

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In accordance with findings and interpretation of the study, this chapter is devoted into two parts; conclusions and suggestions.

5.1 Conclusions

The discussion in the previous chapter mentions that the relationship between students' self-efficacy and their learning participation, as can be seen in Table 4.1, is moderately high association ($r_s=0,565$). It means that the relationship between the two investigated variables is positive, which illustrates that the higher self-efficacy that a student has, the better participation that one does, and vice versa. In the meantime, the determination coefficient's (d) output of both variables is 32%. This shows that self-efficacy has 32% contribution in determined the level of students' competency to fulfill all the claims and needs of learning, whereas the other 68% is influenced by other factor, which is not investigated in this study.

The data show that as many as 19 students (48%) have high self-efficacy and 21 students (52%) have low self-efficacy. This means that unlike high self-efficacy students who believe in their capability, the low self-efficacy students do not have a strong confidence about their capability to result a good contribution during the learning process, including to meet the claims and needs of the subject. The data also reveals that verbal persuasion aspect has been the most influential sources to the degree of self-efficacy as much 88%. Persuaders for these students have become the most important factor. A positive persuasion like "You can do this" may work to encourage and

empower the students, while the negative persuasions may work to defeat and weaken the students' self-beliefs. The most ticked by the students are family and figure.

The data indicate that 19 students (48%) have high participation and 21 students have low participation (52%). This means that half of the students who enrolled in English subject fail to meet the expectation of most courses, which are active and focused participation and regular contributions. The most reason of being reluctant to involve to the subject is the lecturer (see diagram 4.1).

The observation result using Porto's criteria, on the other hand, is quite helpful to know the students' participation in speaking act during the lesson and role-play (teaching performance). The *significance* aspect showed that the two classes (B1 and B2) have a good number of meaningful contributions so did they with the *relevance* and *intensity* aspects. Furthermore, *frequency* aspect showed that B1 has low level of frequency, which is less than 30%, whereas B2 has high level of frequency, which is more than 50%. From *collaborative* aspect, it showed that B1 class generated static and negative atmosphere among their peers, while in B2 class generated dynamic and positive atmosphere.

5.2 Suggestions

Based on the findings of the study, it is proven that self-efficacy is well connected to the participation of the students in learning a subject in the classroom. Self-efficacy also verifies at some point that it contributes as much 32% to student's participation. It is also essential, however, to consider the role of other parties that are closed to the student and the ongoing of this study. Researcher further recommends to those special parties:

5.2.1 To the Parents

Nevertheless, that the closest environment holds an important role for an individual is a parents or a family. This surrounding is the first model that is seen

or introduced to one. That is actually what parents are capable of doing, to put a good example for their children to learn and to imitate, even when the time has come for a person to start for schooling and making friends, he will never forget his family.

Parents in this study have become the number one of the influential persuader of verbal persuasion source of students' self-efficacy level. Therefore, what exactly parents can do to keep or grow their children self-efficacy is really mattered. None of these following suggestions is a must to follow, as it is called suggestion. However, the employment of those might help the students to consistently involve themselves in the pursuit of learning.

First, the parents need to know and to care what their children is learning, preaching and criticizing does not count. Parents should show desire, eagerness to see their children papers or projects that have been doing, or being involved to the new things that their children learn. Second, as parents whatever we say or do, regarding our children ability to learn, we have to acknowledge effort as well as success, even if sometimes the outcome does not always meet the effort. The parents need to build an appreciation of learning itself so that the children may learn the intrinsic value learning.

5.2.2 To the Teacher

School is the second environment that individual enters after home. At school most of the students spend their days, meet their friends, lesson and teacher. Up to the next 8 or 10 hours, school will be the place that one sits, listens, and probably learns something. Teacher, on the other hand, is part of the school that makes the schooling happens. Besides, teacher is a temporarily

parents for the students who runs the curriculum, supports also facilitates the students to learn. It means that teacher-student relationship is close but limited. If there is any person who not only can give lesson, be supportive, want to share and listen but also in the same time demand some certain outcome from what student has learned, it is definitely the teacher. By this relation, teacher can be a mentor, a model, or an inspirer for their students.

Teaching is educating. It means that a teacher is hoped for having the students finished the task but at the same time, also making the students understand the learning process. Moreover, teacher is the key of the successful learning. Being a teacher is being able to control the class, to encourage the students, and to make the students involved in the activity. A great opportunity of being a teacher is welcome to give impact to the students' development. Nonetheless, there are maybe some difficulties in the way while teaching especially for foreign language teacher. Therefore some suggestions are cited in the following:

First, it is important to remember the students about the next material, or assign them to make a summary so that they will get familiar to what the next meeting is going to learn, which in turn will make the students more focus and participate to the class. Second, to send the means of the lesson, the teacher is advised to use simple, easy sentences, explanatory statements or an example. Third, a teacher has to be fully aware that the biggest fear of a language learner is when to result a sentence. Teacher is required to listen carefully and fully attended to the student's speech, as evidenced by verbal or nonverbal signals of active and responsive information processing. If the students are stuck with the words, teacher can offer encouragements to boost or sustain the student's

engagement, such as "You can do it" or offer hints to help them finish the sentences. Fourth, accept all the students' reply. It means that using praise as informational feedback, such as "Good job", using responsive manner to student-generated questions, such as "Yes, you have a good point", and using empathic statement to acknowledge the student's perspective or experience, such as "Yes, this one is difficult"

5.2.3 To the Next Researcher

It is always interesting to dig out the self and its correlation or influence to other factors, especially when it comes about students. A student is an individual, and every individual is unique. Every man and woman has different differences, as it is in having the same similarity. Thus, it is rather impossible to treat individual alike.

If there are any researchers who are interested in doing another study in self-efficacy, here are some suggestions to follow. First, it is about the samples, takes more variation in the sampling process, for example, by taking non-education class, mid-grade or last-semester students, or school students. The purpose here is to see the different level of self-efficacy and participation, whether high-semester students will come along with high self-efficacy or participation or not. It is known that all of these suggested samples have dissimilar skill of English compare with the education sample students in this study. It is hoped that the longer they learn English the stronger they self-efficacy is, so does the participation. Second, it is about the variables, correlates self-efficacy with another variable, for example, with the GPA score or with other self-efficacy skills, as such, self-efficacy in writing or in reading.