CHAPTER V

THE CONCLUSION, IMPLICATION OF THE RESEARCH AND

RECOMMENDATION

A. The Conclusion

The main goal of the research was to find out the influence of producing electronic portfolio as additional task on students' speaking performance. There were two research questions. In order to answer those research questions about the influence of producing electronic portfolio as additional task on students' speaking performance, the Simple Linear Regression was used. This simple linear regression formula used to determine whether any significant influence of producing electronic portfolio as additional task as X variable on students' speaking performance as Y variable.

After analyzing and discussing the data in the previous chapter, the result indicates that the independent variable, producing electronic portfolio as additional task, can be used to predict the students' speaking performance. Then, there was a positive influence of producing electronic portfolio as additional task on students' speaking performance. It is proved by interpreting the result correlation where the value of simple linear regression was 0.726. It can be said that there was a significant influence of producing electronic portfolio as additional task on students' speaking performance.

In addition, the data analysis of using simple linear regression also provides another information about significant size of the influence of producing

electronic portfolio as additional task on students' speaking performance, in which 52.7% of students' speaking performance is influenced by producing electronic portfolio. it is showed by SPSS.20 output in which speaking performance is 6.228 while in producing E- portfolio is 0.745 with $p<0.05$. Thus, it can be concluded that the alternative hypothesis is accepted or it can be stated that there is a significant influence of producing electronic portfolio as additional task on students' speaking performance.

Thus, based on the result finding, it can be concluded that the "the higher score of producing electronic portfolio as additional task, the higher score of students' speaking performance would be, while the lower score of students' speaking performance can be influenced by producing electronic portfolio as additional task. In other words, producing electronic portfolio as additional task was positively affected students' speaking performance.

B. The Implication of the Research

The finding of this research indicated that there was a significant influence of producing electronic portfolio as additional task on students' speaking performance. This finding was also similar to portfolio assessment technique improves writing ability of the students (Tsabatabaei and Assefi, 2012). The electronic portfolio can be media or tool learning. Moreover, Ozdemir (2012) reported a research on exploring students' and instructors' attitudes towards speaking portfolios with regard to certain advantages and disadvantages of these assessment tools at the tertiary level. In addition, Yastibas and Yastibas (2015)

found that eportfolio-based assessment can develop students' self-regulated learning in ELT. Cepik and Yastibas (2013) state that e-portfolio is effective in improving students' speaking skills.

C. The Recommendation

After carrying out the research, it seems very important for the researcher add the report of this research with some suggestion or recommendation either for students of Olympiad classes at MAN 2 Pekanbaru and all the students of other schools as well. Although the result of this research shows that students' speaking performance is mostly influenced by producing electronic portfolio as additional task, it is still found several weaknesses in certain aspects of speaking performance. Therefore, the researcher offers some suggestions as follows:

1. The English teachers should teach their students about producing electronic portfolio as additional task. It can be an assessment of learning or assessment for learning. It depends on the students' need.

2. The teacher can vary the use of media in learning the English lesson topics that the students' needs.

3. The Schools should provide better internet connection in order to help the students complete their additional task wherever they are in the schools.

4. For further research, it is suggested to the next researchers to investigate whether writing text types through producing electronic portfolio task influence the students' English performance.