

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the researcher comes to her conclusions that:

For Linear Regression to analyze the students' study skills simultaneously:

1. The relationship between students' study skills and TOEFL score is very weak.
2. As many as 1.1% of the students' TOEFL Score is influenced by students' study skills and the rest 98.9% are other variables.
3. Based on magnitude of the influence of students' study skills variables to students' TOEFL Score, it can be concluded that study skills cannot be used to predict students' TOEFL Score. In other words, it does not influence significantly and cannot be generalized.

For Multiple regression to analyze the students' study skills partially:

1. The relationship between each of students' study skills and TOEFL Score is very weak.
2. As many as 7.9% of the students' TOEFL Score is influenced by students' study skills partially and the rest 92.1% are other variables.
3. Based on magnitude of the influence of students' study skills variables to students' TOEFL Score, it can be concluded that study skills partially is also very weak to predict students' TOEFL Score. In other words, textbook reading, test preparation, concentration and time management do

not have influence and only note-taking and memory which have influence. However, the influence of those variables is very weak. It means that note-taking and memory do not have influence on students' achievement in TOEFL Test.

Based on the regression analysis result that has done, and then presented the hypotheses testing: Ho states that students' study skills do not have a positive influence on students' achievement in TOEFL Test simultaneously and partially and Ha states that students' study skills have a positive influence on students' achievement in TOEFL Test simultaneously and partially. From those hypotheses, it can be concluded that Ho is accepted and Ha is rejected.

B. Suggestion

After conducting the research about *The Influence of the Students Study Skills to Their Achievement in TOEFL Test at English Intensive Course State Islamic University Of Sunan Ampel*, the researcher suggests some important points stated below:

1. English Intensive Course :

Since this research does not find that the students study skills have a positive influence to students' TOEFL Score, English Intensive Course does not need to pay much attention on students' study skills because the achievement in this course is based on students' TOEFL score. Meanwhile, there is other theories state that study skills can improve students' performance and make students be autonomous learners. So, it would be better if the English Intensive Course still concern about this.

The researcher provides the result of the student study skills based on Dennis Congos' study skills inventory; from 250 people, 42 people do not need refinement and 208 need refinement for their textbook reading. For note taking, 94 people do not need refinement and 156 people need refinement. For memory 139 do not need refinement and 111 people need refinement in their memory. For test preparation 197 people do not need refinement and 53 people need refinement. For concentration 149 students do not need refinement and 101 students need refinement. For 93 students do not need refinement and 157 students need it. It also can be concluded that the student study skills at English Intensive course is test preparation.

2. Reader or other researcher

Even though the relationship of the students' study skills and TOEFL Score is very weak, the researcher finds that the relationship of note-taking and memory is medium (0.599). It means that the combination of those two skills might need further research. Additionally, the next researcher can be tried to find out why in this research, there is no influence between students' study skills and their achievement in TOEFL Test.