

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions dealing with the previous findings and discussions.

5.1 Conclusions

This study had scrutinized the English club program in affecting students' academic self-efficacy before and after participating the English club program. Based on the findings discussed in chapter 4, the English club program can be considered successful in enhancing students' academic self-efficacy in English learning.

Data from all sources indicated that the students could improve their acquisition of worthwhile knowledge, intellectual development, achievement of academic goals, and satisfaction needs, desires, and interest. In addition, the English club's learning environment notably; learning situation, material provided, and teacher's role influenced the students' academic self-efficacy quality in English learning.

The data of this study show that the English club program could help the students to master English vocabulary and rehearse their English skills. Moreover, the English club program gave so many exposures in English learning. Students admitted that the program made them confident to get involved in English learning and teaching as highlighted by Bandura, 1994.

In the English club program, students had a lot of opportunities to enhance their English skills. The students thought that participating the English club program could encourage them to study more comprehensively. All the findings lead to a conclusion that academic self-efficacy influences academic motivation, learning and achievement (Pajares, 2001).

Regarding the English club program learning environment's contribution in affecting students' academic self-efficacy as probed in the second research question, findings revealed that the learning situation, materials, and teacher's role, could affecting students' academic self-efficacy (Hussin, Maarof, and D'Cruz, 2000).

The students admitted that they enjoyed the English club program because it could make them more active and enthusiastic in English learning Furthermore, the English club gave them additional materials they did not gained from the classroom (National Educational Department, 1982). Besides, the teacher's explanation is understandable and her approach makes students comfort in learning English in the English club program.

With these conclusions, it is clear that the English club program may be an effective approach to improve students' academic self-efficacy, which in turn could improve students' performance and achievement (Pajares, 1996). In fact, it could be one of the most invigorating experiences for any students in learning English.

5.2 Suggestions

This study is not without limitations. Therefore, in drawing conclusions there are several limitations that should be kept in mind. Firstly, the research was done in one school in one city. It is suggested that the number of public junior high school be increased and cover several cities so that the generalizations of the result of the research are wider to draw. Secondly, the analysis of the effects of the English club program was done through the questionnaires, interview and note-field of the program observation. The analysis would be more thorough if supported with the video recording observation conducted by the researcher. Lastly, the writer suggests the further research may investigate the effects of the English club program on students' English skills and intrinsic motivation. Since, the English club program has so many impact on students' both intellectual aspect and emotional aspect.

Overall, the results of the study show that English club program is important to increase students' academic self-efficacy. Moreover, affective factors in English learning is a must since it helps the students to be confident and motivated in English learning. In addition, teacher should be wise to balance the material with students' needs. Teacher should be more creative and attractive in teaching English. Besides, teacher should able to encourage the students more to learn English as their life-long language skills than to pass the examination.