

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

There are two points in this chapter. They are conclusions and suggestions.

1.1 Conclusion

Based on the results of data analysis that have been discussed in the previous chapter, the researcher makes some conclusions about the third-year students' ability to answer structure and written expression of TOEFL-like test at the Department of Primary School Teacher Education of Bung Hatta University as follows:

1. In general, third-year students have low ability to answer structure and written expression of TOEFL-like test at the Department of Primary School Teacher Education of Bung Hatta University. The data indicated that 90% of students had low ability. In detail, 0 (0%) students had excellent ability, 3 (7.5%) students had good ability, 1 (2.5%) students had good ability, and 36 (90%) students had low ability to answer structure and written expression of TOEFL-like test.
2. The third-year students' ability to answer structure and written expression of TOEFL-like test in subject-verb agreement was low. It was supported by the fact that 34 (85%) students had low ability
3. The third-year students' ability to answer structure and written expression of TOEFL-like test in object of prepositions was low. It was proved by the fact that there were 36 (90%) students had low ability.

4. The third-year students' ability to answer structure and written expression of TOEFL-like test in present participle was still low. It was represented by the fact that 34 (85%) students had low ability.
5. The third-year students' ability to answer structure and written expression of TOEFL-like test in past participle was low. It was proved by the fact that 33 (82.5%) students had low ability

1.2 Suggestions

Based on the conclusions above, the writer would like to give several suggestions:

1. To the lecturers

Since the students had low ability to answer structure and written expression of TOEFL-like test in the form of subject-verb agreement, object of prepositions, present participle, and past participle, the lecturers should focus on boosting the students' motivation and bridging language gaps by incorporating culturally relevant materials, setting clear goals, using bilingual resources, making learning interactive, and encouraging peer collaboration. Then they should also provide more examples when teaching structure and written expression of TOEFL. In addition, they must provide more exercises to students at least twice a month so that the students are familiar with the structure and written expression of TOEFL-like test.

2. To the students

The students are expected to enhance their motivation by achieving goals in taking the TOEFL, engaging with English through topics of interest, using

bilingual resources to bridge the language gap, and consistently practicing to achieve the TOEFL. In addition, the students should pay attention to the lecturers' explanation about structure and written expression of TOEFL-like in subject-verb agreement, object of prepositions, present participle, and past participle. The researcher also suggests the students do more exercises to answer those types of questions since they have low ability to answer structure and written expression of TOEFL-like test.

3. To the future researchers

Further researchers are suggested to explore strategies that enhance motivation through culturally relevant materials, the effectiveness of bilingual education, and the role of interactive and collaborative learning methods. It is also suggested to further researchers to find out the cause of the students' problems in any sections of TOEFL especially in the structure and written expressions section of the TOEFL test, and conduct a related study to overcome the students' problems in any section of the TOEFL test.

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