CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research findings, conclusions, and recommendations for future studies in the field. It encompasses an analysis of the collected data, a summary of the results, and suggestions for further research within the same study area.

A. CONCLUSION

Based on the research findings, the study reveals that EFL students at UIN Sultan Maulana Hasanuddin Banten face several challenges in different sections of the TOEFL test. Approximately 50% of respondents identified listening comprehension, structure, and written expression as the most difficult parts, while 16% struggled with reading comprehension. Listening Comprehension Challenges: Many factors contribute to difficulties in the listening comprehension section, including poor-quality earphones, weak signal strength, inadequate vocabulary, and challenges in understanding implied meanings and speaker dialects. Common issues also include lack of concentration, the requirement to answer multiple questions after hearing audio only once, and time management problems. Structure and Written Expression Challenges: Respondents faced challenges in the structure and written expression section due to a lack of knowledge of grammatical patterns and concepts. Despite having previously mastered grammar, many students forgot rules, possibly due to long intervals since their last grammar class, lack of practice, or interference from other subjects. Difficulties were also attributed to poor understanding of sentence structure and format and comprehension of different question types in this section. Reading Comprehension Challenges: For 16% of respondents, the main challenge in

the reading comprehension section was the demand to read lengthy passages, which sometimes caused dizziness and difficulty focusing on the screen.

Moreover, the research shows that students within the English Department at UIN Sultan Maulana Hasanuddin Banten employ various strategies to face the TOEFL test. Participants have distinct approaches for honing their TOEFL skills, categorized into preparation and answering strategies. Preparation strategies differ across test sections. In the listening section, students engage in activities such as watching movies and listening to podcasts and Western songs, alongside utilizing YouTube as a learning resource. Similarly, students use TOEFL books, social media captions, and TOEFL applications to enhance their grammatical proficiency in the structure section. Participants utilize TOEFL reading materials and English news/novels/comics to bolster their comprehension abilities for the reading section. These strategies prove instrumental in facilitating a comprehensive understanding of English. Regarding answering strategies, students employ scanning in the listening section, focus on subject-verb agreement and word classes in the structure section, and prioritize more straightforward questions and familiar passages in the reading section.

Despite the use of these techniques, student achievement rates remain a concern. A total of six (26%) of the 23 English language education students that took the test in the first batch at the UIN SMH Banten language center achieved the required minimum score standards of 470, as specified in the university's academic standards, to qualify for the munaqosah exam. It additionally suggests that, whereas the strategies implemented are helpful, additional resources and guidance would be necessary for assisting other students to meet the standards set for them.

B. SUGGESTION

Based on this study's findings, the researcher offers several suggestions to the parties involved.

1. Students

The researcher supports students in establishing and using successful TOEFL preparation measures. This could be performed by implementing routine practice with several resources, including internet-based tests in general, discussion groups, and language development software applications. Students must also strengthen their English skills through significant reading, listening, speaking, and writing exercises. Internet-based tools for learners to engage might assist

students in comprehending and keeping track of challenging topics, which include vocabulary, grammatical structures, and figurative language.

2. Teachers

Teachers contribute a significant part in helping students get excellent TOEFL score results. Teachers are strongly encouraged to use various new instructional approaches and technological equipment in their learning environment. In this regard, we propose the best tools for creating engaging and dynamic educational activities to assist students in comprehending while maintaining language perspectives. Teachers may additionally strive to enhance students' test-taking abilities, such as time management and critical thinking, through frequently scheduled tests and discussions about their performance. Teachers can significantly improve the skills of their students's preparation for tests and performance by implementing an approach that emphasizes students and creates an enjoyable learning atmosphere.

3. For Other Researcher

The results of this research are an excellent resource for upcoming researchers interested in investigating strategies for achieving high scores on the TOEFL test. Future research ought to examine a wider variety of characteristics, such as various population groups, learning environments, and technology devices, to gain an improved comprehension of successful test-taking approaches. Researchers should also consider doing follow-up research to investigate the long-term impact of multiple strategies on students' language abilities and test performance. Future research may contribute to developing greater efficiency and accessibility to test preparation strategies for EFL students by continuing to explore and improve in this field.

4. For Other Institutions

Institutions should provide robust support systems to help students prepare for the TOEFL test. This includes offering specialized courses, workshops, and resources tailored to test preparation. Institutions should also invest in up-to-date technology and digital tools that facilitate interactive and engaging learning experiences. Institutions should consider implementing tailored training programs that focus on the practical strategies identified in this study. Additionally, integrating advanced learning environments and leveraging technology can give students a more comprehensive preparation framework. Institutions are encouraged to foster collaboration between

language instructors and technology experts to develop innovative teaching methods and resources. By adopting and adapting the successful strategies highlighted in this research, institutions can significantly improve their EFL students' test scores, ultimately contributing to their academic and professional success. Moreover, institutions may benefit from conducting localized studies to identify their student's specific needs and challenges, ensuring the strategies implemented are relevant and practical.