# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion

This study aims to determine the relationship between parental educational background and motivation to learn speaking skills in English Education students at Muhammadiyah University of Metro. Based on the results of the hypothesis test using Kendall's tau, a correlation coefficient of -0.93 was obtained, indicating a strong negative correlation. However, this result led to the acceptance of the null hypothesis indicating that there was no significant positive relationship between parental educational background and motivation to learn speaking skills. In addition, the significance value (sig) obtained was 0.451, which is greater than the conventional threshold of 0.05 (0.451>0.05). This further supports the conclusion that there is no statistically significant relationship between the two variables.

The findings of this study suggest that factors beyond parental educational background may have a more significant impact on shaping students' motivation to learn speaking skills. To increase student motivation in learning speaking, students are encouraged to explore diverse learning resources outside of the classroom, including online courses, language apps, and conversation clubs, to enhance their speaking abilities. Teachers should implement interactive and communicative teaching approaches that promote active student involvement, such as role-playing, group discussions, and presentations. For future research, it is recommended to investigate additional variables that may influence students' motivation to improve their speaking skills, such as socioeconomic status, teacher-student relationships, and participation in extracurricular activities.

In conclusion, this study underscores the complexity of the factors that influence student motivation and highlights the need for a multifaceted approach to improving learning outcomes in speaking skills. Further research with larger sample sizes and additional variables is recommended to deepen understanding of what drives student motivation in this context.

**B. Suggestions**

**1. For Students**

Students should seek out a variety of learning resources outside of the classroom, such as online courses, language apps, and conversation clubs, to improve their speaking skills. Engaging in active practice with peers, native speakers, or language exchange partners on a regular basis can build confidence and fluency. Setting specific, measurable goals for improving speaking skills and tracking progress will help maintain motivation. Additionally, students should seek constructive feedback from teachers and peers to identify areas for improvement and develop effective communication strategies.

**2. For Teachers**

Teachers should use interactive and communicative teaching methods that encourage active student participation, such as role-playing, group discussions, and presentations. Recognizing the needs of individual students and adapting teaching approaches to address different learning styles and preferences can provide additional support and resources for those who need it. Creating a positive and supportive classroom environment where students feel comfortable taking risks and making mistakes is essential. Integrating real-life scenarios and practical applications can make learning speaking skills more relevant and engaging.

**3. For Future Researchers**

Future researchers should examine additional variables that may influence students' motivation to learn speaking skills, such as socioeconomic status, teacher-student relationships, and extracurricular activities. Conducting research with larger and more diverse sample sizes may increase the generalizability of the findings and provide a more comprehensive understanding of the factors that influence students' motivation.