

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The findings in this research showed that students' self-efficacy in learning English is sufficient. That means students have sufficient confidence on his ability to perform tasks with the difficulty level of the task different, in behaving when facing a task with varying difficulty, in their ability to complete a task when faced with a difficult task high, and in his ability to carry out tasks in various activities.

Students' self-efficacy at the sufficient level means that students do not yet have ideal self-efficacy. Students must be able to increase their self-efficacy by believing that they will get maximum results for what they have done. Students must be sure that they can complete new tasks that are difficult even though they will experience failure. Self-efficacy is a source of a personal key in self-development, success in adaptation and change.

Self-efficacy has an effect on student learning achievement. Where the level of self-efficacy of students this class is sufficient, so the teacher must improve it even more. The process of self-efficacy affects each other so that students with high self-efficacy will easily overcome all the problems they face. Likewise, with students who have low self-efficacy, students will be easier give up and be anxiety.

B. Suggestions

1. Teacher

In order to increase student self-efficacy, teachers can helping students by discussing and providing guidance in learning understand every experience he has, whether it's experience success or failure experience. Teacher can helping students by providing motivational encouragement and messages directly verbal, either in the form of praise, criticism, advice,

guidance and reasons to believe that they can be successful with their abilities it has.

2. Students

Students are expected to be able to further increase their self-efficacy in itself. In increasing students' confidence in their ability to the level of difficulty of the task, students can do it by learning from his personal experiences wisely in the form of experience of success and failure when face a task with varying difficulty. In increasing confidence in behaving when faced with a task with different difficulties, can be done by students in a way other than learning from personal experience, students are able to learn from the experiences of success and failure experienced by people others, be it friends or teachers. In increasing the level of strength of belief or hope individual to their abilities, students can do it by understand every suggestion, advice and guidance given by the teacher and their peers when facing a task that has difficulty level.

3. Other Researcher

For further researchers, it is hoped that they can explore more and explore self-efficacy in other schools so that they can be used as comparisons with the results of this study, can conduct more in-depth research about this self-efficacy variable by using different research methods namely qualitative methods.