

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, conclusions and suggestions will be presented. This conclusion is the result of this study, that related to the correlation between students' self-efficacy and speaking ability. Then, related suggestions will be devoted to teachers, students, and future researchers who want to do research related to the same topics which are self-efficacy and speaking abilities.

5.1 Conclusion

The conclusion of this study is the result based on the findings and discussions in the previous chapter. In addition, this conclusion is the answer to the existing problem of the study. Where contains the question of whether there is a significant relationship between students' self-efficacy and students speaking ability.

Furthermore, this study, found that the relationship between students' self-efficacy and students' speaking ability had a correlation coefficient value of 0.539. This means that the resulting correlation coefficient is $0.539 > 0.05$. Also, based on the r_{table} it is known that $0.539 > 0.244$ ($\alpha = 5\%$, $N = 65$). In addition, based on the results of the sig. (2. tailed) obtained $0.000 < 0.05$ which means that students' self-efficacy and students' speaking ability have a correlation. So, it can be said that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This also indicates that the variable (X) of student self-efficacy and variable (Y) of students' speaking ability have a correlation with a moderate degree of correlation, and have a positive relationship. In other words, if the level

of self-efficacy of students is higher, it is also expected that the level of students' speaking ability will also be higher.

In this study, there are deficiencies. It is about the time used in carrying out the speaking test is lacking, where the speaking test only uses the English subject's time for 2 hours of lessons, but this can be resolved with permission from the teacher in the next lesson to use 1 hour lesson time. However, despite this obstacle, this study was able to run smoothly until the end. Thus, the data can be obtained, and get the results as previously described.

5.2 Suggestion

As explained in the significance of the study in the previous chapter, this suggestion section will provide suggestions to English teachers, students, and future researchers. First, to teachers, it is hoped that with this research, teachers can provide motivation and teaching that is more oriented towards increasing student self-efficacy, which is adapted to the teaching process in supporting students' speaking abilities. In addition, the teacher can also provide encouragement to students so that they are more active in speaking during the learning process. Therefore, the teaching process that is carried out can consider students' self-efficacy related to students' speaking abilities which can be integrated with the right method.

Second, for students, it is hoped that with this study students will be more active in the learning and teaching process, namely in English subjects. In addition, with this research, it is hoped that it can increase self-efficacy as a form of motivation that can encourage them to be even better at their English skills,

especially their speaking skills. Then, with this study, students can make something that is difficult, and cannot be passed, which can be considered as a form of challenge that can make them better than before. Thus, students are expected to continue to improve their self-efficacy and speaking skills in the learning and teaching process, without hesitation to express what they want to the teacher in the class.

Third, for future researchers, hopefully, this study can be used as a reference for material that might be the same as the topics discussed in this study. Also, for future researchers, it might be used as a comparison result with further study results. Not only that, but future researchers can also develop the variables in it which relate to students' self-efficacy with other aspects of English. Therefore, innovation in the findings and development of variables in future research can add strength to the relationship between students' self-efficacy and students speaking ability in English.