

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out “How does self-confidence influence students’ speaking skills at the 4th semester in the English Study Program at Islamic University of Indragiri? To answer this phenomenon or the problem, the researcher used a questionnaire as research instrument. There was of 21 4th semester students of the English study program at Islamic University of Indragiri as samples in this research.

After conducting research and obtaining data, the researcher found that the level of student self-confidence was 76.5, which means it is in the high category. However, based on the results obtained, the researcher concluded that the self-confidence does not influence speaking skills. This can be seen from the absence of a significant relationship between the level of student self-confidence in speaking skills and their ability to convey ideas verbally, speak fluently, and demonstrate fluency in English communication. Although some students have high self-confidence, this does not guarantee good speaking performance.

Thus, it can be concluded that self-confidence is not the main determining factor in mastering speaking skills, but rather only one of many aspects that can support the communication process. The development of speaking skills depends more on language mastery, consistent practice,



communication strategies, and learning methods that are applied effectively and continuously.

B. Sugestion

Based on the conclusion above, the researcher would like to offer some suggestion to be considered to minimize the level of the role self confidence in speaking skill. The suggestion are :

1. For the Students

Students are advised not only rely on general self-confidence in the process of learning to speak English, but also actively improve their linguistic abilities, such as vocabulary, grammar, and regular speaking practice. Students should take advantage of various opportunities to practice speaking in formal and informal contexts so that speaking skills can develop comprehensively.

2. For the Lecturers

Lecturers are expected to develop speaking learning methods that not only foster self-confidence, but also focus on strengthening technical aspects such as pronunciation, sentence structure, and communication strategies. This approach that integrates affective and cognitive aspects can help students gain more meaningful and effective speaking experiences.

3. For the Researchers

For the researcher himself, the implementation of this research is a valuable experience in understanding the scientific research process,



especially in analyzing the role of self-confidence in students' speaking skills.

4. For other Researchers

for further research that considers other variables that have the potential to influence speaking skills, such as speaking anxiety, learning motivation, or learning environment. More comprehensive research will provide a clearer picture of the factors that influence students' mastery of speaking skills.

