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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and data analysis which had been described in previous chapter, it can be seen that the mean score of students' motivation in learning English at the tenth grade of Senior High School 1 Tapung Hilir was 60.11% and categorized into average level. In addition, it also can be seen that the mean score of students' speaking performance at the tenth grade of Senior High School 1 Tapung Hilir was 73.3 and it can be categorized into less level. It means that most of the students could not reach criteria of students' minimum passing grade (*Kriteria Ketuntasan Minimal*). By checking the significance 2-tailed value of the research, it was found that sig-t was 0.025. The result showed that sig-t was smaller than 0.05 ($\text{sig-t} < 0.05$). In other words, in the degree of the significance 0.05 that the null hypothesis was rejected and alternative hypothesis was accepted.

Furthermore, based on the data analysis, it can be concluded that there is a significant correlation between students' motivation in learning English and their speaking performance. After analyzing both variables (students' motivation in learning English and students' speaking performance), the coefficient correlation in this research was 0.379. It showed that there was a medium correlation between those variables.

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Although the gravity of correlation in this research was medium correlation, but there was positive correlation between students' motivation in learning English and their speaking performance proved by no negative sign in front of the coefficient correlation. It means that students with higher motivation have a better speaking performance than the lower one.

Finally, it can be sum up that there is a significant correlation between students' motivation in learning English and their speaking performance at the tenth grade of State Senior High School 1 Tapung Hilir.

B. Suggestion

Based on the research findings, the writer would like to give some suggestions: the first suggestion is for the students, they are expected to increase their motivation in learning English. All students must be aware that English is very important especially for their carrier in the future. From the data presentation of students' motivation in learning English and their speaking performance, it could be seen that there were some of the students who had low motivation in learning English got enough speaking score category. It means that if those students increase their motivation in learning English, they will get better speaking performance since there is a positive correlation between students' motivation in learning English and their speaking performance.

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Secondly, for English teachers as one of the main points in improving and supporting students' speaking performance, they have to try to motivate their students by giving interesting situation in the classroom. They should try to give some learning activities that can make students enjoy the learning process, such as by using some new interesting media or learning method that give students a chance to practice their speaking skill actively. If the English teachers can build interesting situation in the classroom and give a chance to the students to practice their speaking skill actively, the students will accustom themselves to speak, finally they can improve their speaking performance.

Finally, for other researchers who want to conduct a similar research, this research can be used as a source of reference to support their research. However, they are expected to take other factors that can affect students' speaking performance because not only motivation in learning English but also other affective factors such as self-esteem, anxiety and self-confident that can affect students' speaking performance.