V. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the data analysis and discussion, the researcher comes to the following conclusions:

1. The statistical analysis of students' academic self efficacy and their engagement in speaking English class shows that the value of coefficient correlation (r) = 0.384 and there is little significant correlation between academic self efficacy and students' engagement in speaking English class which was shown by the result of r-value (0.384) > r-table (0.254). Based on the result it can be concluded that the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. It means that there is little significant correlation between students' academic self efficacy and their engagement in speaking English class. Thus, prediction can be put forth that when the students have high level of academic self efficacy, their engagement in speaking English class tend to be better.

2. For the contribution value, it was found that the coefficient influences value is 0.148 at significant level 0.01. It means that students' academic self efficacy contributes 14.8% to their engagement in speaking English class of students of SMA Sugar Group Lampung Tengah.

3. The students' engagement in speaking English class of students of SMA Sugar Group Lampung Tengah highly engaged in cognitive engagement or meaningful processing. It means that most of students of SMA Sugar Group Lampung Tengah highly engaged on meaningful process which represents cognitive processing of new information and effort to relate new material to pre-existing knowledge or experiences, as well as placing a priority on what is learned, thus engaging them in the learning process because many student state they feel more energized or full of spirit in face new material or topic in speaking English activity. It is pushed their self to engage more in learning activity.

4. Having good competence in speaking English class basically leads the students able to employ the aspect of speaking skill, in terms of pronunciation, grammar, and vocabulary. This actually makes sense because in terms of pronunciation, the students were capable to convey simple message without causing misunderstanding, because employing correct grammar in the conversation may not guarantee other people understand the intended message appropriately. In terms of grammar, the students were capable to understand how words can create intricate meanings and how subtle literary effects are created. In turn, those students are also likely to be more analytical and receptive readers. In terms of vocabulary, students were capable to communicate easily because

they will not find difficulty to use many words in needed in relation to the topic to be discussed.

4.2. Suggestions

Based on the conclusions above, the researcher proposes some suggestions concerning the research finding as follow:

1. This research has limitation, in terms of providing data about speaking score every aspect of speaking. This is important for the teacher to know how good the student in every speaking aspect, so the teacher may understand what the difficulties their students faced during speaking activity. Therefore, the teacher is suggested to assess every aspect of speaking in order to know students' speaking ability. This can be done by two methods. First is using observational approach, the student's behavior is observed and assessed unobtrusively. Then, the second is using structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated.

2. This research also has limitation in providing information from the teacher about data asking, answering question, giving comment and suggestion. These data are important to look deeper how the condition of the real class engagement condition in their daily class. So, better for next researcher to provide some open question for the teacher to explain the condition of classroom in speaking activity, in terms of students' speaking engagement.

Besides that, it can be done by providing classroom observation sheet and observation rubric to evaluate students' activeness during learning process.

3. There are eight factors in causing students' engagement. This study work only in one aspect. Those seven aspects—relationship with teacher and student, goal orientation, relational learning, disposition to be learner, motivation and interest, personal agency, and self regulated—are also important in promoting students' engagement. That's why the next researcher was suggested to more explore those seven factors to find out which aspect may give biggest influence in students' engagement. It can be done by finding out the correlation and contribution of those seven factors in students' engagement.