

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

V.1. CONCLUSION

The present study had the objective of examining the influence of personality traits and language learning strategy use toward speaking ability at the second level student of Language Development Center UIN SUSKA Riau. The possible relationships between the influence of personality traits and language learning strategy use toward speaking ability and the most dominant personality traits as well as the most influential language learning strategy were part the objectives of this study.

The findings revealed that Extraversion was the most popular personality trait among the participants followed by Openness, Agreeableness, Conscientiousness and Neuroticism.. As it is previously mentioned by Dörnyei (2005, p. 15) high scorers of Agreeableness are sociable, gregarious, active, assertive, passionate, and talkative; low scorers are passive, quiet, reserved, withdrawn, sober, aloof, and restrained. Although the mean scores of five personality traits are quite similar to one another, it can be concluded that the participants of this study have the above mentioned personality characteristics.

Moreover, the result of data analysis about the influence of all domains of personality traits toward speaking ability showed that there was a significant influence. of students' personality traits toward students' speaking ability. From five domain personality traits; extraversion, agreeableness, conscientiousness,

neuroticism and openness, conscientiousness and neuroticism showed positive influence toward speaking ability. However, the biggest influence displayed by conscientiousness. It can be concluded that the conscientiousness was the most dominant domain among other personality trait domains.

The findings in terms of language learning strategy use showed that compensation strategy was accepted as a direct strategy and which required guessing intelligently and overcoming limitations in speaking and writing was the most popular strategy used by the participants. It was followed by memory, metacognitive, social, affective and cognitive strategies respectively in terms of popularity. In addition, interrelations among language learning strategy categories demonstrated that all strategies had significant relationships with one another.

According to Pearson's r correlations results, some insignificant relationships were found among the language learning strategy categories and speaking ability. The learners who used metacognitive strategy showed significant influence on their speaking ability. Meanwhile, for four other strategies showed negative correlation toward speaking ability.

Next, after analyzing the data by using simple regression on SPSS 20, there was an influence of personality traits which was represented by Conscientiousness toward speaking ability. However, language learning strategy showed an insignificant relationship toward speaking ability. Because the score of Beta of personality traits toward speaking ability was higher than language learning strategy toward speaking ability meant that personality traits had a better influence toward speaking ability than language learning strategy.

The hypothesis testing after analyzing each of them indicated that for Ha1; there is a significant influence of personality trait toward speaking ability which is accepted. For Ha2; there is a significant influence of language learning strategy toward speaking ability which is accepted. For Ha3; there is a significant influence of personality traits and language learning strategy toward speaking ability which is also accepted.

V.2. IMPLICATIONS OF THE RESEARCH

The finding of this research indicates that there is significant influence of personality traits toward speaking ability and students' language learning strategy toward speaking ability. Another one is there is a significant influence of both personality traits and language learning strategy simultaneously toward speaking ability. This finding is also similar with Ellis, (1994); Mcdonough, 1983 argues that personality has been widely accepted as a key factor which influences the rate and success of second/foreign language learning. Another one is a statement of Marzieh Yaghobkhani Ghiasvand; he found that language learning strategy, especially metacognitive strategy powerfully effected to English achievement where speaking ability exist. Moreover, Ehrman and Oxford (1995) argue as cited in Chien Kuo lee stated that language learning strategy significantly influenced ESL/EFL learner proficiency outcomes, especially cognitive strategy.

Based on this finding, the implication for the lecturers as a model, connector and facilitator in educating students in college, besides the lecturers transfer the knowledge of English in teaching and learning process, it can be

additional guideline for the lecturers in teaching. And then the lecturers should pay attention more toward students' personality in learning English. In this case, the lecturers should be equipped with a lot of strategies or techniques in teaching and learning process so that the students' motivation can be increased and will give effect toward students' success in learning and it contributes effectively toward lecturers in teaching. Then, it also as additional knowledge for the students and the lecturers that by knowing the students' personality, they have more power and spirit or enthusiasm in applying language learning strategy, and then, they have high pretension, endurance, and more attention in studying then it will affect their speaking ability.

Furthermore, students' language learning strategies take essential place for successful of students in learning English. In this case, it gives awareness to students that language strategy is very important, it also gives more knowledge to students about language strategies to be applied in learning so that reach willingness objective. Then, for the lecturers as facilitators of students' learning can inform more knowledge about language learning strategy. So that, the students' desire or motivation in gaining good achievement is more directed with variation of language strategies.

V.3. RECOMMENDATION

Based on the result, finding of research, some recommendations can be recommended to all stakeholders involving in the process of students' development in learning, even at college or out of college give more attention to

the ways to improve or increase students' speaking ability. Because knowing the students' personality is not only beneficial for lecturers in delivering appropriate materials, but also good for students to gain more self-confidence to learn more. Then, personality becomes a key factor in determining students' success in learning and can reach their goal easily. This thing can be seen from the influence of personality traits toward some aspects or variable. Whereas, aspects which are influenced by personality can be mediator or connector to connect students to good speaking ability, such as language learning strategy used can be influenced by personality as well as the way students learn. In addition, this research finding, lecturers can be aware that the successful of lecturers in teaching can be seen from the independence of students in arranging their study, so that, lecturers or college produce independent, creative, active, and innovative students. At last, the independence, learning can be realized through knowing personality traits and the variation of language strategy used.