

CHAPTER 6

CONCLUSION AND SUGGESTION

This chapter consists of some conclusions related to the research problem of the study. In addition, some suggestions are also stated in the following part.

A. CONCLUSION

This study contains seven research objectives which had successfully conducted by the researcher. Hence, the conclusion of the study had described in the following part.

1. The Direct Contribution Of Willingness To Communicate And Metacognitive Awareness

The statistical computation result on examining the contributions of willingness to communicate toward speaking skill was finally found that it has a significant contribution. The estimate value was .482 represented the contribution of metacognitive awareness toward emotional intelligence was moderate. Followed by the P-value indicated that the significance value was .000 refers to the fact that P-value was higher than .05. Also, Critical Ratio (C.R) was 7.569 which was higher than 1.96 at 5% significant level. Those statistical data explain that H_0 was rejected. In conclusion, there was a direct contribution of willingness to communicate toward speaking skill.

2. The Direct Contribution of Willingness to Communicate Toward Emotional Intelligence

The statistical computation result on examining the contributions of willingness to communicate toward emotional intelligence was finally found. The estimate value was .661 represented the contribution of metacognitive awareness toward emotional intelligence was moderate. Followed by P-value indicated that the significance value was .000 refers to the fact that P-value was higher than .05. Also, the Critical Ratio (C.R) was 7.569 which was higher than 1.96 at 5% significant level, it supported the conclusion; H_0 was rejected. In conclusion, there is direct contribution between willingness to communicate to emotional intelligence.

3. The Direct Contribution of Metacognitive Awareness toward Emotional Intelligence

The statistical computation result on examining the contributions of metacognitive awareness toward emotional intelligence was finally found. The estimate value was .334 represented the contribution of metacognitive awareness toward emotional intelligence was weak. Followed by the P-value indicated that the significance value was .000 refers to the fact that P-value was higher than .05. Also, the Critical Ratio (C.R) was 4.662 which was higher than 1.96 at 5% significant level, it

supported the evidence that H_0 was rejected. Hence, there was direct contribution of metacognitive awareness toward emotional intelligence.

4. The Direct Contribution of Metacognitive Awareness toward Speaking Skill

The statistical computation result on examining the contributions of metacognitive awareness toward speaking skill was finally found. the estimate value was .366 represented the contribution of emotional intelligence toward speaking skill was weak. Followed by the P-value indicated that the significance value was .000 refers to the fact that P-value was higher than .05. Also, the Critical Ratio (C.R) was 7.279 which was higher than 1.96 at 5% significant level. The number supported the conclusion that H_0 was rejected. All in all, there was direct contribution of metacognitive awareness toward speaking skill.

5. The Direct Contribution of Emotional Intelligence toward Speaking Skill

The statistical computation result on examining the contributions of emotional intelligence toward speaking skill was finally found. the estimate value was .366 represented the contribution of emotional intelligence toward speaking skill was weak. Followed by the P-value indicated that the significance value was .000 refers to the fact that P-value was higher than .05. Also, the Critical Ratio (C.R) was 7.279 which was higher than 1.96 at 5% significant level. The number supported the

conclusion that H_0 was rejected. In conclusion, there was direct contribution of emotional intelligence and speaking skill.

6. The Indirect Contribution of Willingness to Communicate through Emotional Intelligence toward Speaking Skill

The sixth objective of the study purposed to discover the indirect contribution of willingness to communicate through emotional intelligence toward speaking skill (SPEAKING \leftarrow EI \leftarrow WTC). Then the statistical computation result was .242 (EI \leftarrow WTC X SPEAKING \leftarrow EI; $.661 \times .366 = .242$). It could be said that the indirect contribution of willingness to communicate toward speaking skill mediated by emotional intelligence was weak. Besides, the result of the Sobel Test was 5.0577 which is greater than 1,96. Hence, it showed that there was a significant indirect contribution of willingness to communicate through emotional intelligence toward speaking skill.

7. The Indirect Contribution of Metacognitive Awareness through Emotional Intelligence toward Speaking Skill

The sixth objective of the study purposed to discover the indirect contribution of metacognitive awareness through emotional intelligence toward speaking skill (SPEAKING \leftarrow EI \leftarrow MA). Then, the statistical computation was .1222 (EI \leftarrow MA X SPEAKING \leftarrow EI; $.334 \times .366 = .1222$). Based on the calculation. then it could be said that the indirect contribution of metacognitive awareness toward speaking skill mediated

by emotional intelligence was very weak. Besides, the result of the Z-sobel was 3.828 which was higher than 1.96. It means there was significant indirect contribution of willingness to communicate through emotional intelligence toward speaking skill.

B. SUGGESTION

The researcher stated some suggestions for some parties which focus on the same field and related studies.

1. For the learners

The learners should be engaged in the teaching learning process in in English Language Teaching. They will face several problem in speaking skill and psychology. However, it will be solved by the time. Since learning language is a long journey, they will be used to face the problem and by the time they are able to solve the problem. Several solutions such as, be confident and keep motivated maybe usefull to speak well.

2. For the teacher or lecturer

Teaching learning process is always chalenging. The educators must produce good output of education. Those merely comes from two aspect which are knowledge and physiological factor. Thus, besides the educators train the speaking skill, they should give insight such as motivation and other kind of phycological aspect that is able to assisst them in achieving good speaking skill.

3. For other researcher

Developing research in an academic context become an stunning innovation. There was some unpredictable obstacle that happened, especially in this pandemic. One of the researcher's problems was the data collection process, which should be done online. In addition, further researchers might continue this study on the same topic in different fields to enrich the study's discovery. In this case, for the further researchers, they have to keep doing their best to finish the research to figure out new current issues in the education field.