CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusion of the research and mentions some suggestion for English teacher, EFL learners, and further researchers.

A.   Conclusion

The mean of the students' writing self-efficacy score from 110 correspondences is 36.96. The minimum score is 21 and the maximum score is 51. The range between the maximum and minimum score is 30. And the frequently appeared score is 36.

The mean from 110 students' writing strategy score is 123.99. The lowest score is 102 and the highest score is 158. So the range between the lowest and the highest score is 56. The mode score of the writing strategy questionnaire is 121.

The mean of students' writing score is 12.5. The lowest score among 110 students is 9 and the highest score is 17. The interval between the highest and the lowest score is 8. The score that frequently appears is 10.

The result of *Kendall's Tau-b Correlation* in self-efficacy and writing strategy data shows the significant value is 0.00. It makes Ho is rejected because Sig. value $\leq$ α=0.05. The accepted hypothesis is there is a correlation between self-efficacy and writing strategy. Then the correlation coefficient shows that the correlation between those variables is weak.

The result of *Kendall's Tau-b Correlation* in self-efficacy and writing achievement points out the sig. value is 0.357. It is greater than α=0.05. It means that Ho is accepted. So there is no significant correlation between those variables. From the correlation coefficient, the correlation between self-efficacy and writing strategy is very low.

The result of *Kendall's Tau-b Correlation* reveals the sig. 2 tailed is 0.512 which is greater than 0.05. It means that Ho is accepted and it can be conclude that there is no significant correlation between students' writing strategy and students' writing achievement. The coefficient correlation shows number 0.046. It indicates the correlation between them is very low.

The result of multiple correlations of self-efficacy and writing strategy in writing achievement show both of them are not correlated with writing achievement. Self-efficacy and writing strategy as independent variables do not have correlation with writing achievement as dependent variable.

B. Suggestion

According to the conclusion of this study, the researcher can state some suggestions for some parties. They are English teacher or lecturer, students, and further researchers.

1. For the English teacher or lecturer

Self-efficacy has a significant correlation with students' writing strategy. The correlation coefficient of self-efficacy to writing strategy is 0.314. It makes the correlation between self-efficacy and writing

strategy is low or weak. The teachers can create the learning situation that makes the students have confident and high belief in doing something. Because, if their self-efficacy is high, it will affect to their writing strategies use.

The coefficient correlation between writing strategy and writing achievement is higher than coefficient correlation between self-efficacy and writing achievement. From this point, the teacher should make the students have high self-efficacy in doing writing so they will have better strategies in writing. This strategy will be useful to increase their writing.

There are a lot of sources of self-efficacy. The simple thing is the teachers can handle the students' self-efficacy by social persuasion. Persuading the students that they can finish the duty well is one of social persuasion to increase students' self-efficacy.

2. For the students

As explained before that self-efficacy and writing strategy has significant correlation, students should pay attention to their self-efficacy. Their self-efficacy has correlation with their writing achievement although it is not significant and very low. The students should belief that they can do the assignment by their teacher well and have belief in their ability.

3.   For the further researchers

In research area, the researchers suggest to further researchers in the same problem to conduct study more about it. There are a lot things that can be explore from this study. For example about in what writing stages that self-efficacy has more correlation in or about what writing strategy that frequently used by the students who have high and low self-efficacy.

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