

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will be divided into two sub-chapters, including conclusion and suggestion. The conclusions section contains a summary of the research findings. The suggestion section includes some recommendations regarding this research.

5.1 Conclusions

Based on the previous chapter on findings and discussion, the researcher concluded that the findings could answer three research questions. The explanation of the research conclusions is as follows.

5.1.1 The Correlation between Vocabulary Mastery, Grammar Mastery, Self-Confidence, Students' Motivation and Students' Speaking Ability

This research shows that there is a significant relationship between vocabulary acquisition, grammar, self-confidence, and students' motivation on students' speaking ability in Situational Speaking Class A in the academic year 2024/2025. Based on statistical analysis, the value of sig. F change is 0.005, indicating that the combination of the four factors significantly influences speaking ability. The multiple correlation value of 0.766 also shows a strong relationship between the independent variables and speaking ability as the dependent variable. This indicates that vocabulary mastery, grammar mastery, self-confidence, and motivation are factors that support each other in improving students' speaking

ability. The results of this study reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a), which means that the four factors play an important role in speaking learning. Focusing on improving these linguistic and non-linguistic factors can result in significant improvements in students' speaking ability. In conclusion, paying attention to these factors is an important step to create a successful speaking lesson.

5.1.2 The Factor that Potentially has the Highest Influence on Students' Speaking Ability

This research found that self-confidence is the most influential factor on students' speaking ability in Situational Speaking Class A in the 2024/2025 academic year. Based on the regression analysis, the regression coefficient (B) for self-confidence is the highest at 0.500. In addition, the results of the questionnaire show that the mean score of students' self-confidence is 37.24, close to the maximum score of 44, which indicates that most students feel quite confident when speaking. Self-confidence was also found to be a factor that helped students feel more prepared and brave for speaking situations. Respondents indicated that they were more confident when they received positive feedback and good preparation, which strengthens the importance of creating a supportive learning environment. Positive environmental support, such as constructive feedback, can help students improve their confidence. Students who have high levels of confidence tend to be more engaged in speaking activities. On the other hand, a lack of self-confidence is often a barrier in students' speaking ability. In conclusion, the findings showed that

focusing on strengthening students' self-confidence can have a significant impact on their speaking ability.

5.1.3 Impact or Influence of the Variables of Vocabulary Mastery, Grammar Mastery, Self-Confidence, and Students' Motivation on Students' Speaking Ability

This research found that the variables of vocabulary acquisition, grammar acquisition, self-confidence, and student motivation have different influences on students' speaking ability in Situational Speaking Class A. Vocabulary mastery has a significant positive influence with a regression coefficient (B) of 0.483, indicating the important contribution of vocabulary to speaking fluency and effectiveness. This confirms that without vocabulary, ideas cannot be conveyed, making vocabulary a key component in verbal communication. In contrast, grammar mastery showed a significant negative influence with a regression coefficient (B) of -0.642, meaning that too much focus on grammar can inhibit speaking fluency as it increases students' anxiety. Self-confidence proved to be the factor with the most dominant influence on students' speaking ability, with a regression coefficient (B) of 0.500. In contrast, student motivation has a negative influence with a regression coefficient (B) of -0.476, especially over extrinsic motivation which can create pressure and inhibit speaking fluency. This suggests that motivation needs to be managed well so as not to cause anxiety. In conclusion, this research confirms that vocabulary and self-confidence have a significant positive influence on

speaking ability, while grammar and unbalanced motivation can become barriers on students' speaking ability.

5.2 Suggestions

After concluding the findings of this research, the researcher would like to provide suggestions and recommendations that are expected to benefit students, teachers, and future researchers.

5.2.1 For students

In improving speaking ability, students can focus on vocabulary mastery as this is one of the main keys in speaking fluently and effectively. In addition, it is important for students to build their confidence through regular practice in a supportive environment, such as participating in group discussions or speaking in front of the class. Students are also expected not to worry too much about grammatical errors when speaking, as it is more important to convey ideas clearly. Managing motivation, especially avoiding too much pressure from extrinsic motivation, can help students speak more comfortably. By understanding these factors, it can help students find effective strategies to improve their speaking ability.

5.2.2 For teachers

Teachers should pay more attention to students' vocabulary development and confidence in learning to speak. Approaches such as providing positive feedback, creating a comfortable learning environment, and providing opportunities for students to speak without fear of being wrong can improve their confidence. In

addition, teachers need to reduce excessive pressure on using perfect grammar during speaking practice so that students feel more relaxed. In managing students' motivation, teachers can combine intrinsic and extrinsic motivation by providing constructive rewards without creating excessive pressure. Furthermore, teachers can develop more interactive lesson materials that can assist students in developing their speaking skills.

5.2.3 For future researchers

Future researchers can explore more deeply the influence of intrinsic and extrinsic motivation on students' speaking ability to provide a more complete understanding of the balance between the two. Research with a larger range of subjects and various learning contexts may also provide more generalized results. The findings from this research can be used to design more detailed case studies or to develop new theories about the development of students' speaking ability. In addition, future researchers can explore the influence of other factors such as self-learning strategies, teacher learning strategies, or pronunciation in improving students' speaking ability. This research can provide insights for researchers interested in this topic