

CHAPTER VI

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 research has been done through some steps to reveal the answers of the research problems that will be concluded in this part. Here is the conclusion of those results:

1. The Correlation between Students' language Anxiety and Students' Language Attitude

The result of the correlation analysis using Pearson Product Moment Correlation that the significance value of male students is 0.037 (Sig. value = .000) and female students is 0.013. Male and female students is lower than $\alpha = 0.05$ which means that null hypothesis is rejected because the Sig. value is lower than α . So, "there is a significant correlation between Students' language Anxiety and Students' Language Attitude".

Meanwhile, The correlation coefficient laid *male* students in 0.606 which showed there is high correlation between both variables. From the result of coefficient determination, it can be known that the correlation is very high. But the *female* student is 0.389, the result of coefficient determination, it can be known that the correlation is low. The correlation coefficient of the table above shows positive correlation between students' language anxiety and students' language attitude. It means that the male students who have high in language anxiety was influenced their language attitude. So, the conclusion of the correlation between language anxiety and language attitude is high a positive significant correlation between those variables 36.7236 % influencing of the *male* students. Then, the conclusion of the correlation between language anxiety and language attitude is low a positive significant correlation between those variables 12.8881 % influencing of the *female* students.

2. The Correlation between Language Anxiety and Speaking Performance

The result of the correlation analysis using Pearson Product Moment Correlation that the significance value of male students is 0.009 (Sig. value = .000) and female students is 0.000. Male and female students is lower than $\alpha = 0.05$ which means that null hypothesis is rejected because the Sig. value is lower than α . So, there is a significant correlation between Students' language Anxiety and Students' Language Attitude.

Meanwhile, the correlation coefficient laid *male* students in 0.712 which showed there is low correlation between both variables. From the result of coefficient determination, it can be known that the correlation is very high. But the *female* student is 0.623, the result of coefficient determination, it can be known that the correlation is moderate. The correlation coefficient of the table above shows positive correlation between students' language anxiety and students' Speaking Performance. It means that the male students who have low in language anxiety was influenced their Speaking Performance. So, the conclusion of the correlation between language anxiety and Speaking Performance is low a positive significant correlation between those variables 50.6944% influencing of the *male* students. Then, the conclusion of the correlation between language anxiety and speaking performance is moderate a positive significant correlation between those variables 38.8129 % influencing of the *female* students.

3. The Correlation Between language Attitude and Speaking Performance

The result of the correlation analysis using Pearson Product Moment Correlation that the significance value of male students is 0.04 (Sig. value = .000) and female students is 0.00. It is absolutely lower than $\alpha = 0.05$ which means that null hypothesis is rejected because the Sig. value is lower than α . So, there is a significant correlation between Students' language Attitude and Students' Speaking Performance. Meanwhile, The correlation coefficient laid *male* students in 0.764 which showed there is very high correlation between both variables. From the result of coefficient determination, it can be known that the correlation is very high. But the *female* student is 0.611, the result of coefficient determination, it can be known that the correlation is moderate. The correlation coefficient of the table above shows positive correlation between students' language Attitude and students' Speaking Performance. It means that the male students who have high in language Attitude was influenced their Speaking Performance. So, the conclusion of the correlation between

language Attitude and Speaking Performance is a high positive significant correlation between those variables 58.3696 % influencing of the *male* students. Then, the conclusion of the correlation between language Attitude and speaking performance is moderate a positive significant correlation between those variables 37.3321 % influencing of the *female* students.

4. The Correlation among Students' language Anxiety, Students' Language Attitude and Students' Speaking Performance

Based on statistical computation result on the table above, it can be concluded that male and female students H_0 is rejected with the correlation is considered significant if the value of Sig. (2 – tailed) is lower than 0.05. Since the value of Pearson Correlation is higher than $r - \text{table}$ (0.195). Furthermore, the lowest Pearson Correlation coefficient which is between language anxiety and language attitude. The differences between male student and female student are; the male students has the correlation between language anxiety and language attitude is low a positive significant correlation between, then female students has the correlation between language attitude and speaking performance is high a positive significant correlation.

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 useful to speak well.

2. For the teacher or lecturer

Teaching learning process is always challenging. The educators must produce good output of education. Those merely come 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 physiological aspect that is able to assist 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.