CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

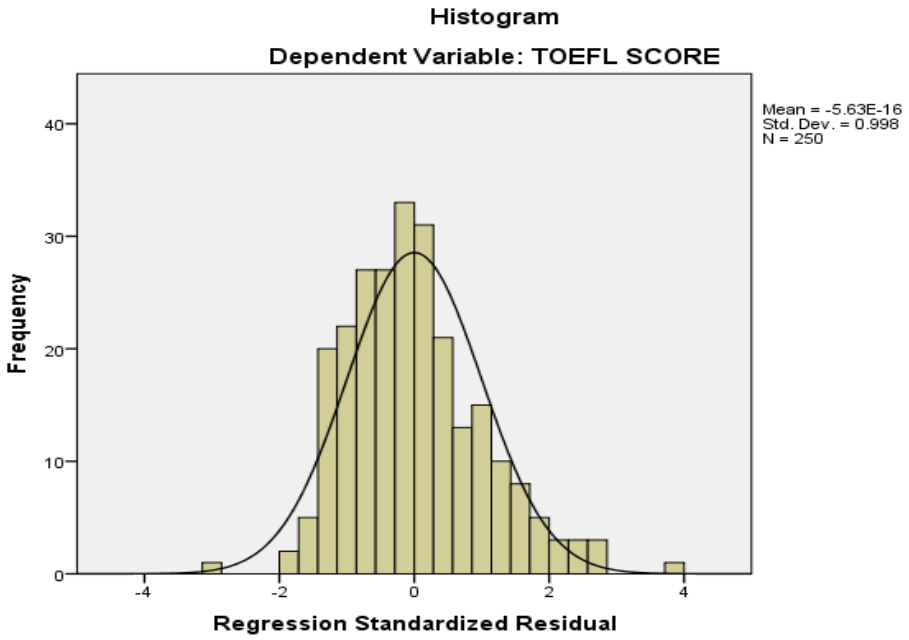
A. Findings

1. Analysis Result of Students' Study Skills and Their Achievement in TOEFL Test

This chapter presents the result of the research which is intended to answer the problems of the research that are mentioned in the first chapter. Researcher looks firstly at the relationship between students' study skills and their achievement. In the previous chapters (chapter 3) is explained that the result of students' achievement is taken from their Post TOEFL Test Score at English Intensive Course. While the result of students' study skills is conducted questionnaires which are given to students.

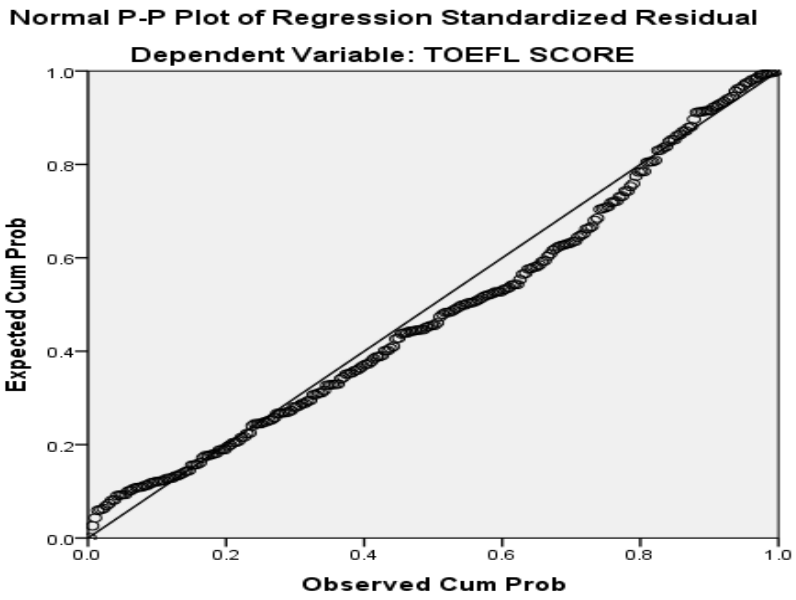
a. Simple Linear Regression

According to Dyah Nirmala, classical assumption test consist of normality test, autocorrelation, multicollinearity and heteroscedasticity. Sample of the research must be free from autocorrelation, multicollinearity and heteroscedasticity. Sample of the research must contain data that is normally distributed. The researcher can do one or more of those classical assumption tests. In this research, the researcher does normality test by three ways, those are: *histogram*, *probability plot* and *Kolgomorov-Smirnov test.*



Graphic 4.1

Based on the normality test by using histogram above can be seen that the data are normally distributed, because the histogram graph is not symmetrical inclined to the right or to the left.



Graphic 4.2

P-P plot is a curve that can be used to test whether a variable is considered normal or not. Variables can be said to meet the assumptions of normality when the PP plot shows the relative distribution of the data follows the diagonal line, or more commonly called the normal plot. Otherwise, a variable in saying do not meet the assumptions of normality when the P-P plot shows the wide distribution of data or away from the normal line plot. Based on the P-P plot above, the data is distributed normally.

Normality test of Students' Study Skills & TOEFL simultaneously

Table 4.1 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		250
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	27.13885046
Most Extreme Differences	Absolute	.081
	Positive	.081
	Negative	-.050
Kolmogorov-Smirnov Z		1.279
Asymp. Sig. (2-tailed)		.076

a. Test distribution is Normal.
b. Calculated from data.

Residual normality test with Kolmogorov-Smirnov shows that the value of Asymp. Sig. is 0.076 > 0.05. So, it can be concluded that residual of regression model distributed normally.

Table 4.2 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
SSS	250	138	98	236	171.77	1.459	23.072	532.332
TS	250	186	357	543	440.88	1.726	27.294	744.970
Valid N (listwise)	250							

Descriptive statistics table shows the information about range, minimum, maximum, mean and standard deviation from dependent variable and independent variables:

1) Range column shows the distance between the highest and the lowest of students' study skills and TOEFL score. The range of students' study skills is 138 and the range of TOEFL score is 186
2) Minimum and maximum column show the maximum and minimum score of students' study skills and TOEFL score. The minimum and maximum score of students' study skills are 98 and 236. The minimum and maximum score of TOEFL are 357 and 543.
3) Mean column shows the mean of students' study skills and TOEFL score. The mean of students' study skills is 171.77 and the TOEFL score is 440.88 with N=250
4) Standard deviation column shows standard deviation of each variable. The standard deviation of students' study skills is 23.072 and TOEFL score is 27.294. The standard deviation is high. It means that the students' skills are very varied.

Table 4.3 Correlations

		TOEFL SCORE	STUDENTS' STUDY SKILLS
Pearson Correlation	TOEFL SCORE	1.000	.107
	STUDENTS' STUDY SKILLS	.107	1.000
Sig. (1-tailed)	TOEFL SCORE	.	.046
	STUDENTS' STUDY SKILLS	.046	.
N	TOEFL SCORE	250	250
	STUDENTS' STUDY SKILLS	250	250

Correlation table shows the correlation or relationship between the students' study skills and students' TOEFL score. From that table, it can be seen that the magnitude of correlation is 0.107 with the significance 0.046. Because of the significance is 0.046 < 0.05, So, Ho is rejected and Ha is accepted. It means that there is a relationship between students' study skills and students' TOEFL score. Since the magnitude of correlation is 0.107, according to Prof. Dr. Sugiyono this number referred to weak correlation. The interpretation of coefficient correlation as below:

Table 4.4 Interpretation of coefficient correlation

Interpretation Coefficient	Correlation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium

0.60 – 0.799	Strong
0.80 – 1.000	So Strong

Based on the positive correlation coefficient which is 0.107, the line of correlation is also positive. It shows that the higher the students' study skills, the higher the students' TOEFL score and vice versa.

Table 4.5 Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	STUDENTS' STUDY SKILLS[b]	.	Enter

a. Dependent Variable: TOEFL SCORE

b. All requested variables entered.

The variables entered/removed shows that the entered variables are students' study skills and there are no removed variable, because the method used is enter method.

Table 4.6 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.107[a]	.011	.007	27.194	.922

a. Predictors: (Constant), STUDENTS' STUDY SKILLS

b. Dependent Variable: TOEFL SCORE

In model summary table, it can be seen the R Square = 0.011. This figure is the result of squaring the correlation coefficient (0.107 x 0.107 = 0.011). 0.011 x 100% = 1.1%. According to Dr. Abdul Muhid, R Square is also called determination coefficient that means 1.1 % of student' TOEFL Score variable is influenced or explained by student' study skills, the rest 98.9% are other variables.

Table 4.7 ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2104.852	1	2104.852	2.846	.093[b]
	Residual	183392.784	248	739.487		
	Total	185497.636	249			

a. Dependent Variable: TOEFL SCORE

b. Predictors: (Constant), STUDENTS' STUDY SKILLS

Anova table shows that *F hitung* is 2.846 with the significance 0.093 > 0.05. According to Dr. Abdul Muhid, if the probability > 0.05, Ho is accepted, while if the probability < 0.05, Ho is rejected. From that result, it means Ho is accepted. Then this regression model cannot used to predict the students' TOEFL Score.

Table 4.8 Coefficients of Regression[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	419.239	12.944		32.387	.000		
	STUDENTS' STUDY SKILLS	.126	.075	.107	1.687	.093	1.000	1.000

a. Dependent Variable: TOEFL SCORE

1) From coefficients table, it is obtained the regression model:

   Y= 419.239 + 0.126X

   Y= TOEFL Score

   X= Students' Study Skills

   In other words, TOEFL Score = 419.239 + 0.126 Students' Study Skills.

   a) The constant of 419.239 means that if there are no students' study skills, then TOEFL Score is 419.239.

   b) Regression coefficient is 0.126 means that each addition (because positive sign (+)) 1 score of students' study skills will increase the students' TOEFL Score 0.126.

   c) For simple linier regression, the correlation coefficient value (0.107) is also Standardized Coefficients value (beta).

2) Hypotheses:

Ho: regression coefficient is not significant

Ha: regression coefficient is significant

a) Decision 1: Constant

From those Data, it can do hypothesis testing by two ways:

(1) Comparing the *t hitung* and t table:

(a) If the *t hitung* > t table, Ho is rejected.

(b) If the *t hitung* < t table, Ho is accepted.

To know the t table value, it is based on the degree of freedom (df), that is n-2[1], 250 – 2 = 248. If the significance level (α) be appointed 0.05 (5%), while the testing done using two test sides / directions (sig. 2 – tailed), then the t table = 1.962. From the result of analysis, *t hitung* = 32.387, then *t hitung* > t table (32.387 > 1.962), Ho is rejected and Ha is accepted. It means that regression coefficient is **Constant** significant.

(2) Comparing the significance level (p-value) and error:

(a) If the significance > 0.05, Ho is accepted.

(b) If the significance < 0.05, Ho is rejected.

Based on the significance value 0.000 < 0.05, Ho is rejected and Ha is accepted. It means that regression coefficient is **Constant** significance.

b) Decision 2: For study skills variables

From those data, it can do hypothesis testing by two ways:

(1) By comparing *t hitung* and t table:

(a) If *t hitung* > t table, Ho is rejected.

(b)If *t hitung* < t table, Ho is accepted.

To know the value of t table, it can be seen from degree of freedom, which is n - 2, 250 – 2 = 248. If significance level (α) = 0.05 (5%), while the testing done using two test sides / directions (sig. 2 – tailed), then the t table = 1.962. From the result of analysis, *t hitung* = 1.687, then *t hitung* > t table (1.687 < 1.962), Ho is accepted and Ha is rejected. It means that regression coefficient is **Not Constant** significant.

(2) Comparing the significance level (p-value) and error:

(a) If the significance > 0.05, Ho is accepted.

(b) If the significance < 0.05, Ho is rejected.

Based on the significance value 0.093 > 0.05, Ho is accepted and Ha is rejected. It means that regression coefficient is **Not Constant** significance.

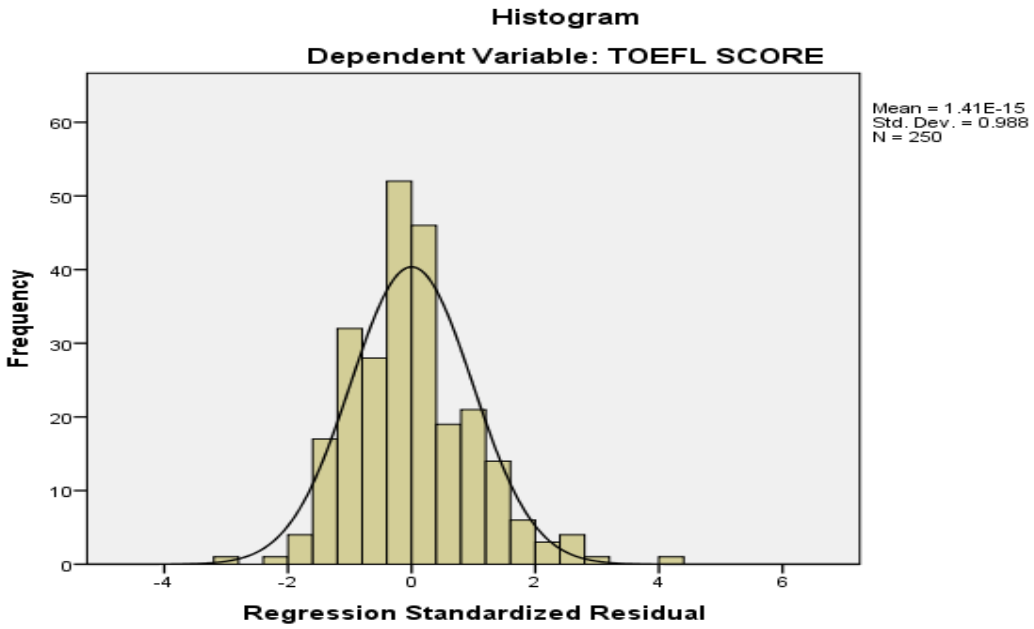
Table 4.9 Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	431.59	448.98	440.88	2.907	250
Std. Predicted Value	-3.197	2.784	.000	1.000	250
Standard Error of Predicted Value	1.720	5.772	2.322	.726	250
Adjusted Predicted Value	431.67	449.41	440.88	2.921	250
Residual	-85.425	103.473	.000	27.139	250
Std. Residual	-3.141	3.805	.000	.998	250
Stud. Residual	-3.149	3.814	.000	1.002	250
Deleted Residual	-85.866	103.980	.006	27.364	250
Stud. Deleted Residual	-3.208	3.923	.001	1.008	250
Mahal. Distance	.000	10.222	.996	1.506	250
Cook's Distance	.000	.046	.004	.007	250
Centered Leverage Value	.000	.041	.004	.006	250

a. Dependent Variable: TOEFL SCORE

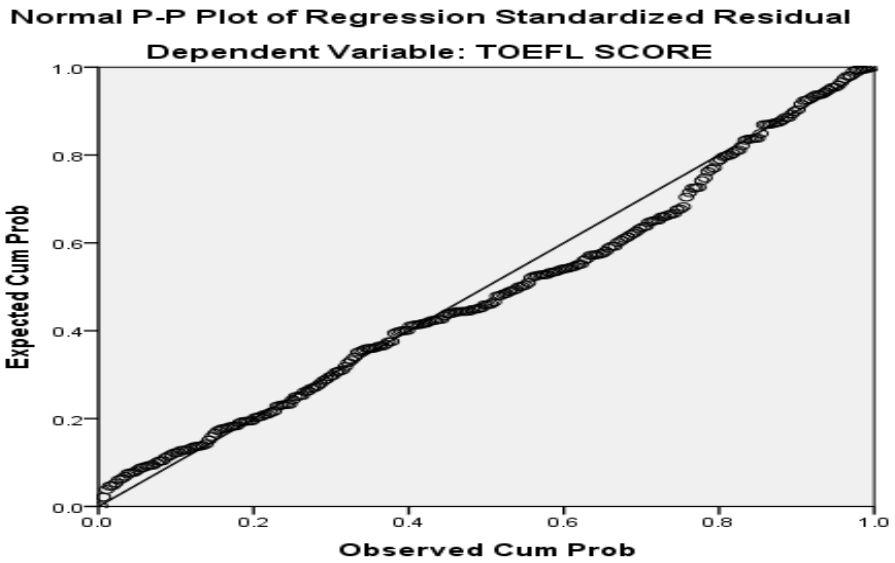
Residuals table shows the minimum and maximum value, mean and deviation standard from predicted value and its residuals. The normal distribution is closer to 0. From that table, the centered leverage value is 0.004. It is closer to 0. Then, it can be assumed that the distribution is normal.

b. Multiple Regressions



Graphic 4.3

Based on the normality test by using histogram above can be seen that the data are normally distributed, because the histogram graph is not symmetrical inclined to the right or to the left.



Graphic 4.4

Based on the P-P plot above, the data is distributed normally. The PP plot shows the relative distribution of the data follows the diagonal line, or more commonly called the normal plot.

Normality test of Students' Study Skills & TOEFL partially

Table 4.10 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		250
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	26.19251633
Most Extreme Differences	Absolute	.075
	Positive	.075
	Negative	-.037
Kolmogorov-Smirnov Z		1.190
Asymp. Sig. (2-tailed)		.118

a. Test distribution is Normal.
b. Calculated from data.

Residual normality test with Kolmogorov-Smirnov shows that the value of Asymp. Sig. is 0.118 > 0.05. So, it can be concluded that residual of regression model distributed normally.

Table 4.11 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
TR	250	22	14	36	25.62	.274	4.326	18.717
NT	250	20	5	25	18.12	.246	3.889	15.121
MM	250	34	9	43	30.14	.382	6.032	36.386
TP	250	42	22	64	44.59	.411	6.501	42.267
CT	250	35	13	48	35.31	.339	5.364	28.770
TM	250	24	6	30	17.98	.305	4.824	23.273
TS	250	186	357	543	440.88	1.726	27.294	744.970
Valid N (listwise)	250							

Descriptive statistics table shows the information about range, minimum, maximum, mean and standard deviation from dependent variable and independent variables:

1) Range column shows the distance between the highest and the lowest of each student's study skills and TOEFL score. Textbook reading = 22, note-taking = 20, memory = 34, test preparation = 42, concentration = 35, time management = 24 and TOEFL score = 186.
2) Minimum and maximum column show the maximum and minimum score of each students' study skills and TOEFL score. The minimum and maximum score of students' study skills are Textbook reading = 14 and 36, note-taking = 5 and 25, memory = 9 and 43, test preparation = 22 and 64, concentration = 13 and 48, time management = 6 and 30 and TOEFL score = 357 and 453.

3) Mean column shows the mean of each student's study skills and TOEFL score. Textbook reading = 25.62, note-taking = 18.12, memory = 30.14, test preparation = 44.59, concentration = 35.31, time management = 17.98 and TOEFL = 440.88.

4) Standard deviation column shows the standard deviation of each variable. Textbook reading = 4.326, note-taking = 3.889, memory = 6.032, test preparation = 6.501, concentration = 5.364, time management = 4.824 and TOEFL = 27.294. The standard deviation is high. It means that each of students' skills is very varied. Test preparation has the highest standard deviation. It means that test preparation is the most varied.

Table 4.12 Correlations

		TS	TR	NT	MM	TP	CT	TM
Pearson Correlation	TOEFL SCORE	1.000	.124	-.043	.178	.007	.105	.083
	TEXTBOOK READING	**.124**	1.000	.358	.492	.482	.444	.390
	NOTE-TAKING	-.043	**.358**	1.000	.599	.458	.376	.295
	MEMORY	.178	.492	**.599**	1.000	.462	.503	.310
	TEST PREPARATION	.007	.482	.458	**.462**	1.000	.593	.494
	CONCENTRATION	.105	.444	.376	.503	**.593**	1.000	.557
	TIME MANAGEMENT	.083	.390	.295	.310	.494	**.557**	1.000
Sig. (1-tailed)	TOEFL SCORE	.	.025	.250	.002	.453	.049	**.096**
	TEXTBOOK READING	.025	.	.000	.000	.000	.000	.000
	NOTE-TAKING	.250	.000	.	.000	.000	.000	.000
	MEMORY	.002	.000	.000	.	.000	.000	.000
	TEST PREPARATION	.453	.000	.000	.000	.	.000	.000
	CONCENTRATION	.049	.000	.000	.000	.000	.	.000
	TIME MANAGEMENT	.096	.000	.000	.000	.000	.000	.
N	TOEFL SCORE	250	250	250	250	250	250	250
	TEXTBOOK READING	250	250	250	250	250	250	250
	NOTE-TAKING	250	250	250	250	250	250	250
	MEMORY	250	250	250	250	250	250	250
	TEST PREPARATION	250	250	250	250	250	250	250
	CONCENTRATION	250	250	250	250	250	250	250
	TIME MANAGEMENT	250	250	250	250	250	250	250

Table 4.13 Interpretation of coefficient correlation

Interpretation Coefficient	Correlation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	So Strong

Correlation table shows the correlation or relationship between textbook reading, note-taking, memory, test-preparation, concentration and time management and students' TOEFL score. According to Dr. Abdul Muhid, if the significance < 0.05, Ho is rejected and Ha is accepted (there is a significant relationship) and if the significance > 0.05 Ho is accepted and Ha is rejected (there is no significant relationship). Further of the interpretation of coefficient correlation based on Prof. Dr. Sugiyono as above:

1) The correlation between textbook reading and TOEFL score.

   From that table, the correlation is 0.124 with significance 0.025. 0.025 < 0.05, Ho is rejected and Ha is accepted. It means that there is **significant** relationship between textbook reading and TOEFL score, but the relationship is very weak.

2) The correlation between note-taking and TOEFL score.

From that table, the correlation is -0.043 with significance 0.250. 0.250 > 0.05, Ho is accepted and Ha is rejected. It means that there is **no significant** relationship between note-taking and TOEFL score.

3) The correlation between memory and TOEFL score.

From that table, the correlation is 0.178 with significance 0.002. 0.002 < 0.05, Ho is rejected and Ha is accepted. It means that there is **significant** relationship between memory and TOEFL score, but the relationship is very weak.

4) The correlation between test-preparation and TOEFL score.

From that table, the correlation is 0.007 with significance 0.453. 0.453 > 0.05, Ho is accepted and Ha is rejected. It means that there is **no significant** relationship between test-preparation and TOEFL score.

5) The correlation between concentration and TOEFL score.

From that table, the correlation is 0.105 with significance 0.049. 0.049 < 0.05, Ho is rejected and Ha is accepted. It means that there is **significant** relationship between concentration and TOEFL score. Then, the relationship is very weak.

6) The correlation between time management and TOEFL score.

From that table, the correlation is 0.083 with significance 0.096. 0.096 > 0.05, Ho is accepted and Ha is rejected. It means that there is **no significant** relationship between time management and TOEFL score.

From those analyses, it can be concluded that textbook reading, memory and concentration have significant relationship based on Dr. Abdul Muhid. If it

referred to interpretation of coefficient correlation by Prof. Dr Sugiyono, memory and note-taking have the strongest relationship (0.599). Then, the relationship is medium.

Table 4.14 Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	TIME MANAGEMENT, NOTE-TAKING, TEXTBOOK READING, CONCENTRATION, TEST PREPARATION, MEMORY[b]	.	Enter

a. Dependent Variable: TOEFL SCORE

b. All requested variables entered.

The variables entered/removed shows that the entered variables are textbook reading, note-taking, memory, test-preparation, concentration and time management and there are no removed variable, because the method used is enter method.

Table 4.15 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.281[a]	.079	.056	26.514	.979

a. Predictors: (Constant), TIME MANAGEMENT, NOTE-TAKING, TEXTBOOK READING, CONCENTRATION, TEST PREPARATION, MEMORY

b. Dependent Variable: TOEFL SCORE

In model summary table, it can be seen the R Square = 0.079. 0.079 x 100% = 7.9%. According to Dr. Abdul Muhid, R Square is also called determination coefficient that means 7.9% of student' TOEFL Score variable is influenced or explained by student' textbook reading, note-taking, memory, test preparation, concentration and time management, the rest 92.1 % are other variables.

Table 4.16 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14671.706	6	2445.284	3.478	.003[b]
	Residual	170825.930	243	702.987		
	Total	185497.636	249			

a. Dependent Variable: TOEFL SCORE

b. Predictors: (Constant), TIME MANAGEMENT, NOTE-TAKING, TEXTBOOK READING, CONCENTRATION, TEST PREPARATION, MEMORY

Anova table shows that *F hitung* is 3.478 with the significance 0.003 < 0.05. According to Dr. Abdul Muhid, if the probability > 0.05, Ho is accepted, while if the probability < 0.05, Ho is rejected. From that result, it means Ho is rejected. Then this regression model can be used to predict the students' TOEFL Score.

Table 4.17 Coefficients of Regression[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	425.381	13.604		31.268	.000		
	TEXTBOOK READING	.467	.481	.074	.971	.332	.652	1.535
	NOTE-TAKING	-1.571	.559	-.224	-2.809	.005	.597	1.675
	MEMORY	1.298	.392	.287	3.315	.001	.506	1.976
	TEST PREPARATION	-.489	.356	-.116	-1.374	.171	.527	1.896
	CONCENTRATION	.235	.442	.046	.531	.596	.501	1.995
	TIME MANAGEMENT	.356	.437	.063	.813	.417	.634	1.577

a. Dependent Variable: TOEFL SCORE

1) Hypotheses:

Ho: regression coefficient is not significant

Ha: regression coefficient is significant

a) The coefficient regression of textbook reading (X_1) is 0.467. It means that every escalation 1% of textbook reading will give effect of rising TOEFL score (Y) 0.467. Comparing the significance level (p-value) and error: a) if the significance > 0.05, Ho is accepted, b) if the significance < 0.05, Ho is rejected. Based on the significance value 0.332 > 0.05, Ho is accepted and Ha is rejected. It means that regression coefficient is **Not Constant** significance.

b) The coefficient regression of note taking (X_2) is -1.571. It means that every escalation 1% of note taking will give effect of declining TOEFL score (Y) -1.571. Comparing the significance level (p-value) and error: a) if the significance > 0.05, Ho is accepted, b) if the significance < 0.05, Ho is rejected. Based on the significance value 0.005 < 0.05, Ho is rejected and Ha is accepted. It means that regression coefficient is **Constant** significance.

c) The coefficient regression of memory (X_3) is 1.298. It means that every escalation 1% of memory will give effect of rising TOEFL score (Y) 1.298. Comparing the significance level (p-value) and error: a) if the significance > 0.05, Ho is accepted, b) if the significance < 0.05, Ho is rejected. Based on the significance value 0.001 < 0.05, Ho is rejected and Ha is accepted. It means that regression coefficient is **Constant** significance.

d) The coefficient regression of test preparation (X_4) is -0.489. It means that every escalation 1% of test preparation will give effect of declining TOEFL score (Y) -0.489. Comparing the significance level (p-value) and error: a) if the significance > 0.05, Ho is accepted, b) if the significance < 0.05, Ho is rejected. Based on the significance value 0.171 > 0.05, Ho is accepted and Ha is rejected. It means that regression coefficient is **Not Constant** significance.

e) The coefficient regression of concentration (X_5) is 0.235. It means that every escalation 1% of concentration will give effect of rising TOEFL score (Y) 0.235. Comparing the significance level (p-value) and error: a) if the significance > 0.05, Ho is accepted, b) if the significance < 0.05, Ho is

rejected. Based on the significance value 0.596 > 0.05, Ho is accepted and Ha is rejected. It means that regression coefficient is **Not Constant** significance.

f) The coefficient regression of time management (X_6) is 0.356. It means that every escalation 1% of time management will give effect of rising TOEFL score (Y) 0.356. Comparing the significance level (p-value) and error: a) if the significance > 0.05, Ho is accepted, b) if the significance < 0.05, Ho is rejected. Based on the significance value 0.417 > 0.05, Ho is accepted and Ha is rejected. It means that regression coefficient is **Not Constant** significance.

From the table 4.17 above the regression model can be made from unstandardized coefficient in beta column. From analysis result the constants of textbook reading is 0.467, note taking is -1.571, memory is 1.298, test preparation is -0.489, concentration 0.235, and time management is 0.356. From those values, it can be made the regression model below:

$Y = 425.381 + 0.467\ X_1 - 1.571\ X_2 + 1.298\ X_3 - 0.489\ X_4 + 0.235\ X_5 + 0.356\ X_6$

X_1 = Textbook reading

X_2 = Note taking

X_3 = Memory

X_4 = Test preparation

X_5 = Concentration

X_6 = Time management

Table 4.18 Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	415.75	462.55	440.88	7.676	250
Std. Predicted Value	-3.274	2.823	.000	1.000	250
Standard Error of Predicted Value	1.996	10.168	4.218	1.378	250
Adjusted Predicted Value	416.25	461.78	440.88	7.743	250
Residual	-83.385	108.469	.000	26.193	250
Std. Residual	-3.145	4.091	.000	.988	250
Stud. Residual	-3.166	4.169	.000	1.003	250
Deleted Residual	-84.492	112.618	.001	26.987	250
Stud. Deleted Residual	-3.226	4.317	.001	1.009	250
Mahal. Distance	.415	35.624	5.976	5.331	250
Cook's Distance	.000	.095	.004	.010	250
Centered Leverage Value	.002	.143	.024	.021	250

a. Dependent Variable: TOEFL SCORE

Residuals table shows the minimum and maximum value, mean and deviation standard from predicted value and its residuals. The normal distribution is closer to 0. From that table, the centered leverage value is 0.024. It is closer to 0. Then, it can be assumed that the distribution is normal.

B. Discussion of Research

Based on the result of calculation above, it is founded in linear regression analysis that there is positive relationship between students' study skills and their achievement in TOEFL Test at English Intensive Course. The correlation

coefficient is 0.107 with the significance 0.046 < 0.05. Then, the relationship between students' study skills and their achievement in TOEFL Test is very weak since the correlation coefficient 0.107. According to Prof. Dr. Sugiyono this number referrers to very weak correlation. Further analysis to know the influence of students' study skills to their achievement in TOEFL Test can be seen in ANOVA table. The F value is 2.846 with the significance 0.093 > 0.05. Since the probability > 0.05, Ho is accepted; this regression model cannot used to predict students' TOEFL Test. The results with regard to the probability value of t test obtain the value of *t hitung* for students' study skills 0.093 > 0.05, it does not have influence.

Then, for the multiple regression analysis, it is found that textbook reading (0.124), memory (0.178) and concentration (0.105) have a positive relationship with students' TOEFL Score, while note-taking (-0.043), test preparation (0.007) and time management (0.083) do not have positive relationship. The ANOVA table shows that the F value is 3.478 with the significance 0.003 < 0.05. Since the probability < 0.05, Ho is rejected; this regression model can be used to predict the students' TOEFL Score, although the coefficient correlation of those skills referrers to very weak correlation. The partial results with regard to the probability value of t test obtain the value of *t hitung* for textbook reading 0.332 > 0.05 (it does not have influence), note-taking 0.005 < 0.05 (it has influence), memory 0.001 < 0.05 (it has influence), test preparation 0.171 > 0.05 (it does not have influence), concentration 0.596 > 0.05 (it does not have influence) and time management 0.417 > 0.05 (it does not have influence). It can be concluded that

textbook reading and concentration have a positive relationship but they do not influence students' TOEFL Test, while memory has a positive relationship and it influences students' TOEFL Test. Additionally, it is also found that test preparation and time management do not have positive relationship and do not influence the students' TOEFL Test, while note-taking has a negative relationship but it has influence on students' TOEFL Test.

Nouhi, Shakoori, & Nakhei stated a study skill is an important factor influencing academic achievement of students. Additionally, Fazal states that students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement. Ho is accepted, it means that those theories do not prevail at English Intensive Course. There are many factors why this happens. It might be happened because of the teaching learning process, students themselves, environment, etc.