

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion. The conclusion is the research findings about correlation between critical thinking, self-confidence, and speaking skill. The suggestion is concerned for teachers, students, and next researchers who are interested in analyzing critical thinking, self-confidence, and speaking skill.

A. Conclusion

The conclusions of this research are found based on the finding and discussion in the previous chapter. It deals with three research question which are first the correlation between self-confidence towards critical thinking of EFL Learners, the second one is correlation between self-confidence towards speaking skill of EFL Learners, and the last one is correlation between critical thinking towards speaking skill of EFL Learners.

Firstly, this research found that the correlation value of the self-confidence towards critical thinking has the coefficient correlation is .431. The moderate correlation value finally affects to the hypothesis testing which accepted the Alternative Hypothesis (H_a). It definitely means that the learners' self-confidence correlates to their critical thinking. This result indicates that the higher students critical thinking, the higher their self-confidence.

Secondly, for the correlation value of the self-confidence towards speaking skill, the researcher found that the coefficient correlation is .509 from the coefficient correlation. The moderate correlation value finally affects to the hypothesis testing which accepted the Alternative Hypothesis (Ha). It definitely means that the learners' self-confidence correlates to their speaking skill. It means the higher students self-confidence, the higher the ir speaking skill.

The last, for the correlation value of the critical thinking towards speaking skill, the researcher found that the coefficient correlation is .579 from the coefficient correlation. The moderate correlation value finally affects to the hypothesis testing which accepted the Alternative Hypothesis (Ha). It definitely means that the learners' self-confidence correlates to their speaking skill. It means the higher students critical thinking, the higher the ir speaking skill. However, the result of this study cannot be generalized because the researcher did not conduct tryout of the questionnaires.

B. Suggestion

Closing the research, bellow the suggestion provided for several parties. The suggestions are offered to English teachers, students, and next researchers in particular and for all readers for general. Each of them is given the suggestions in the following sections.

For English teachers, it is recommended for them to teach speaking considerinig the self-confidence and critical thinking as integrated method.

The class will not only improve students' speaking skills in part, but also be integrated with critical thinking and self-confidence. By that way, the active learning will be apparent in class. The teacher should provide topics that are easy to be understood, familiar, and suitable with the students in order to get better comprehension among students.

For the students, they should proactively develop their critical thinking, self-confidence, and speaking ability because those three skills are very important nowadays. They can improve their confidence and critical thinking in speaking class to boost their productive skill in English.

For next researchers who want to conduct similar study, they should focus more on the implementation of teaching methods in developing critical thinking, self-confidence, and speaking. Besides, they can focus more on research that aims at discovering the other skills that can be developed through self-confidence and critical thinking. It can be related to other skills in language fields such as reading, writing, or listening.