha) which states that there is significant difference in speaking skills of English department students who take Public Speaking course between female group and male group is accepted. Finally, it can be concluded that gender has significant effect on students' speaking skills.

5.1.2 The effect of type of personality on students' speaking skill obtains the result that $F_{value} = 8,430$ while the F_{table} on df1 = 3, df2 = 50, $\alpha = 0,05$ is 2,790. This means $F_{value} > F_{table}$ (8,430 > 2,790). Thus, the null hypothesis (H_0) which states there is no significant difference in

speaking skills of English department students who take Public Speaking course among choleric, sanguine, melancholic, and phlegmatic group is rejected. Instead, the alternative hypothesis (Ha) which states that there is significant difference in speaking skills of English department students who take Public Speaking course among choleric, sanguine, melancholic, and phlegmatic group is accepted. Finally, it can be concluded that personality type has significant effect on students' speaking skills.

5.1.3 The effect of gender and type of personality on students' speaking skill obtains the result that $F_{value} = 0,077$ while the F_{table} on df1 = 3, df2 = 50, $\alpha = 0,05$ is 2,790. Thus, the alternative hypothesis (Ha) which states that there is interaction effect between gender and types of personality on students' speaking skills is rejected. Instead, the null hypothesis (H_0) which states there is no interaction effect between gender and types of personality on students' speaking skills is accepted. Finally, it can be concluded that gender and personality type have no significant interaction effect on students' speaking skills.

5.2 Suggestion

Based on the conclusion of this research, it can be recommended some suggestions go to:

5.2.1   Students

The result of this research is expected to help students to recognize their personalities and minimize their weakness, and students should not worry to have best score in speaking skill because personality and gender are not the only aspect that influence their speaking skill. The more practice can make the better result.

5.2.2   Institutions

This research can contribute to all educational institutions to consider students' personality and gender and determine the best strategy in teaching learning process to minimize students' gap and maximize their potential in speaking skill.

5.2.3   Further Researchers

The result of this study is expected to be used as consideration or preview for the next researchers in doing the same field of the study with different object of the research.