

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Summary and Conclusion

This study tried to find out the aptitude scores of MPBI students and the correlation between aptitude and achievement scores. The instruments used were PLAB to measure aptitude and Advanced English subject to measure achievement. The participants were twenty-eight students of batch 12 and 13 of Graduate School of Teaching English as a Foreign Language Widya Mandala Catholic University Surabaya. The correlation was measured by using Pearson Product-Moment and the result was 0.1, which means that the correlation between aptitude and achievement scores was very weak or none.

The lack in number of participants became the major weakness of the study. It made the finding resulted in very weak or no correlation. Aptitude test was intended to predict success in foreign language learning. However, this study proved that it failed to do so. The researcher did not assume that aptitude test was ineffective, but the number of participants did not meet the minimum criteria of quantitative research, and therefore it had the impact on the finding.

Moreover, the researcher got the Advanced English scores directly from the administration office without getting involved in scoring. The researcher never tested the reliability and validity of the scores. Therefore, it was possible to argue about its validity and reliability as well.

5.2 Suggestion

Research on aptitude and achievement has been done for many times by different researchers and it is uncommon to find the positive correlation between them. “These tests (MLAT, the DLAB, VORD, the PLAB) have served both SLA research and SL pedagogy as well: Scores on them have often *correlated quite highly with instructed language learning success* in a variety of institutional contexts (see Dörnyei & Skehan, 2003; Ehrman, Leaver, & Oxford, 2003; Sawyer & Ranta, 2001; Skehan, 1989, 1998, 2002, for review)” (as cited in Robinson, 2005, p. 48). Nevertheless, the finding of this study was very weak or no correlation and it was assumed that lack in number of participants was the main cause. Therefore, the researcher suggested any other researcher who is interested in doing similar research to have bigger number of participants (> 100).

In addition, research on aptitude and good language learners are also worth researching. It will be interesting to find out whether students who categorized as good language learners have good aptitude scores, or whether students who have good aptitude scores could be categorized as good language learners.

Using students’ aptitude profile in deciding candidates in an entrance test is one benefit. However, in institution where all applicants are usually accepted, aptitude profile is still useful to pinpoint their strengths and weaknesses. Teachers could refer to students’ aptitude result to see the nature of the trouble. Sometimes, it can be seen in a glance that a student is lacking ability in particular area, e.g. vocabulary, and thus remedial help in this area is needed before they started their

classes. In this way, both schools and students could benefit from the aptitude tests.

BIBLIOGRAPHY

- Abrahamsson, N. & Hyltenstam, K. (2008) The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition*, 30 (4), 481-509.
- Andreou, G., Vlachos F., & Andreou E. (2005) Affecting factors in second language learning. *Journal of Psycholinguistic Research*, 34(5), 429 – 438.
- Boban, G. (2005). DLAB study guide. San Mateo: Delta Gear, Inc. Retrieved Sept 5, 2011 from <http://www.deltagearinc.com/Kit&Tools/Kit/DLABsample.pdf>
- Carroll, J. B. (1962). The prediction of success in intensive foreign language training. In R. Glaser (ed.), *Training research and education*. Pittsburgh: University of Pittsburgh Press.
- Carroll, J. B. (1981) Twenty-five years research on foreign language aptitude. In K.C. Diller (ed.), *Individual Differences and Universals in Language Learning Aptitude*. Rowley, MA: Newbury House, 83 – 118.
- Carroll, J. B. (1990) Cognitive abilities in foreign language aptitude. In C. W. Stansfield & T. S. Parry (eds.), *Language Aptitude Reconsidered*. New Jersey: Prentice-Hall, 11 – 29.
- Choudhury, A. (2009). Pearson Product Moment Correlation. Retrieved Sept 20, 2011 from Experiment Resources: <http://www.experiment-resources.com/pearson-product-moment-correlation.html>
- Curtin, C., Avner, A., & Smith, L. A. (1983). The Pimsleur battery as a predictor of student performance. *The mModern Language Journal*, 67, 33 – 40.

- Dörnyei, Z. & Skehan, P. (2003) Individual differences in second language learning. In C. Doughty and M. Long (Eds.), *Handbook of Second Language Acquisition*. Malden, MA: Blackwell: 589 – 630.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Erlam, R. (2005). Language aptitude and its relationship to instructional effectiveness in second language acquisition. *Language Teaching Research*, 9(2), 147 – 171.
- Gardner, R. C. (1990) Attitudes, motivation, and personality as predictors of success in foreign language learning. In C. W. Stansfield & T. S. Parry (eds.), *Language Aptitude Reconsidered*. New Jersey: Prentice-Hall, 179 – 221.
- Griffiths, C. (2008) Strategies and good language learners. In C. Griffiths (ed.), *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 83 – 98.
- Grigorenko, E., Sternberg, R., & Ehrman, M.E. (2000) A theory-based approach to the measurement of foreign language learning ability: the Canal-F theory and test. *Modern Language Journal*, 84, 390 – 405.
- Harmer, J. (1991) *The Practice of English Language Teaching: New Edition*. Essex: Pearson Education Limited.
- Harmer, J. (1998) *How to Teach English: An Introduction to the Practice of English Language Teaching*. Essex: Pearson Education Limited.

- Harmer, J. (2001) *The Practice of English Language Teaching: Third Edition*.
Essex: Pearson Education Limited.
- Kao, P. & Craigie, P. (2010) *Foreign language anxiety and English achievement in Taiwanese undergraduate English-major students: an empirical study*.
Unpublished thesis. Shih-Chien University, Kaohsiung, Taiwan and Deakin University, Australia.
- Krashen, S. D. (1988) *Second Language Acquisition and Second Language Learning*. Hertfordshire: Prentice-Hall.
- Leighton, D. (1988) Aptitude and interests – who learns language best?. *Modern Languages: Journal of the Modern Languages Association*, 69 (3), 165-168.
- Littlewood, W. (1984) *Foreign and Second Language Learning: Language Acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press.
- MLAT sample questions. Retrieved Sept 5, 2011 from
<http://www.2lti.com/htm/LangAptitudeTesting.htm#1>
- Nyikos, M. (2008) Gender and good language learners. In C. Griffiths (ed.), *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 73 – 82.
- Oxford, R. L. (1990) Styles, strategies, and aptitude. In C. W. Stansfield & T. S. Parry (eds.), *Language Aptitude Reconsidered*. New Jersey: Prentice-Hall, 67-125.

- Petersen, C. R. & Al-Haik, A.R. (1976) The development of the defense language aptitude battery. *Educational and Psychological Measurement*, 36, 369 – 380.
- Pimsleur, P., Mosberg, L., Morrison, A.L. (1962). Student Factors in foreign language learning. *The Modern Language Journal*, 46 (4), 160 - 170.
- Pimsleur, P., Sundland, D. and McIntyre, R. (1964). Underachievement in foreign language learning. *International Review of Applied Linguistics* 2, 113–50.
- Pimsleur, P. (1966) Testing foreign language learning. In A. Valdman (ed.), *Trends in Language Teaching*. New York: McGraw-Hill, 175 – 212.
- Pimsleur, P. (1968) Language aptitude testing, in Davies, A. (Ed.), *Language Testing Symposium*. London: Oxford University Press, 98-106.
- Pimsleur, P., Reed, D.J., & Stansfield C. W. (2004) *Pimsleur Language Aptitude Battery: Manual 2004 Edition*. Bethesda, MD: Second Language Testing, Inc.
- Politzer, R. L. & Weiss, L. (1969). An experiment in improving achievement in foreign language through learning of selected skills associated with language aptitude: Final report. California: Stanford University.
- Ranta, L. (2008) Aptitude and good language learners. In C. Griffiths (ed.), *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 142-155.
- Rees, J. (2000) Predicting the future of foreign language aptitude. In Cornwell, S. & Robinson, P. (Eds.), *Individual Differences in Foreign Language*

- Learning: Effects of Aptitude, Intelligence, and Motivation: Conference Proceedings*. Tokyo: Aoyama Gakuin University, Department of English, 187- 197.
- Robinson, P. (2005) Aptitude and second language acquisition. *Annual Review of Applied Linguistics*, 25, 46-73.
- Robinson, P. (1995) Aptitude, awareness, and the fundamental similarity of implicit and explicit second language learning, in Schmidt, R. (Ed.) *Attention and Awareness in Foreign Language Learning: Technical Report*. Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center, 303-357.
- Rubin, J. (1975). What the “good language learner” can teach us. *TESOL Quarterly*, 9 (1), 41–51.
- Rubin, J. (2005). The expert language learner. In K. Johnson (ed.), *Expertise in Second Language Learning and Teaching*. Palgrave: Macmillan, 1 – 31.
- Sasaki, M. (1993) Relationships among second language proficiency, foreign language aptitude, and intelligence: a structural equation modeling approach. *Language Learning*, 43 (3), 313-344.
- Skehan, P. (1986b) The role of foreign language aptitude in a model of school learning. *Language Testing*, 3, 188 – 221.
- Sparks, R. & Ganschow, L. (1991) Foreign language learning differences: affective or native language aptitude differences. *The Modern Language Journal*, 75 (1), 3-16.

- Sparks, R., Artzer, M., Ganschow, L., Siebenhar, D., Plageman, M., Patton, J. (1998). Differences in native language skills, foreign language aptitude, and foreign-language grades among high-, average-, and low-proficiency foreign-language learners: two studies. *Language Testing*, 15 (2), 181 – 216.
- Sparks, R. & Ganschow, L. (2001). Aptitude for learning a foreign language. *Annual Review of Applied Linguistics*, 21, 90 – 111.
- Spolsky, B. (1995). Prognostication and foreign language learning, 1925 – 62. *Language Testing*, 12, 321 – 340.
- Stansfield, C.W. (1988). Pimsleur language aptitude battery, in Keyser, D.J. & Sweetland, R.C. (Eds.) *Test Critiques vol. VII*. Kansas: The Corporation of America, 438-445.
- Stansfield, C.W. & Reed, D.J. (2004). The study behind the modern language aptitude test: an interview with John B. Carroll (1916 – 2003). *Language Assessment Quarterly*, 1 (1), 43-56.
- Stansfield, C.W. & Reed, D.J. (2004). Using the modern language aptitude test to identify a foreign language learning disability: is it ethical?. *Language Assessment Quarterly*, 1 (2&3), 161-176.
- Stansfield, C.W. & Winke, P. (2008) Testing aptitude for second language learning, in Shohamy, E. & Hornberger, N.H. (Eds.) *Encyclopedia of language and education*, 2 (7), *Language Testing and Assessment*, 81-94.
- Sugiyono. (2010) *Metode Penelitian Kuantitatif dan Kualitatif*. Bandung: Penerbit Alfabeta.

- Teepen, J. (undated). On the relationship between aptitude and intelligence in second language acquisition. *TESOL & Applied Linguistics*, 4, special issue: aptitude and intelligence in SLA.
- Wesche, M., Edwards, H., Wells, W. (1982) Foreign language aptitude and intelligence. *Applied Psycholinguistics*, 3, 127-140.
- Yamashiro, A. & McLaughlin, J., (2000) Relationships among attitudes, motivation, anxiety, and English language proficiency in Japanese college students. In Cornwell, S. & Robinson, P. (Eds.), *Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence, and Motivation: Conference Proceedings*. Tokyo: Aoyama Gakuin University, Department of English, 9-28.