

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

This chapter consists of the conclusion, implication and suggestion of the research. Those are presented as below :

#### A. Conclusion

In this research, the conclusion are made based on the previous discussion. Those are as below :

1. There are positive and significant contributions of students' attendance in course, students' parents social economic status and students motivation toward students' speaking achievement with the precentage 76,3%. It means that students' speaking achievement is influenced by the high attendance in course, high social economic status and high motivation
2. There is positive and significant contribution of students' attendance in course toward students' speaking achievement with precentage 39,9 %.. It means that students' attendance in course gives contribution toward students' speaking achievement.
3. There is positive and significant contribution of students' parents social economic status toward students' speaking achievement with precentage 15,2%. It means that students' parents social economic status gives contribution toward students' speaking achievement.

4. There is positive and significant contribution of students' motivation toward students' speaking achievement with percentage 21,2%. It means that students' motivation gives contribution toward students' speaking achievement.

## **B. Implication**

In this research, the implication are made based on the previous result of the research. The theoretically implications are related to students' attendance in course, students' parents social economic status and students motivation toward students' speaking achievement. While the practical implications are related to the contribution of this research toward students' speaking achievement. Those are as below :

### **1. Theoretical Implications**

The theoretical implications explained as follows :

- a. The result of this study is supported by the previous studies which conducteg by Halpern (2017) showed attendance in Higher Education: it does matter or not. This study indicated that attendance has a significant moderately positive relationship with academic achievement. The study also indicated attendance has a significant positive effect on academic achievement but that the effect of attendance is reduced when student characteristics are controlled for.
- b. The result of this study is supported by the previous study which conducted by Eleventh, Santhasaran & Othman (2017) which stated there was a significant relationship between family socio-economic in

terms of the level of education of the mother with the achievement of moral education and the significant difference between the gender in the achievement of moral education.

- c. The result of this study is supported by the previous studies which conducted Kim (2014) which showed EFL learners' speaking motivation under english-medium instruction policy. The study indicated the students had higher extrinsic motivation than intrinsic motivation. Participants' perception of contributions of foreign instructors and of the English-medium instruction has been examined as the two subscales of the learning context under English-medium instruction policy, which engendered high scores. college EFL learners' speaking motivation under english-medium instruction policy.

## **2. Practical Implication**

Practical implications of this explained as follows :

- a. Students' speaking achievement is the main focus of this study. There are some factors that influence the students' speaking achievement, one of them is students' attendance in English course. Attending an English course helps students to be more confident and able to speak English in accordance with the native speakers. This course is a form of on going language education to develop learners abilities with an emphasis on mastering English. Therefore it develops learning skills in order to be more confident and able to speak English.
- b. Students' parents social economic status also influence in students' speaking achievement. Basically education begins and is carried out by

the family, consciously or unconsciously the family has more role in it, namely parents, who have designed forms of teaching and education for the future of their children, starting from the introduction of family, objects and themselves, and forms of introduction to the surrounding environment or social community.

- c. Students' motivation also become the variable on this research. Students' attending in course and parent social economic status appear different motivation to students. The high motivation give the highest contribution toward students' speaking achievement.

### **C. Suggestion**

In this research, the researcher gives some suggestion based on the previous result and discussion of the research, those are as follows :

#### **1. For the English Teacher**

In order to increase the students' speaking achievement, the teachers should have variation strategy and technique to avoid the students' boredom. In addition, schools should have professional guidance and counsellors to help students with problems to reduce the gap between low and high social economic status.

#### **2. For the Future Researcher**

The researcher realizes that besides students' attendance in course, students' parents social economic status and students motivation, there are still many factors that influence students' speaking achievement. Therefore, the researcher hopefully that there will be other researchers

who conduct the different factors which influenced speaking achievement.  
The researcher hopes that this research will be usefull as the reference for  
the other researchers.