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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out if there is a significant difference between male and female students self-efficacy in speaking performance. Therefore, the writer can conclude this research such as: there is no significant difference between male and female students self-efficacy in speaking performance at the tenth grade of State Senior High School Islamic Centre Al-Hidayah Kampar. Where, female students self-efficacy in speaking performance is categorized into “**High Enough**” level in score 64.40 and male students self-efficacy in speaking performance is categorized into “**High Enough**” level in score 62.73.

Based on the result of the research, both of male and female students self-efficacy in speaking performance is categorized into high enough level. It means that there is no significant difference between male and female students self-efficacy in speaking performance.

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## **B. Suggetion**

Considering the difference between male and female studens self-efficacy in speaking performance, the writer would like to give some suggestion as follows :

### **1. The Suggestion for the Teacher**

The teacher should pay attention to the both male and female students, because they have difference intelligence and different way in receiving the knowledge from the teacher. it means that tha teache should determine appropriate strategies for them in improving their ability in speaking performance. Then, the teacher should give more motivation to male students related to speaking skill especially in speaking performance.

### **2. The Suggestion for the Students**

Both male and female students should have a good motivation and believe about their ability in speaking skill especially in speaking performance. Both male and female students should increase their believe that they can do and complete the task in speaking skill.

### **3. The Suggestion for Other Researcher**

These finding are expected to be a reference for further reseacher that concern of self-efficacy and students' gender