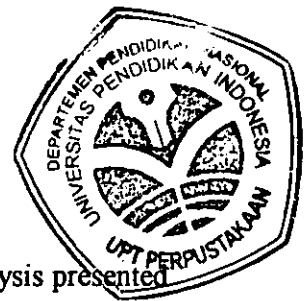# CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the result of the discussion derived from the data analysis presented in chapter four, some conclusions and suggestions can be formulated. It is expected that conducting this study may positively contribute to the English teachers and others who concern on English education.

5.1 Conclusions

As stated previously, the present study is aimed at investigating the relationship between students' foreign language aptitude and their English summative test scores. The formulation of problem was then guided by the research question, which is whether there is a significant correlation between those two variables or not.

In investigating the problem, the first step done was administering the foreign language aptitude test towards the sample. In this matter, the foreign language aptitude test scores were used as the first data. As the result, their scores reveal that they range from 28 to 90. The highest score is 90 with 45 correct answers, and the lowest score is 28 with only 14 correct answers. Consulting to Harris' table of performance (1969:134) these students' scores can be categorized into excellent (7%), good (50%), fair (24%) and poor (19%) in foreign language aptitude test.

Secondly, the data needed were the students' English summative test scores. Those were collected through looking into their English teacher evaluation data. Having gained the data, they were also analyzed and the result shows that they range from 62 to 71.5. Yet, considering Harris' table of performance, those are classified into good (100%).

Having collected those two sets of scores, they were analyzed in the form of finding the normal distribution of each set of scores and setting the correlational testing based on the result of normal distribution testing.

Having calculated the coefficient correlation, the value of the coefficient correlation is equal to .410. This shows that there is significant correlation between students' foreign language aptitude and their English summative score. Therefore, the conclusion formulated in this study is that the research problem represented by the research question has been answered by the result of the correlational testing.

5.2   Suggestions

Having finished conducting the research; some suggestions are also proposed in order to enhance the benefit for further researches. Those suggestions are intended for:

5.2.1   English Teachers

Foreign language aptitude test can be used as a means to understand learners' characteristics. It will also give invaluable insights regarding students' strengths and weaknesses in learning English. In addition, it will then ease the English teachers to decide which methods and techniques are appropriate for the students.

Considering the limitation of time and fund in measuring students' foreign language aptitude, English teachers can manage the test by firstly utilizing a kind of foreign language aptitude test which has similar focus as the standardized test. In this matter, there are several things that should be improved in administering the test for example the time allotment and also the items of the test.

5.2.2 Other Researchers

Since this study was carried out in a relatively short time and only involved one group, it would be better if other researchers who wish to conduct a follow up study formulate a wider research focus. This is intended for giving clearer information about the other ways that can be applied in order to understand learners' characteristics. Besides, this can also be done through making cooperation with those who concern on psychological matters by taking the advantage of sorts of standardized tests commonly used such as the Intelligence Quotient test, the Scholastic Aptitude Test, etc. In addition, this will also help the researcher in dealing with the importance of utilizing the appropriate research instrument, which is assumed not commonly in used in the place where the research is conducted. Consequently, this will expectantly enable the researcher to construct a better research instrument for measuring students' psychological traits considered as important factors in learning.