

## **CHAPTER V**

### **CONCLUSION AND SUGESSTIONS**

This chapter Presents; (1) conclusion; and (2) suggestions.

#### **5.1. Conclusion**

From the findings and interpretations in the previous chapter, some conclusions could be presented. First, there was a weak correlation between two categories of the variables (.262) was higher than *r-table* (.238), meaning that students' thinking styles had a weak correlation with their speaking achievement. Second, the regression analysis found that there was no significant influence of students' thinking styles and speaking achievement with standardized coefficient score was .262 and R-square ( $R^2$ ) was .69 of the undergraduated EFL students of English education study program of UIN Raden Fatah Palembang. This study had some pedagogical implications for foreign language teacher, students, and next researcher.

#### **5.2. Suggestions**

Based upon the result of this research, the researcher would like to offer some suggestions. First, since there was significant correlation between students' thinking style and their writing achievement, it is suggested that teachers need to focus on students' thinking style because thinking style has important role in speaking achievement, an due to this fact, since thinking styles contributed to the undergraduate EFL students of English education study program of UIN Raden Fatah Palembang for their speaking achievement. Second, the researcher believed that besides thinking styles, there were still many unexplained factors that may have

contribution to students' speaking achievement, such as the situation and condition of the students when they did the test, the good time for answering the test that may have influenced the results of this study due to strengthens of the researcher in conducting it. Additionally, for future researchers who have interest in this subject and there are possibilities to correlate them with others variables since there are still many unexplained factors that can give contribution for students. More importantly, realizing the advantages of thinking styles theory and approaches, teacher should still consider their existence in improving students' speaking achievement.

