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.


Essex: Pearson Education Limited.

Unpublished thesis. Shih-Chien University, Kaohsiung, Taiwan and Deakin University, Australia.


