

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes the conclusions of the study she had done and gives some suggestions to the teachers, the students, and the next researchers concerning on the study.

A. Conclusions

There are some conclusions in this part. Those are about academic self concept to English speaking ability; self efficacy to English speaking ability; and the last academic self concept and self efficacy toward English speaking ability.

1. The Students' Academic self concept towards English Speaking Ability

Based on data in chapter IV, It proves in the value of Sig. (2-tailed) is $0.000 < 0.05$. It shows that H_0 is rejected and H_a is accepted, in other words it is significant. Based on the significant level of the correlation coefficient this interpretation significance score (0.321) was in the interval 0.200 – 0.400 so the correlation is in low correlation and there is a positive level.

From that data, although there is low correlation, the students' academic self concept have a positive level. So it means the stronger students' academic self concept, the higher their English speaking ability will be.

2. The Students' Self Efficacy toward English Speaking Ability

Based on data, it proves in two tailed level of significant in the value of Sig. $0.162 > 0.05$. It shows that H_0 is accepted and H_a is rejected, in other word, it is not significant. Based on the significant level of the correlation coefficient this interpretation significance score (0.130) was in the interval 0.00 – 0.200 which it

is very low correlation. Although very low, but it indicates a positive level. So, it means the stronger students' self efficacy, the higher their English speaking ability will be.

3. The Students' Academic Self Concept and Self Efficacy toward English Speaking Ability

Based on data, it proves that there is contribution of the correlation between Students' Academic Self Concept and Self Efficacy toward English Speaking Ability amount of 10,8241%. 89,18% determined by other variable. And it is obtained the R value in the amount of 0,329 with the probability value (Sig. F change) = 0,001. Because $0,001 < 0,05$, so H_0 is rejected and H_a is accepted. It indicates the academic self concept and self efficacy related simultaneously and positive significant toward English speaking ability.

Thus it can be concluded that two independent variables just 10,8241% contribut in English speaking ability. Although it is lower but it has a positive level. The higher value of students' academic self concept and self efficacy, the higher students' English speaking ability will be.

B. Suggestions

In the result of study, it is known that the correlation between academic self concept to English speaking ability is low, self efficacy to English speaking is very low, and the contribution of the correlation between academic self concept and self efficacy are low toward English speaking ability. Therefore, the researcher gives some suggestions addressed to the teachers, the students, and the next researcher as follows:

1. Suggestions for the teacher

Students have many different levels on their academic self concept and self efficacy. The teachers have to know about it. Those variables have influence to English speaking ability so it will be better if the teachers try to increase them. In literature review states the factor influencing self concept and self efficacy. The researcher picks some suggestions which it fits into school scope and ofcourse those will give high development to all students.

First, in self concept, the factors are through experiences. It occurs when students make contact to other people and environments, here the condition in classroom that teacher should supply good interactions, doing habitual action in English, good communicating among teacher and friends, also make it worth by supporting facilities to reach English achievement.

The second is competence in appreciated area by individual and other people. It means students have skills and abilities that show directly to people. They will see and judge, appreciating, and give comments. So, teacher should give appreciation to students.

The third, self-actualization, implementation, and realization from actual potential. In other words, the teachers build the personality, give motivation, give some awareness to all students that they have larger chances, the knowledge around us, doing a positive act, and give a belief that students are able to change better in English speaking. Make them think that they can do it.

To increase students' self efficacy, teacher may see the factors influencing their self efficacy. The first is verbal persuasion from teacher,

giving feedback and suggestion, just same as academic self concept's factor. These are positive things that upgrading their self efficacy information in mind. The second is psychological reactions can be signed such as sweating, heartbeats, fatigue, aches, pain, and mood changes also send a signal to students that affects their efficacy. So the teacher should less those signs and giving space or time to control if students getting nervous in speaking English.

2. Suggestions for students

From psychologist in literature review suggests the factors that may students do to increase academic self concept and self efficacy. The first is enactive mastery experience. In other words, success experiences strengthen self efficacy. Whereas failures will decrease his/her self efficacy. If student gets success because factors outside of him/her, usually it will not bring influence to upgrading of self-efficacy. But if student gets success because his/her own effort and have ability in passing obstacles, thus it could bring benefical to his/her self-efficacy.

The second is vicarious experiments. When student sees other friends which have similar personality and they are dilligent studying English tasks, usually that student is interested to follow them. It is automatically motivating student.

The third is students have to realize that they have many chances to develop their achievement in English speaking. As long as they believe and have optimism to make a better English achievement, they will able to do it. Overall, students self concept and efficacy is important because those influence in achievement. So, they have to make a higher self

concept and self efficacy in their psychological to reach a better English speaking ability.

3. Suggestions for the next researcher

In this study, the researcher finds that there are positive correlation about academic self concept and self efficacy in students toward their English achievement. Maybe it is not in speaking skill, but also in many aspects of English skills that the next researcher have to study more. The researcher also suggests that investigates the more population will be better too because the result will be more accurate.