

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusion of the study and the recommendations for further studies. The first part of this chapter is aimed at giving concluding remark on the present study about student's self-efficacy on speaking skill in English subject. Due to the limitations and the weaknesses of the present study, the second part of this chapter presents several recommendations for further studies.

5.1. Conclusions

This paper has given an account of the investigation of students' self-efficacy in speaking English. The aims were to figure out: (1) the levels of self-efficacy that the students' belong to; and (2) the factors affecting students' self-efficacy in speaking English.

For the first investigation, the finding has shown that, from sixty one participants, Five students (8.20%) had very high self-efficacy level and thirteen students (21.31%) had high self-efficacy level in speaking English. Almost half of the students (42.62%) or twenty six students had medium self-efficacy level in speaking English. Meanwhile, there were fourteen students (22.95%) who had low self-efficacy and three students (4.92%) who had very low self-efficacy in speaking English.

For the second investigation, it was found that families and peers became the influential factors to improve students' self-efficacy in speaking English. Some factors emerged in parents' support, which positively affected students' self-efficacy on their speaking skill, were: (1) verbal compliments on their ability in speaking English, (2) motivation to learn English, and (3) learning facilities. All

participants in the interview also said that their education was well supported by the financial situation of the parents, since almost all parents were worked.

In line with families, peers emerged as a very influential factor to students' self-efficacy in speaking English. Four students with very high and high self-efficacy showed that they were more confident to speak English since they often communicated in English with their friends. In short, students who had intensive time to speak English with their friends would help them to speak English better and more confident.

On the other hand, schooling factors were regarded as having no influence to students' self-efficacy in speaking English. All students revealed that their skill in speaking English was not caused by learning English subject at school. They were rarely to speak English at school just because they did not need to use it at school. Moreover, they believed that they could speak English because they had learned it before in the past. Therefore, they could understand the English subject especially speaking skill taught in the classroom.

5.2. Suggestions

In addition to the aforementioned conclusions before, this study also end up with the following suggestions for parents, teacher and further researchers.

First, for parents, it is recommended that learning facilities will not work effectively in improving students' skill to speak English if they do not balance the facilities with supports and encouragements. As the finding showed, the parents who actively supported and communicated in English had children with greater belief that they were able to speak English in front of other people.

Secondly, for English teachers, it is recommended that they have to increase the use of English language in English subject, since it gives students more opportunities to practice English. By giving time to speak English more often, it is

hoped that students' confidence to speak English in front of other people will increase. Moreover, by knowing students' self-efficacy levels and the factors influencing it, it will help the teacher and parents to determine students who need motivation and supports. Thus, the students can be encouraged to be more confident to speak English, as well as having stronger efforts to learn it.

Third, for further studies, this study can be one of their sources to conduct a research in academic self-efficacy context, especially in English subject`. This study needs further research on strategies that the teachers and parents can use to improve self-efficacy in speaking English in students. Student self-efficacy also can be explored in any language skills, such as listening, writing, reading, speaking, and also in all learning subjects.

