

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the findings discussed in the previous chapter, this research concludes that there is no significant relationship between students' English-speaking ability and their level of self-confidence. The correlation value between these two variables was minimal, and the significance value was far above the standard threshold of 0.05. This indicates that speaking skill and self-confidence while both essential in language learning, do not show a direct influence on one another within the context of this research.

The speaking test, used to assess students' English-speaking ability, demonstrated a high level of reliability, with an intraclass correlation coefficient (ICC) of 0.855. Similarly, the self-confidence questionnaire also showed reliable internal consistency, with a Cronbach's Alpha of 0.783. These reliability indicators confirm that the instruments were trustworthy. However, the strength of the tools used did not lead to a statistically significant correlation between the variables.

This outcome may be due to the distinct nature of speaking skill and self-confidence. Speaking ability is closely linked to linguistic competence, pronunciation, and practice, while self-confidence is more affected by internal psychological factors, such as emotions, past experiences, and social environment. A student who is skilled in English speaking may still experience anxiety during performance, while another who appears confident may lack the necessary language mastery to perform effectively.

The findings of this research suggest that English-speaking ability and self-confidence should be treated as separate developmental areas in the learning process. It is important for educators to recognize that these two aspects may progress at different rates and require different types of support to help students grow effectively.

5.2 Recommendation

Based on the results of this research, several recommendations are proposed for educators, students, and future researchers

1. For English Teachers:

It is recommended that teachers provide consistent support to help students improve both their English-speaking ability and self-confidence. Even though no significant correlation was found, both aspects are still important and should be addressed equally. Teachers should design classroom activities that allow students to speak in a variety of contexts, including pair work, role-play, and interactive discussions. At the same time, teachers are encouraged to create a positive and supportive environment by offering encouragement and feedback that helps reduce anxiety and build students' belief in them.

2. For Students:

Students are encouraged to continue practicing speaking English regularly in both formal and informal situations. They should view mistakes as part of the learning journey and focus on gradual improvement. Building self-confidence takes time, and students are advised to engage actively in classroom communication, participate in discussions, and take every opportunity to use English beyond school. By combining regular practice with a positive mindset, students can enhance both their language ability and personal confidence.

3. For Future Researchers:

Future research can expand on these findings by including a larger number of participants from different educational settings. It is also recommended to apply a mixed-methods approach, combining quantitative data with interviews, classroom observations, or personal reflections. These additional methods could provide more in-depth insights into the personal and emotional. Exploring other influencing elements, such as speaking anxiety, motivation, peer influence, or teaching approaches, may lead to a more comprehensive understanding of how these variables interact in language learning.