

V. CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis and discussions, the researcher gets some conclusions:

1. There is a correlation between motivational behavior and English speaking proficiency. That was shown by the result of $r\text{-value } (0.650) > r\text{-table } (0.312)$. Based on the result it can be concluded that the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. It means that there is a relationship between students' motivational behavior and their English speaking proficiency. Thus, prediction can be put forth that when the students have high motivation to speak in English, their speaking proficiency in English tends to be better. For the contribution value, it was found that the coefficient influences value is 0.421 at the significant level 0.01. It means that the students' motivational behavior contributes 42.1 % to their English speaking proficiency of the second year students of SMA Negeri 1 Pringsewu.
2. The kinds of motivational behavior are intensity, attention, and persistence. Each kinds give different portion of impact to the students' proficiency in speaking English. It can be concluded that intensity gives 20.9% to the score of students' speaking proficiency. The other kind is attention which gives 30.6%. The last is persistence which gives 18.2% to

the students' speaking proficiency score. So, the kind of motivational behavior that gives the biggest influence to the students' speaking proficiency is attention.

B. Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For teachers, they should not only give attention to the students' speaking material, they also should be aware with students' positive behavior in learning. The good teachers are they who can give positive motivation to the students so they will have positive motivational behavior.
2. The teachers should be able to provide every single chance to their students in practicing English speaking to improve students' pronunciation, fluency, comprehensibility, vocabulary, and etc. For example, the teachers may use English when they teach or even just give the instructions in the class.
3. For students, besides preparing idea to be conveyed when speaking, they also need to have a high motivational behavior. By having a high motivational behavior, they will increase their intensity, attention, and persistence, also be active when joining the conversation class and enable to speak well. To improve their motivational behavior in learning English, the researcher also suggests the students apply some tips that can be tried;

do every single chance that you have, use your English whenever you can, do not be afraid in making mistake, do your best and remember English can be useful in the future.

4. For future researchers, they can use another instrument and include the predictive power when they want to do the similar research in order to make the research much better. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on academic motivation in order to give a big contribution in academic life.