

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on research findings and interpretation of data, this study can be concluded that:

1. In the curriculum 2013, one of the objectives of learning English is to develop communication competencies in spoken and written form to achieve functional literacy levels. In fact, based on an interview reveals that there are many factors influence students to think that speaking is difficult. One of student admit that learning English tends to be unattractive and boring. This makes students demotivated and passive while learning. Besides, in this study the result of speaking test shows that the highest score of speaking test was 81 and the lowest was 63. However, the mean score was 68 and it is still below the minimum completeness criteria, that is 70. In brief, some students still need practices to improve their speaking ability.
2. Emotional Intelligence has a significant contribution toward students' speaking ability. It reflects on the calculation by using

Pearson Product Moment formula, the data show that r count greater than r table ($0.966 > 0.334$) at the significance level of 0.05 and $N= 35$. In other words, it can be summed up that that there is a significant relationship between students' speaking ability (X) and Emotional Intelligence (Y). or in other words, H_0 is rejected. The value of r count is then interpreted with table of coefficient correlation values. The data shows that very high relationship (An r from ± 0.91 to 0.99). Ina addition, based on the coefficient of determination test, the contribution of variable X to variable Y was 93.3%. It means that Emotional Intelligence has very significant contribution toward students' speaking ability, that is 93.3%.

B. Suggestions

Basing on the conclusion, some recommendations were made for both the English teachers and the Eighth-Grade studentsat SMPN 1 Potang. That is:

1. As for the teachers, she should first improve her teaching performance by giving her students time to prepare for a speaking task, teaching the students how to use mind map to

generate ideas and giving students enough time to perform their tasks. Secondly, she should help her students overcome students' problems in speaking and build their confidences to practice speaking. She also must be helpful person by showing cooperative behaviours to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance. Thirdly, the teacher should explain the theory clearly and attractively to make students easier to understand material and attract their attention to learn English. Moreover, teachers should give students more opportunities to practice speaking and appreciate all their learning efforts. She must be careful when she wants to correct the students' mistakes so that the students are afraid to make mistakes. In addition, the teacher should encourage students to participate actively in speaking activities and create encouraging leaning atmosphere.

2. As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice

speaking English outside the formal learning more often by doing the speaking tasks in the textbook at home or making speaking club by online (WhatsApp Group) with their classmate where they can use English to communicate or daily practice, they can also practice speaking in front of a mirror or video call with their English teacher. Fourthly, they should memorize a lot of new vocabularies and learn grammar to support their speaking skills. Finally, they should practice English without worrying of making mistakes.