

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aims to determine if there is a correlation between students' self-confidence and their speaking skill at the tenth grade of SMA Muhammadiyah 1 Metro. In this research, The study found a correlation between a student's self-confidence and their ability to communicate orally., it can be concluded:

First, in order to answer the first research question. The researcher found that there is a correlation between student's self-confidence and speaking skill. Thus the H_0 or alternative hypothesis of this research is rejected. It can be said that there is the correlation between students' self-confidence and their speaking skill. The result is obtained after the researcher consulted on Pearson Product Moment via SPSS Version 25 whereas the researcher obtained $r=0,192$ which is greater than $0,05$. As a result, H_a is accepted and H_0 is rejected.

Second, in order to answer the research question. The results of this research has positive direction between students' self-confidence and their speaking skill. It can be proven by the result which has been gotten by the research as much $+0,192$. It shows that between students' self-confidence and their speaking skill is in positive line direction. Shortly, if the students have high self-confidence, they have high skill in speaking. Conversely, if the students have low self-confidence, they have low skill in speaking. To sum up, H_a is accepted and H_0 is rejected.

B. Suggestion

Based on the findings above, it has proven that there is the correlation between students' self-confidence and their speaking skill at the tenth grade of SMA Muhammadiyah 1 Metro. It can be seen on the result of the research, the researcher hopes the result of this research will be useful for:

First is for the students, the research will be useful for their knowledge related to their confidence in speaking. This research has emphasized that self-confidence is a crucial element when it comes to effective speaking. Building confidence in t speaking

abilities can greatly enhance the student's communication skills and open doors to numerous opportunities.

Second, for the teachers. As educators, teachers play a vital role in creating a supportive and inclusive environment for the students to develop their English speaking skills. Recognizing that some students may experience anxiety when it comes to speaking in English, teachers may create a safe and non-judgemental classroom environment.

Third, for the next researcher. As the field of language acquisition and teaching continues to evolve, it is crucial to explore and expand the scope of research on speaking skills. By broadening our understanding of various aspects related to speaking, the future researcher can contribute to the development of more effective language teaching methodologies and enhance the overall language learning experience.