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CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The main purpose of this research was to investigate the existence of relationship between risk-taking personality and speaking ability. It was constructed based on the phenomena obtained from the preliminary study that the students were having problem in their speaking although they have involved in various learning activities and strategies. Then, it was assumed that there was another factor which influenced their speaking ability, which was their risk-taking personality.

It is because when the students are high risk-takers, they will involve in the speaking activities more often than low risk-takers which helps them in improving the quality of their speaking in English. Thus, it clearly indicates that by increasing students' risk-taking level, their speaking ability will improve as well.

Based on the explanation above, the researcher found that the research finding at Islamic Senior High School Darel Hikmah Pekanbaru as follows:

1. Based on the data presentation of students' risk-taking score, it was clear that there was no student categorized as very low (0%), there was one student categorized as low (1.3%), there were twenty three students categorized as sufficient (29.5%), there were forty three students

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categorized as high (55.1%), and there were eleven students categorized as very high (14.1%).

2. Based on the data presentation of students' speaking ability score, it was clear that there was one student categorized as poor (1.3%), there were seven students categorized as average (9%), there were twenty six students categorized as good (33.3%), there were twenty one students categorized as very good (26.9%), and there were twenty three students categorized as excellent (29.5%).
3. Based on person correlation analysis in SPSS 22, the correlation between students' risk-taking personality and their speaking ability score at Islamic Senior High School Darel Hikmah Pekanbaru was 0.000, it showed that there was significant correlation between students' risk-taking personality and their speaking ability.

B. The Suggestion

Based on the conclusion of this research, the researcher proposed some suggestion as follows:

1. Suggestion for the teacher
 - a. The teacher should establish and conduct classroom instruction which can provoke the students' risk-taking personality to appear so that they will be brave and motivated in learning English. It is in order the students have more practices to help them in the learning process and to use the English language independently and naturally.

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- b. The teacher should be more aware toward internal and external factors that may influence the speaking ability so the teacher can teach maximally and the students will learn better. Thus, the learning achievement as the main learning goal might be achieved as expected by the curriculum.
2. The Suggestion for the students
 - a. The students have to identify and increase their risk-taking personality while learning English. It is because by increasing the risk-taking personality or behavior, the students are going to be brave enough to involve in many speaking practices because they will not be afraid too much in making mistakes.
 - b. The students should be more aware toward internal and external factors that may influence the speaking ability so the teacher can teach maximally and the students will learn better. Thus, the learning achievement as the main learning goal might be achieved as expected by the curriculum.