CHAPTER V

CONCLUSION AND SUGGESTION

The final chapter of this research was dealing with the conclusion and the suggestion that was expected to be the benchmark for future study.

A. Conclusion

There were obviously some main points related to the finding covered the intrapersonal intelligence students' academic self-efficacy as well as their engagement and the correlation coefficient obtained from the conducted research as you can see below:

1) For selecting criterion subjects related to this study, the data found out 10 students who had highest score in intrapersonal intelligence compared to other intelligences presented on the Multiple Intelligence Questionnaire by the theory of Howard Gardner. However, how the researcher measure the honesty of respondents' answer is also by doing interview as soon as they finish fulfilling the questionnaires.

2) The calculated data of academic self-efficacy towards intrapersonal intelligence students appeared the average score was 38.80. It lied in the range 31-41 in which 60% of the students' score existed. In conclusion, the score of this variable was categorized in quite high level.

3) For student engagement score, 47.44 had been figured out as the average or the mean score. It was dealing with the range 45-54, then it

could be concluded that intrapersonal intelligence students' engagement in English class was having good categorization.

4) In the case of coefficient correlation value of academic self-efficacy and student engagement related to *Pearson Product Moment* analysis was resulting 0.645 which was higher than the significance level (α= 0.05). So that, H_a was accepted while H_0 was automatically rejected. According to Creswell (2012: 347), this significance value lied in a range *0.35 –0.65*, they are the typical values used to identify variable membership in the statistical procedure of factor analysis and many correlation coefficients for bivariate relationship fall into this area.

Derived from this explanation, the researcher concluded that there is relationship between academic self-efficacy of intrapersonal intelligence students and their engagement in a class by seeing the numbers of contribution of academic self-efficacy to their engagement which was only 3.4% while another 96.6% was influenced by other factors. Therefore, it could not simply be judged that academic self-efficacy was a single factor affecting student engagement in a class. Their condition, motivation, and also considering the case that they were intrapersonal thinkers who were good at self-correcting might also be some cause of the good or bad performance they have.

B. Suggestion

Seeing all the explanation and the conclusion above, the researcher intended to give some suggestions related to English teaching learning as

well as the future studies. Firstly, knowing that the writer focused on the intrapersonal introvert students, this research was expected to be able to help them to give more attention to themselves in order to understand what actually they are capable of and what they are not. Secondly, for the teacher who was the monitor of the class should give a chance to students to learn from the mistakes they did so that they would feel comfortable to study and to believe about themselves as much as possible. Teacher also played an important role to encourage students to be more engaged in a class. The last suggestion was the further researcher. They were expected to conduct a research that similar types should be done with greater population in order to gain a wider generalization.