CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are two conclusions that can be drawn toward research questions. They are:

- 1. Based on the result of paired sample t-test analysis, it can be known that reading skill-based strategies for TOEFL are effective to improve students' achievement scores of TOEFL reading section. The finding shows that the significance value of reading skill-based strategies for TOEFL of pre-test and post-test using Kolmogorov-Smirnov in normality test is 0,11 and 0,20. It means that hypothesis "H₁(1) = reading skill-based strategies for TOEFL are effective to improve students' achievement scores of TOEFL reading section" is accepted. The descriptives of calculation the result of pre-test and post-test can be seen on Appendix V.
- 2. Students' responses after studying reading skill-based strategies for TOEFL are good. Most of the students believe that those strategies give benefits in their learning of TOEFL preparation test. The researcher gets the data from the questionnaire that has been fulfilled by the students after studying reading skill-based strategies for TOEFL. The students' responses are displayed on Appendix VII. Also, frequency of students' responses can be seen on Appendix VIII. The result is gained by seeing the total of responses (agreement, neutrality and disagreement).

The total of students' responses after studying reading skill-based strategies for TOEFL is 33 for disagreement, 105 for neutrality and 271 for agreement. The value of result shows that 271 > 105 and 33. Based on the value of result, reading skill-based strategies for TOEFL gets positive responses from the students. It means that most of the students agree with those strategies.

The five highest ranking of students' responses after studying reading skill-based strategies which shows the five highest ranking of agreement are these following:

- a) They are able to determine meanings from word parts
- b) They can find definitions from structural clues easily
- c) They feel easy to recognize the organization of ideas
- d) They can determine tone, purpose and course easily
- e) They feel easy to understand main idea questions.

While, the five lowest ranking of agreement are:

- a) They felt doubt when they wanted to answer stated detail question whether it was correct or incorrect
- b) They have not been able to practice the strategy completely
- c) They still get difficulty to understand that skill-based strategy
- d) They have not been able to answer those questions correctly
- e) They get difficulty to find pronoun referents in the text of TOEFL reading section questions. This shows the five lowest ranking of agreement.

B. Suggestion

Based on the research, the researcher would like to give the following suggestions:

1. For the lecturer

It is recommended to use reading skill-based strategies for TOEFL that proposed by Deborah Philips in his book entitled "Longman Preparation Course for the TOEFL Test."

2. For the students

They should implement all of the reading skill-based strategies for TOEFL in Longman book to improve their ability to answers some kinds of questions of TOEFL reading section and to improve their achievement scores of TOEFL reading section.

3. For further researcher

It is recommended to continue this research in the different focus of TOEFL reading section such as investigating the factors that can make them success to answer the questions of TOEFL reading section.