

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusions of the research. The result of the finding and discussion can be concluded as the following representation.

5.1 Conclusion

Based on the data obtained in finding and the research hypothesis in the previous chapter, it shows that by majority there a significant correlation between students' Emotional Intelligence and Speaking for Academic Purpose score. From five kinds of Emotional Intelligence, there is only one kind of Emotional Intelligence given negative correlation and there are four kinds of Emotional Intelligence given a positive correlation with Speaking for Academic Purpose score. For the details result are shows below:

1. Between Self-Awareness and Speaking for Academic Purpose score is significant related (Sig. = 0,048) and Pearson Correlation = 0,228. It can be inferred that the variables are positively related and a weak relationship between two variables. It means that Self-Awareness students has positive correlation with their Speaking for Academic Purpose score, it can be inferred students have several indicators of Self-Awareness when they study in Speaking for Academic Purpose class. Such as, they knowing and feeling self-emotion, they understanding the cause of their bad feeling and they knowing the influence of feeling to action.

2. Between Self-Motivation and Speaking for Academic Purpose score is significant related (Sig. = 0,000) and Pearson Correlation = 0,461. It can be inferred that the variables are positively related and a moderate relationship between two variables. It means that Self-Motivation's students has positive correlation with their Speaking for Academic Purpose score, it can be inferred students have several indicators of Self-Motivation when they study in Speaking for Academic Purpose class. Such as, they are having responsibility and having ability in focusing attention to do work.
3. Between Self-Management and Speaking for Academic Purpose score is not significant related (Sig. = 0,162) and Pearson Correlation = 0,161. It can be inferred that the variables are negatively related and a very weak relationship between two variables. It means that Self-Management's students has negative correlation with their Speaking for Academic Purpose score, it can be inferred students do not have several indicators of Self-Management when they study in Speaking for Academic Purpose class. Such as, they lack of the ability to managing their attitude when they get frustration, managing their anger, aggressive attitude, do not have positive thinking for their self and other, and lack of the ability to manage stress and pressure.
4. Between Empathy and Speaking for Academic Purpose score is significant related (Sig. = 0,013) and Pearson Correlation = 0,284. It can be inferred that the variables are positively related and a weak relationship between two variables. It means that Students' Empathy has positive correlation

with their Speaking for Academic Purpose score, it can be inferred students have several indicators of Empathy when they study in Speaking for Academic Purpose class. Such as, they having ability to accept other person, having sensitivity to understand other person feeling, and having ability to hear other persons.

5. Between Effective Relationship and Speaking for Academic Purpose score is significant related (Sig. = 0,000) and Pearson Correlation = 0,555. It can be inferred that the variables are positively related and a moderate relationship between two variables. It means that Students' Effective Relationship has positive correlation with their Speaking for Academic Purpose score, it can be inferred students have several indicators of Effective Relationship when they study in Speaking for Academic Purpose class. Such as, they can understand the important connection with other, having ability to finish conflict, ability to build connection with other, having attention to self-interest to other person and living harmony with group.
6. The correlation between Emotional Intelligence and Students' Speaking for Academic Purpose score are positive correlation, since the level of significance correlation is higher than level of significance ($\alpha < 0,05$), so the null hypothesis is rejected, and the alternative hypothesis is accepted.

1.2 Suggestion

Based on the conclusion of the study, the suggestions are given for the students, lectures and further research.

1. Suggestion for the students

From the data finding, mostly shows positive correlation between Emotional Intelligence and Speaking for Academic Purpose score. Thus, students' Emotional Intelligence is the cause of their score decreased in speaking performance in the speaking class. From the data finding, it is only Self-Management has negative correlation with Speaking for Academic Purpose. From the document of Speaking score, most of students get good score and only several of students get lower score. It means if the students have a high score in Emotional Intelligence, it can help them to solve some problems in doing subject and they know how the best way to study about the subject is.

2. Suggestion for the lecturers

From the data finding, there is a positive correlation between Emotional Intelligence and Speaking for Academic Purpose score. Most of students as the participants of this study get a good score for their Emotional Intelligence and also have a good score for their Speaking for Academic Purpose score in the second semester. It means that Emotional Intelligence can give contribution for their performance in the speaking class, and the lectures are helpful to face students' problems in teaching and learning process in classroom. The lecturers will get the appropriate

ways and strategies in teaching their students based in theirs' Emotional Intelligence.

3. Suggestion for the Further Research

The researcher only takes two variables for the study, there are; Emotional Intelligence and students' Speaking for Academic Purpose score. For the further research, the researcher expects to try using more than two variables with Emotional Intelligence. For example by doing the research to all of integrated skill, such as: Listening, Speaking, Reading and Writing. Since by doing the research more specifics, probably the finding will show totally positive correlation among the variables.