

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the research that is drawn from the previous chapter. This chapter also delivers some recommendation for further research.

#### 5.1 Conclusions

The study shows that there is a positive relationship between students' motivation and students' speaking ability. So, students' speaking ability can be predicted by students' motivation. This study has proved that students' motivation is a very important aspect in language learning.

A positive relationship means that students with high motivation have a high speaking ability and students' with low motivation have a low speaking ability. Therefore, when students' motivation increases, students' speaking ability increases as well. Moreover, to increase students speaking ability, we can increase students' motivation. Since, motivated students pay attention in the classroom, contribute in classroom activity, persists in working a task, show interest and willing to give an effort.

Teacher who holds a very important role in learning a language should try to increase students' motivation. Students' motivation can be enhanced by maintaining students' psychological needs. The psychological needs are the need of competence, relatedness, interest or value, and autonomy.

Students who feel competence are confidence and active. Teacher can maintain this psychological need by giving the right learning tasks. The tasks that were given to the students must be at the right level.

The second psychological need that should to be maintained is relatedness. Relatedness is linked to students feeling towards their surroundings. Teachers and peer is needed here to maintain students' motivation.

The next psychological need is interest or value. Teacher should inform the importance of learning speaking, increase students' interest by giving an activity or a task that able to attract students' curiosity to learn.

The last one is the need of autonomy. Autonomy relates to students' decision in performing a task. To support learner autonomy, teacher can give encouragement, feedback, or a reward. An activity that is able to attract students curiosity can make students engage in the activity.

Therefore, in increasing students' speaking ability, teacher can increase students' motivation. Teacher, peer, activity, and students' surroundings can increase students' motivation. Students' with high motivation are prepared to engage in the activities, work harder, felt competence and confidence. So, motivated students' will have a better speaking ability.

## **5.2 Suggestions and Recommendation for Further Research**

This research is lacking of information in its research methodology and theoretical framework. This research was conducted in a limited time with a small number of participants. The research was only conducted in one day, due to the limited of time. Therefore, students' performance might be affected.

For further researchers who would like to conduct a similar study, it is suggested to use theory of motivation by Gardner. As Gardner theory was focuses more on motivation in second and foreign language learning. It might also be better to discuss motivation using wider range of theory, so there will be a greater understanding on students' motivation.

TOEFL as speaking rubric that was used in this research should be reconsidered because the TOEFL rubric was not suitable to be used in testing junior high school students. Furthermore, larger sample and more time in conducting the study are highly recommended, so the data will be more valid and reliable. Interview should also be considered as the instrument. Interview can be used as an instrument that determines whether the data and the result that was found are valid or not.