

## **CHAPTER VI**

### **CONCLUSSION AND SUGGESTION**

In this chapter, we will describe the conclusions that can be drawn from the results of this research, as well as several suggestions that can become the basis for further research. The results of this study provide an important contribution to understanding the factors that influence students' speaking achievement.

#### **A. CONCLUSSION**

This research has ended with a series of steps to answer the research question, the conclusions are as follows:

##### **1. The correlation between student motivation and students speaking achievement.**

The results of the analysis utilizing the Pearson product-moment correlation revealed a significance value of 0.001, along with a Pearson correlation coefficient of 0.578. Drawing upon the principles of decision-making, as the two-tailed significance value (Sig.) is 0.001, which is less than the conventional significance level of 0.05, it can be deduced that a significant correlation exists between student motivation and their speaking achievement. Additionally, this correlation is evident in the Pearson correlation coefficient, where the calculated correlation value ( $r$ -count) of 0.578 exceeds the critical value ( $r$ -table) of 0.374 for a sample size ( $n$ ) of 28. Consequently, the null hypothesis is rejected, affirming a positive and notably strong correlation. In essence, this signifies the presence of a significant correlation between the level of students' motivation and their speaking achievement at Madrasah Aliyah Mambaus Sholihin Gersik.

##### **2. The correlation between student self-confidence and student speaking achievement**

The analysis using the Pearson product-moment correlation yielded a significance value of 0.000, accompanied by a Pearson correlation coefficient of 0.716. In the process of decision-making, as the two-tailed significance value (Sig.) is 0.000, falling below the standard threshold of 0.05, it can be deduced that a significant correlation exists between student self-confidence and their speaking achievement.

Furthermore, this correlation is evident in the Pearson correlation coefficient, where the calculated correlation value (r-count) of 0.716 surpasses the critical value (r-table) of 0.374 for a sample size (n) of 28. Consequently, the null hypothesis is rejected, confirming a positive and notably strong correlation. This implies that there is a substantial correlation between students' self-confidence and their speaking achievement at Madrasah Aliyah Mambaus Sholihin Gresik.

### **3. The Simultaneously Contribution of Students Motivation and Self-Confidence on Student Speaking Achievement**

Based on the results of the multiple analysis test, the Sig value is 0.000. Because this value is less than 0.05, or observed from the comparison of the F value with the F table ( $41.696 > 3.39$ ), it can be concluded, in accordance with the decision-making criteria in the F test, that both motivation and self-confidence simultaneously exert an influence on students' speaking achievement. Additionally, the coefficient of determination or R Square value is 0.769, derived by squaring the correlation coefficient value (R), which is  $0.877 \times 0.877$ , resulting in 0.769. This R Square value of 0.769 is equivalent to 76.9%. Thus, it can be concluded that the variables of motivation and self-confidence collectively contribute to 76.9% of the variance in student speaking achievement, while the remaining 23.1% is influenced by unexamined variables. Consequently, the null hypothesis is rejected, indicating a correlation between students' motivation level and self-confidence with students' speaking achievement at Madrasah Aliyah Mambaus Sholihin Gresik.

## **B. SUGGESTION**

This research provides several suggestions for further research that will use field, focus and related studies.

### **1. For the learners.**

Students can further explore the factors that influence motivation and self-confidence in achieving speaking achievements. Research can focus on the influence of the learning environment, social support, and self-motivation techniques on improving speaking ability. As well as, how communication skills training and the use of technology can strengthen motivation and increase confidence in speaking achievement.

**2. For the teachers.**

Teachers can consider implementing learning strategies that can stimulate motivation and increase students' self-confidence in the context of speaking learning. Further research could discuss the effect of varying teaching methods, positive feedback, and creating a supportive environment on students' speaking achievement. The use of technology in teaching, such as online speaking learning applications or situational simulations, can also be an interesting aspect to explore.

**3. For the other researchers.**

Researchers can expand understanding of the relationship between motivation, self-confidence, and speaking achievement by investigating specific contexts or specific demographics. Additionally, the research focus could be expanded to identify additional factors that may moderate or mediate this relationship, such as emotional intelligence, learning styles, or daily communication experiences. A deeper understanding of how the interaction between motivation and self-confidence influences students' speaking achievement could make a significant contribution to the development of more effective learning methods.