

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

V.1 CONCLUSION

Based on the research finding of the study above, there are three research questions in this research; first is there any influence of students' speaking motivation toward students' speaking ability at Language Development Center of UIN Suska Riau? Second, is there any significant influence of students' speaking anxiety toward speaking ability? And third, is there any significant influence of students' speaking motivation and speaking anxiety toward students' speaking ability at Language Development Center of UIN Suska Riau?

In order to answer the purpose and objective of the research about the influence of students' motivation toward students' speaking ability, multiple regression was used. The result showed that there is a significant influence of motivation toward students' speaking ability. It can be known from the score of "sig < 0.05. Score of sig was 0.000, and the influence of motivation toward speaking ability was 88%.

Moreover, simple regression also used to determine the influence of students' speaking anxiety toward students' speaking ability. The result of simple regression showed sig = 0.000. It means there is a significant influence of speaking anxiety toward students' speaking ability because $0.000 < 0.005$. The influence was 64%.

The last result in order to determine the influence of students' speaking motivation and speaking anxiety toward students' speaking ability was analyzed

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by simple regressions. It means H_a is accepted while H_o is rejected because “p “both speaking anxiety and motivation showed 0.000. In order to determine how big the influence both motivation and speaking anxiety, it can be seen from . The influence of motivation was 0.164 and speaking anxiety was -0.039. Thus, the influence of speaking motivation was higher than speaking anxiety.

Thus, based on the result, finding, it can be concluded that the higher students’ motivation, the higher score of students’ speaking ability while the lower of students’ motivation, the lower of students’ speaking ability. Moreover, the students’ speaking ability also influenced by speaking anxiety. The higher students’ speaking anxiety the lower students’ speaking ability while the lower speaking anxiety the higher speaking ability. So, in other words, motivation is positively affecting students’ speaking ability while speaking anxiety negatively affects the students’ speaking ability.

V.2 IMPLICATION OF THE RESEARCH

The finding of this study indicated that there is a significant influence of students’ speaking motivation and speaking anxiety toward students’ speaking ability. This finding also similar with Cristina Gknou (2014) that speaking anxiety was influenced by speaking ability. Moreover, Mei-Ling Lee also finds the same result that all of three constructs of anxiety; communication apprehension, test anxiety and fear of negative evaluation influenced in speaking ability. Additionally, Scott, 1986; Philips; 1992, Campbell&Ortiz,1991, Cheng; 1998) also said that anxiety influence language learning and production. Further,

motivation also influence in speaking. Dornyei (2000) mentioned that motivation is key to learning. It is the combination of effort and desire to achieve goals.

Based on the findings, the implication is for the lecturer as a model and connector and facilitator in educating students in class. Besides the teacher transfer the knowledge of English in teaching and learning process, it can be additional guideline for the lecturer in teaching. And then the lecturers should pay attention more toward students' motivation in learning English. In this case, the lecturers should be equipped with a lot of strategies or technique in teaching and learning process so that students' motivation can be increased and will give effect to students' successful in learning and also give effect toward lecturers in teaching. It also as additional knowledge for the students and the lecturer that with high motivation students have more power and spirit in applying language learning strategy.

Furthermore, students' who are having high anxiety should give more attention from their lecturers. The lecturers should be more patient in order to make them enjoy learning English. So, they will not be afraid if they close with their lecturer ask everything that is not clear when explained. As a result, if the lecturers are closest to the students, it will build students' motivation and reduces the anxiety in learning English. Then, problem in teaching and learning in the classroom can be solved.

V.3 RECOMMENDATION

Based on the research finding of this study, the writer recommends to lecturers who teach at Language Development Center and all stockholders

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involving in the process of students developing in learning, even at school or out of school to give more attention dealing with English subject especially in speaking. Speaking is one of language skill that should be owned and mastered in order to speak with various people in the world. Therefore, especially for English lecturers, they should find out various techniques and implement various strategies both in the classroom and outside in order to build and increase students' motivation. If students have high motivation, they will like English and have high willingness to learn English. Thus, they will get high score in English achievement including speaking.

In addition, various techniques and strategies, also need to implement in order to reduce students' anxiety. The lecturer also should be creative and innovative to develop and create techniques that appropriate to students' needs and goal of materials. Hopefully, corrected feedback, especially in speaking is omitted in order to make students more enjoy in developing their ideas dealing with topics given. It does not mean that correction is not important, but it is better after the end of the lesson or evaluation. Thus, correction from lecturers is not being harmful for students.

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