

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **4.1 Conclusion**

From the analysis and interpretation of the result of the study we can see that the individual emotional level may not influence one's ability whether in reading performance and speaking performance. Since the results of the study show that the differences in emotional level group among the respondents is not followed by the differences of quality in respondents' reading 6 and speaking 6 score. Here, we may assume that respondents who have low emotional level or average emotional level or high emotional level may have the same quality in performing their ability whether in reading and speaking performances.

The fact of the relationship between the group of emotional level with the reading and speaking performances is supported by the result of the ANOVA test on respondents' group of emotional levels and their scores on reading 6 and speaking 6 subjects. The ANOVA test shows that there is a negative relationship between the group of emotional level with the reading and speaking performances.

In addition to the ANOVA test, a further statistical analysis suggests that the relationship is also not significant. It means that the relationship may occur by chance. There is maybe a coincident or just a personal perception that the reading

and speaking performances are influenced by the differences in emotional level group. However, the mean differences in this analysis reflect that the association is not significant.

Therefore, we can conclude that the differences in emotional level group does not indicate the respondents' performances whether in reading and speaking. It suggests that personality (i.e. emotional level group) may not be one aspect, which can be a marker of individual's performances, in this case reading and speaking.

## **4.2 Suggestion**

For future researches, the writer hopes that this research can be used as one of the stepping stones for further analysis, especially for the other two language skills, i.e. writing and listening performances. Other researchers may also use another benchmark for the language skills, instead of the scores at the university. The writer also realizes that it would have been better if a specially designed test is available to assess the respondents' language skills.

For teachers or lecturers, this research has proven that there should not be any prejudgment at the first place to the students just based on the students' outer performance. It means that teachers or lecturers should not differentiate or place a different treatment for their students who have different emotional levels.

## **REFERENCES**