

CHAPTER VI

CONCLUSION AND SUGGESTION

This section is used to state the research's findings and provide recommendations to specific parties in the research sector. The following is a summary of the chapter.

A. CONCLUSION

The study of path analysis had three basic goals. The researcher came to the following conclusion after effectively conducting the research.

1. The direct contribution of personality toward listening comprehension among the students

The result showed that the value was .625. It can be said that the contribution personality toward listening skill was strong. While the P-value was ***; lower than .05, the Critical Ratio (C.R) 5,543 which was higher than 1.96 at 5% significant level. Meaning Ho was rejected due to the result or it could be concluded that there was a significant direct contribution of personality toward listening skill.

2. The direct contribution of self-efficacy toward listening comprehension among the students

The result revealed that the estimate values was .131. it can be said that the contribution of self-efficacy toward listening skill was weak. The P-value was ***; lower than .05. Besides, the Critical Ratio (C.R) was 3,512 which was higher than 1.96 at 5% significant level. Then Ho was rejected due to the result or it could be concluded that there was a significant direct contribution of self-efficacy toward listening skill.

3. The indirect contribution of personality toward listening comprehension mediated by self-efficacy among the students

The finding revealed that there was a significant indirect contribution of personality toward listening comprehension mediated by self-efficacy among the students. The indirect contribution of personality through self-efficacy toward listening comprehension was .0554, which meant the indirect contribution was weak. The Z-Sobel was (Sobel test) was 2.3208 with *p*-value .020, so it can be concluded that there was significant indirect contribution of personality toward listening comprehension mediated by self-efficacy among the students.

B. SUGGESTION

The researcher gives some suggestions to some parties according to their role in the research.

1. For the Students

The students will know the way to overcome their problem in learning English, especially listening skill. Knowing their own personality and self-efficacy, students

determine some strategies which are suitable with their personality and their self-efficacy in listening task.

2. For the Teachers or lecturer

For the teachers, after knowing the students' personality and self-efficacy the teacher will more aware in improving students' ability. Teachers will easier to adjust their teaching strategy to reduce some problem in teaching English, especially teaching listening. They provide some strategies based on the students' personality types and their self-efficacy which appropriate to students.

3. For Other Researchers

For the subsequent researchers, it becomes a reference for conducting similar research and increase their understanding of personality , self-efficacy and listening skill.

