

## CHAPTER V

### CONCLUSION AND SUGGESTION

After calculating, analyzing, and interpreting the findings of this study, the conclusions and suggestions of this study are presented in this chapter.

#### 5.1 Conclusion

This study examined the relationship between self-esteem, vocabulary mastery, and speaking skill among students using Spearman's correlation analysis due to the non-normal distribution of the data. The findings revealed that self-esteem has a positive, moderate relationship with both vocabulary mastery (Spearman's  $\rho = 0.319$ ,  $p = 0.003$ ) and speaking skill (Spearman's  $\rho = 0.356$ ,  $p < 0.001$ ). This indicates that higher self-esteem is associated with better vocabulary acquisition and improved speaking abilities. Additionally, the study found a positive, moderate-to-strong relationship between vocabulary mastery and speaking skill (Spearman's  $\rho = 0.512$ ,  $p < 0.001$ ), suggesting that a robust vocabulary is crucial for effective speaking. These significant correlations highlight the interconnectedness of self-esteem, vocabulary mastery, and speaking skill, underscoring the importance of fostering students' self-esteem and vocabulary knowledge to enhance speaking proficiency in.

#### 5.2 Suggestions

Based on the findings of this study, several recommendations are proposed for educators and students to improve self-esteem, vocabulary mastery, and speaking skills. For teachers, it is essential to create a positive and inclusive classroom environment where students feel valued and respected. Regular positive feedback and recognition of students' achievements can boost their confidence. Teachers should also incorporate cooperative learning activities that promote peer support. Focusing on vocabulary development is crucial; this can be achieved through engaging activities such as flashcards, word games, and vocabulary journals, as well as

teaching vocabulary in context and encouraging extensive reading and listening. To improve speaking skills, teachers should integrate regular speaking activities such as group discussions, presentations, and role-playing into the curriculum, providing a safe and supportive environment for students to practice speaking without fear of making mistakes, and offering constructive feedback on their performances.

For students, building self-esteem involves self-reflection to recognize personal strengths and achievements, setting realistic and achievable goals, and participating actively in class and extracurricular activities. Enhancing vocabulary mastery requires daily practice through vocabulary journals and flashcards, extensive reading of various materials to encounter new words in context, and using language learning apps and online resources. Developing speaking skills involves taking every opportunity to practice speaking, recording and listening to speaking practice to identify areas for improvement, and seeking feedback from teachers and peers. By implementing these strategies, both teachers and students can work together to create a more effective and supportive language learning environment, ultimately leading to greater success in language proficiency and communication skills.