

CHAPTER IV

CONCLUSION AND SUGGESTION

IV.1. Conclusion

The scores on skill subjects reflect degrees of language achievement. According to the relative scores, there are four degrees of achievement: poor, good, very good and excellent. The testees mostly have an excellent degree on structure, a very good degree on reading and also a very good degree on listening. There is one testee who got a poor score on listening and no testees got a poor score in other skill subjects: on structure and reading.

For there is no pass or fail distinction in the test of language proficiency, the scores on TOEFL model test reflect degrees of language proficiency. There are only three degrees: poor, good and excellent. Mostly, the testees' proficiency is good degree and there is only one testee who is excellent. There are no testees who got poor proficiency seen through their score of TOEFL model test.

Through correlational analysis, the writer concludes that there is a relationship between the scores on skill subjects and the scores on TOEFL model test. The type of their relationship is a moderate positive correlation which is not a strong one. It is also supported by its correlation of determination. 25 percent of the variance in the testees' scores of Auditory Comprehension II is associated with variance in their scores of Listening Comprehension section. 12.25 percent of the variance in the

Scores of English Structure II is related to the variance in the scores of Structure and Written Expression section. The coefficient determination of this category is the same with that in the scores of Extensive Reading and those in Reading Comprehension and Vocabulary section.

It can be stated that the high scores of skill subjects are followed by those of TOEFL model test. The scores of skill subjects may influence the scores on TOEFL model test since the testees have taken the subjects before attending the test.

IV.2. Suggestion

The writer would like to give some suggestions to other researcher especially who are intended to do a language test. She finally realizes that it is not easy to hold a language test in this study. The most difficult step is in getting samples to be taken as the future respondents who will attend the test. It is important to make a continuous contact and a good relationship with them. The future respondents should be persuaded that the test will also be worthy for them since they can judge their own degree of language proficiency.

Another matter that is taken into consideration is to decide the proper schedule of the test. Because some of the future respondents are taking some courses, a good arrangement of the schedule should be needed in order not to break their schedules. The writer in this case had to change the former schedule because of the students' complain. Finally, a token of appreciation should be given to the respondents who have attended the test.

BIBLIOGRAPHY