

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' parts of speech mastery and their speaking ability at SMAN 12 Pekanbaru.

A. The Research Conclusion

Based on what have been discussed as well as presented in the previous chapters, the conclusion which can be presented for this research as follows:

1. The first formulation of the problem "How is the students' parts of speech mastery?", the answer is **enough**. It is based on the result of the test given, dealing with the table of students' parts of speech score 62.12 categorized in enough level.
2. The second formulation of the problem "How is the students' speaking ability?", the answer is **good**. It is based on the result of the test given, dealing with the table of students' speaking ability score 67.00 categorized into good level.
3. The third formulation of the problem "Is there a significant correlation between students' parts of speech mastery and their speaking ability?", the answer is there is **no significant correlation** between students' parts of speech mastery and their speaking ability. It is based on the

result of r_o score by comparing with r_{table} score. Where $r_o = 0.054$ (0.06) and $r_t = 0.349$ in critical coefficient 5% and $r_t = 0.449$ in critical coefficient 1%. It means that $r_o < r_t$. It indicates that there is no significant correlation between students' parts of speech mastery and their speaking ability at SMAN 12 Pekanbaru.

B. Suggestion

1. Based on the result of Parts of Speech test, there are eight students who still get less category. It means that 24% students do not master parts of speech well. Therefore, becomes a recommendation for the teacher to improve students' parts of speech mastery.
2. Based on the result of speaking test, there is one student who gets less category. It becomes a recommendation for the teacher to improve students' speaking ability.
3. Because there is no specific correlation between students' parts of speech mastery and their speaking ability, it is better for the teacher to find another variable that influences speaking ability in order to improve learning and teaching English process.