CHAPTER V
CONCLUSIONS, IMPLICATIONS AND
RECOMMENDATIONS

This chapter presents the conclusion of the research, implications and recommendations for further research. It draws the interpretation of the findings and discussion in the previous chapter. However, due to the limitations and weaknesses of this present study, this chapter also presents several implications and recommendations for further research.

5.1 Conclusions

Many studies in second or foreign language acquisition have been conducted to explore the relationship between motivation and language learning success (Dodds, 2011). This study, however, used one of motivational theories, namely Self-Efficacy Theory derived by Bandura (1989). By using Bandura's theory of self-efficacy, this study sought to investigate students' self-efficacy level among 8th grade students of junior high school. There were 36 students participated in this research. Their self-efficacy level fell into the moderate level. It revealed that they could control, at least, their beliefs and motivation in order to accomplish something successfully.

Despite the fact that innumerable studies have established a positive correlation between self-efficacy beliefs and academic performance, the correlational study between self-efficacy beliefs and second or foreign language learning has received little amount of attention (Dodds, 2011). For that reason, this present study attempted to find out the correlation between students' self-efficacy and their speaking performance in English subject.

This present study had established a moderate positive correlation between students' self-efficacy and their speaking performance. In general, participants who were indicated having a strong sense of efficacy tended to perform better than participants who were indicated having a low sense of efficacy. However, in

the first speaking test, some participants who were indicated having a medium sense of efficacy also performed as well as the participants who were indicated having a strong sense of efficacy. Further, participants who were indicated having a low sense of efficacy performed worse than the participants who were indicated having a strong sense of efficacy. Nonetheless, in the second speaking test, the high self-efficacy students performed the speaking test to a mid-range level. Meanwhile, the low self-efficacy students performed to a low-level.

Students performance on speaking tests could probably due to their preparation and speaking test materials. Regarding the preparation time, the first speaking test provided more preparation time for students than the second speaking test. It was because on the second speaking test, students were asked to speak straightaway without having much time to think or prepare. Further, different speaking test materials may have also been the factor determining students' speaking performance. When they had already known what to perform on speaking test, as on speaking test 1, the better their performance would be. Even so, when they did not know what to perform on speaking test, as on speaking test 2, the worse their performance would be.

5.2 Implications for Education

Self-efficacy is measured by the beliefs that people hold regarding their own capability instead of their scores in academic tasks. (Bandura, 1997). From the findings of the present study, it was shown that asking students about their sense of efficacy beliefs before the assessment also could predict students' scores in the assessment. It is important for teachers or educators to measure students' efficacy beliefs before giving tasks or assessments. By knowing their students' efficacy level, it could help teachers to predict their scores. Besides, teachers will also be helping them to develop their sense of efficacy and give them motivation to learn. Teachers can also give more attention to students who were indicated having a low sense of efficacy. For example, in an English classroom, teacher encourages students to speak by asking their opinions or repeating words, phrases or sentences that have been spoken by the teacher. Assisting students to develop their self-efficacy means that teacher ensures them to feel valued and encouraged.

5.3   Recommendations for Further Research

Since this research took a small sample size, the further research with more participants are recommended. Moreover, this research only used a Spearman's Rank-Order Correlation design, therefore a multiple correlation or path analysis regarding this research could be used to establish a greater understanding of self-efficacy. Besides, using different variables for the correlation is also recommended.