CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher provides several conclusions and suggestions. The conclusion is based on the findings of this study, and the suggestion is based on the conclusion of this research.

5.1 Conclusion

Based on the research findings in the previous chapter, it can be concluded that;

1. There is no correlation between the eleventh grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera. It was proved by the value of $r_{calculated}$ was lower than r_{table} on df=n-2 and level of significance 0.05 (-0.0034 < 0.3494). In this case, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that if students' self-confidence increases, their speaking ability might be permanent or also increase.

2. The correlation between the eleventh grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera was classified as a not-related correlation (-0.0034).

5.2 Suggestions

After conducting research and obtaining the results of the correlation between the eleventh-grade students' self-confidence and their speaking

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ability at SMA Negeri 6 Ogan Komering Ulu, the researcher would like to make suggestions to English teachers, students, and other researchers.

1. For students

    Students should consistently practice their speaking ability and keep trying to speak in front of an audience, even though they might have low self-confidence because their self-confidence does not directly impact their speaking ability, making it entirely possible for students with relatively low self-confidence to possess excellent speaking ability. This is due to many other factors that influence the students' speaking ability, such as the linguistic factors they are; grammar, pronunciation, comprehension, vocabulary, and fluency, and non-linguistic factors involve personality dimensions such as self-esteem, extroversion, motivation, and learning environment.

2. For teachers

    Teachers should always support students in developing their speaking abilities, even though those students have low self-confidence. This is because the student's self-confidence doesn't directly influence their speaking ability. The other various other factors contribute to speaking ability, such as non-linguistic factors, which involve personality dimensions such as self-esteem, extroversion, motivation, and learning environment. Teachers can enhance students' speaking skills by providing a supportive learning environment, such as environment that can foster learning motivation, enrich students' vocabulary, and reduce other factors that might impede a student's speaking fluency.

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3. For the next researcher

Since the finding of this study showed that there was no significant correlation between the eleventh grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, future researchers are recommended to explore other potential variables that may influence speaking ability, such as learning motivation, students' habits, or other variables. They may also consider using experimental or mixed-method approaches to gain deeper insights into how self-confidence impacts speaking ability under different conditions.

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