

CHAPTER VI

CONCLUSION AND DISCUSSION

This chapter is provided conclusion from the previous finding and discussion, and suggestion addressing to particular research dimension for future researcher. The further explanations are stated in the following:

A. CONCLUSION

Based on the analysis above, only neuroticism and extraversion have significant direct contribution. Meanwhile the other variables such as openness, agreeableness and conscientiousness has no direct contribution since the P value is more than ,05 and the critical ratio is less than 1,96 at 5% significant level. The contribution of students' engagement level towards SDL level is reported to have significantly direct contribution. This can be seen from the P value which less than ,05 and the critical ratio more than 1,96 at 5% significant level.

The contribution of students' self - directed learning level towards English achievement is reported to have no significantly direct contribution. This can be seen from the P value which more than ,05 and the critical ratio less than 1,96 at 5% significant level. According to the analysis result, from all of personality trait dimension, only neuroticism has significant direct contribution toward students' English achievement. Meanwhile the other dimension such as extraversion, openness, agreeableness, and conscientiousness are reportedly has no significant direct contribution.

Based on the research finding the contribution of students' engagement level towards English achievement is reported to have no significantly direct contribution. This can be seen from the P value which more than ,05 and the critical ratio less than 1,96 at 5% significant level. The calculation of indirect effect on all personality trait dimensions toward English achievement through SDL level as the mediating variable could not be done since the Sig value is less than 0,5. Meanwhile the Sig value of SDL level towards English achievement is less than ,05. Therefore the calculation could not be carried out.

Meanwhile the calculation of indirect effect on Students engagement level toward English achievement through SDL level as the mediating variable could not be done since the Sig value is less than 0,5. Meanwhile the Sig value of SDL level towards

English achievement is less than ,05. Therefore the calculation could not be carried out.

B. Suggestion

The following suggestions are addressed to particular parties:

1. For teacher

For the teachers who are going to test their students' English performance or competence should know about their personality dominance, their engagement, and their self - directed learning level to build up the English test instrument that suitable with their competence or level.

2. For future Researcher

For the future researcher it would be better to use a boarder personality traits instrument or focus on one of personality dimensions with larger participant in different level, because it will affect the result as well. For those who interested in observing the engagement level and SDL, it would be better to correlate it with another aspect in English learning, or focuses on particular competence or skill in order to gain more accurate data.

3. For Readers

For the reader who read this research, the result in this research showed that most of the variables have no direct contribution. This result might be affected due to participants' seriousness while taking the test of filling the questionnaire items. Therefore, this become the weakness of this research since the researcher could not fully took control on how the participant filled the questionnaire. it would be better for the reader to look up another research which has similar topic in order to get better understanding toward the variable or the research result.