

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter contains 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 students' self-efficacy in prepared speech at SMKN 1 Lamongan. Due to the limitations and the weaknesses of the present study, the second part of this chapter presents several recommendations for further studies.

#### A. Conclusions

This paper has given an account of the investigation of students' self-efficacy in prepared speech. The aims were to figure out: 1) the level of students' self-efficacy in public speaking, 2) the factors which affect students' self-efficacy and 3) teacher's strategy to improve students' self-efficacy in public speaking.

For the first research question, the finding has shown that there are eight students who have high self-efficacy. There are six students who have moderate self-efficacy and there are five students who have low level self-efficacy.

For the second research question, the finding has shown that there are eight factors which influence students' self-efficacy in prepared speech. First is mastery experience. By having experience, it leads the students master from their experience. Thus, it leads them to improve their skill by the mistakes. Second is vicarious experience. Some students are inspired by people which lead them to imitate the goodness of them. Thus, it leads the students believe to accomplish speech. Third is verbal persuasion. Some students are influenced by someone's support and some students are also influenced by someone's who do not support them. It leads the students to not believe that they can accomplish speech performance. Fourth is emotional state. Emotional state is someone's feeling, such as: depressed, stress, nervous, anxiety. Some students are influenced by this factor since it makes them to not perform well on their speech, but some students who feel same feeling, they believe that it does not influence to their believe that they still can accomplish speech. Other factors which are being students' initial belief at first are

confidence, ability, doubt and not experienced. Confidence leads the students believe actually that they will perform speech well. Some students also believe that by having ability about speech, it makes them believe that they can perform speech the best. Some students also believe that their doubt influence their beliefs in performing speech. Last, not experienced leads them to not believe that they can perform speech since they do not know the real condition in performing speech.

For the third research question, the finding has shown that plan moderately challenging tasks, use peer models, affective strategy, social strategy and arrangement of chunks paragraph are used by the teacher. By those strategies, it can improve students' self-efficacy. In fact, only eight students get high self-efficacy. As interview with the teacher, it can be influenced by the total meetings that they join they class.

## **B. Suggestions**

In addition to the conclusion before, this study also ends up with the following suggestions for teacher, students and further researchers. First, for public speaking teacher, it is recommended that the learning material is based on the low self-efficacy aspect to the high self-efficacy. The low self-efficacy aspect need to be focused more, in order to it reinforce the students' ability in speech.

Second, for students, it is recommended that the students who join this program is only focused on this public speaking program. In order to, the students can improve their ability in public speaking. In addition, they may practice more in public speaking. If the students are divided into some other activities, it will influence the students' ability in public speaking.

Third, for further researchers, this study can be one of their sources to conduct a research in academic self-efficacy context, especially in public speaking context. This study needs further research on strategies that the teacher can use to improve students' self-efficacy and its influence to the students' self – efficacy and on the impact of factors influencing students' self-efficacy.