

## **Chapter Five**

### **Conclusion and Recommendation**

In this chapter, the researcher presents conclusion and suggestion from the research result. In conclusion, the researcher concludes this research based on the data analysis and findings. The researcher delivers some recommendations for English teachers, students, and further researcher.

#### **Conclusion**

This research was conducted in order to find out the six-semester students' TOEFL score of EED UMY batch 2013. It was also attempted to find out whether or not there is an effect of joining ILT class towards EED UMY students' TOEFL test score.

In this research, the researcher used cause effect design under quantitative research which is explained how a variable affects other variable. Joining ILT is a variable that affect to students' TOEFL score. Besides, the sampling technique used was Total Population Sampling (TPS) with some criteria used to select the sample. The instrument used in this research was TOEFL-like test by Language center of UMY. The researcher took the secondary data from the ILT lecturer. In data analysis, the researcher used score categorization by Carson (1990) and Paired sample T-test.

Regarding to the analysis result, the researcher can draw two findings. The first is the increasing students' TOEFL score after joining ILT class. The mean of students' TOEFL pretest score is 417 and the mean of students' TOEFL pretest score is 480. It means there is increasing students' TOEFL score in pretest to posttest. The increase is 63 point. The second is there is an effect of joining ILT

towards students TOEFL test score at EED of UMY ( $\rho = 0.000 < 0.001$ ). Hence, the size of the effectiveness of joining ILT class towards students' TOEFL score was large effect ( $0.99 > 0.50$ ).

### **Recommendation**

Based on the research findings, there is increasing TOEFL score after the six-semester students of EED UMY batch 2013. There is an effect of joining ILT towards students TOEFL test score at EED of UMY. In connection with the research findings, there are some recommendations for English teacher, students, and further researcher.

**Students.** It is important information for students to know that ILT class can help increasing the students' TOEFL score. The students are suggested to join this class and they are required to do the every practice test. Here the lecturer will explain a lot of strategies based on the TOEFL preparation book which can make students TOEFL score improve.

**English teacher.** It is additional information for English teacher who teach TOEFL preparation. The teacher can implement the treatment by using TOEFL preparation book and always practicing with TOEFL simulation. Besides, the teacher also can motivate their students because motivation is the factor that influences students' TOEFL score.

**University.** It is important information that ILT class was effective in improving students' TOEFL score. Since the treatment in ILT was effective, it can be the suggestion to the university to improve the student' TOEFL score other faculty in UMY which also conduct the TOEFL preparation class.

**Other researchers.** It is an important for the future researcher. This study can be the reference for the further researchers who are going to conduct similar research about TOEFL preparation. The other researcher can explore more information about the other factors that affect to the students TOEFL score deeper by interview the students. Then, the class condition and students' condition during the ILT class held are also can be the additional information about this topic.