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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

V.1. Conclusions

Referring back to the data presentation, analysis and presentation in the previous chapters, a number of conclusions can be drawn in response to the research questions.

Based on the findings of the research, the alternative hypothesis (ha_1) was accepted and null hypothesis (ho_1) was rejected. It means there was a significant influence of self-efficacy on students' English achievement at Sekolah Tinggi Teknologi Dumai. For the second research questions, it was found out that the alternative hypothesis (ha_2) was accepted and null (ho_2) was rejected. It means there was a significant influence of self-esteem on students' English achievement at Sekolah Tinggi Teknologi Dumai. It was also found that the alternative hypothesis (ha_3) was accepted and null hypothesis (ho_3) was rejected. It means there was a significant influence of self-efficacy and self-esteem on students' English achievement at Sekolah Tinggi Teknologi Dumai.

V.2. Implications of the Research

Based on the results obtained in this study, the implications are ne of the important things the students and the lecturers should know and recognize them selves, know their strengths and weaknesses in the teaching and learning process., And they should be able learn to manage and control their emotions, so then they will be able to improve their self-efficacy level. On the other hand, lecturers must



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take more attention to the students who have weak self-efficacy level and then they must be able to maintain and improve self-efficacy level by applying a suitable teaching strategies before or during and after the lesson is over.

The second research question shows that there is a significant influence of self-esteem and English achievement, and the students' self-esteem score category was higher than self efficacy category. In this case, the lecturers should be more careful in treating the students because the higher score or category of self-esteem does not always bring positive effects and sometimes it brings negative effect to the students, for examples, the student will be over attractive and over confident in negative ways, the students make noise during the lesson and they disturb their friends during the lesson. To overcome this problems, the lecturers should know how to manage and control the students in the class and pay more attention to the students' who have low self-esteem level.

To reach a maximum score in English achievement is not an easy task for the lecturer, and it will be more difficult when the student self-efficacy and self-esteem categories are various. To overcome the problem the lecturer should treat the students in different ways, for example, if the students who have weak self-efficacy and low self-esteem, the lecturers should be able to make the students feel comfortable, for example, by greeting the students, giving positive comments, giving complements and encouragement, giving a shorter assignment and assist the students to improve their self-efficacy and self-esteem level. However, to treat students who have strong self-efficacy and high self esteem will be easier because students with strong self-efficacy category have positive confidence in their own

abilities and they can motivate themselves. Besides, people with high self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others, and high self-esteem makes people more willing to speak up in groups rather than in person.

V.3. Recommendations

In conjunction with the conclusions of this study, the researcher would like to give some recommendations. For the lecturers, they should enhance the level of students' self-efficacy through several feasible teaching techniques. Performance accomplishment is a key factor for developing self-efficacy. Learners who have repeated experiences of success have higher self-efficacy than those students, who experience repeated failure. Teachers need to give learners some tasks that they can perform (Dörnyei, 2001), hence learners can build successful experiences. Also, English lecturers should give some advice to encourage the students to have a belief that they are more confident in improving their English. By slipping the word of motivation that could be a trigger for the initiative to improve the English language skills, not just in writing but verbally strived to become fluent. The lecturers are also encouraged to explore many sources of teaching strategies and take the materials to educate students in different and interesting ways.

For the students, they should learn and recognize of themselves and be aware of their self-efficacy categories, and they should meet the lecturers' requirement in English class, follow the lesson seriously, and must have a strong commitment to achieve a maximum grade/score in English class. Furthermore, the students

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should recognize themes' and their self-esteem categories, and also they should learn to know and recognize their friends' personality to help them to communicate and work together as a team easily.

The next researcher may extent this research to investigate what are the others factors that may influence the students' English achievement besides self-efficacy and self-esteem, and they may investigate what factors can influence students' self-efficacy and self-esteem. At last next researcher may investigate other factors such as student motivation, attitude towards learning English and so forth.

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