

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this chapter the writer presents two main parts. They are conclusion and suggestion.

#### **5.1 Conclusion**

As it is explained in the background of the study, this study aims at analyzing the predictive validity of Intensive Course scores towards the English skills courses scores of the English Department students of Widya Mandala Catholic University of Surabaya in the academic year of 2017/2018. This is in line with the purpose of providing IC to the first semester students to equip them to be able to join courses in higher semester level presented in English, therefore should be a prediction future achievement. Analyzing the predictive validity will be beneficial to know whether IC really equips the students or not.

The writer took the final scores of IC, Listening A, Speaking A, Reading A and Writing A as the data. She computed the data by using the formula of Pearson-Product Moment Correlation with Excel program to find the correlation indexes. The IC scores were used as the predictor and the scores from the Listening A, Speaking A, Reading A, and Writing A as the predicted scores. The writer analyzed and interpreted the degree of correlation by using the r-table of correlation analysis.

The findings of the study showed that the IC scores is highly correlated to the four English skills courses scores (Listening A, Speaking A, Reading A and Writing A). The IC can be a high predictor for the Listening A, Speaking A, Reading A and the composite scores, while IC can predict the students future achievement of Writing A in a moderate level only. Therefore, the students who have high achievement in the Intensive Course will have high achievement in Listening A, Speaking A, Reading A and Writing A course as well and the students who have low achievement in the Intensive Course will have a low achievement also in Listening A, Speaking A, Reading A and Writing A course.

Although the result of this study can prove the formulation of the hypotheses, there is yet an issue that should be focused on. The IC can predict the students future achievement of Writing A in a moderate level only. Based on the result and discussion, there should be a further analysis why IC is only made a moderate predictor toward Writing A and to prove the possibilities reason given by the writer.

## **5.2 Suggestion**

The result of this study shows that IC is a high predictor for the Listening A, Speaking A, Reading A and the English skills courses, while IC predicts the students' future achievement of Writing A in a moderate level only. Thus, taken as a whole, IC is a good predictor for the English skills courses achievements.

Based on the result, IC should be maintained in the curriculum of the English Department for helping students to join courses in higher semester level presented in English. The writer also suggests that there should be a greater collaboration between the coordinators of IC course and Writing A so that the writing section of the IC course can better prepare the students for the actual Writing A course. The writer expects that there would be other future studies focusing more on the predictive validity of IC class towards students' Writing achievements.

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