CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three conclusions can be drawn toward research questions:

1. The most frequent Test-taking strategies used by sixth semester test-takers based on two categories are strategy when doing the test (whilst test-taking). The result is obtained by seeing the total score of choices 4 = agree and 5 = strongly agree. Total score of pre test-taking is 363 (the sum of 261+102). While whilst test-taking is 388 (the sum of 301+87). The value result $388 \geq 363$ shows that whilst test-taking is mostly used by test-takers. While the five most used strategy in the entire test-taking are; "knowing about what must to do in the test (e.g. direction)", "Preparing everything need (pen, pencil, paper, eraser, etc.) the day before the test", "Dreaming of success in the test", "Checking the performance and progress while completing the test", and "Wearing the dress comfortably when taking test". The list of five most strategies are obtained through seeing the mean value of each strategy. In this case, those five most strategy has higher values than others. For more detail, the result of mean calculation can be seen in appendix 10.

2. There are 3 findings relates to the reason of test-takers to use test-taking strategy. First, sixth semester test-takers are highly motivated to use test-

taking strategies because of the importance of doing well on the test and the score they received. The result intends to know that 25 % test-takers use test-taking strategies because of the importance of doing well on the test and 22 % students are very highly motivated because they concern about the scores. Second, test-takers find three big difficulties when using test-taking strategy such as spending more time on difficult question, experiencing excessive nervousness while taking the test, and changing the test answer from the correct to incorrect answers. The finding shows that 37% spend too much time in difficult questions, 22% test-takers experience excessive nervousness and anxiety in the test, and 18% test-takers change test answers from the correct ones to incorrect ones. Third, although facing some difficulties, most of the students put much belief on test-taking strategy using. It can be seen that 89% test-takers believe on test-taking strategy they use.

3. Based on the result of regression analysis, it can be known that test-taking strategy has a significant relationship to the score received by test-takers when the strategies are used simultaneously. The finding shows that the significance value of test taking strategy usage simultaneously is 0,041. It means that hypothesis "H_1 (1) = test-taking strategy have a significant relationship to the score simultaneously" is accepted. On the other hand, the use of each strategy does not have significant relationship to the score when they are used individually (in partial). It means that hypothesis "H_0

(2) = test-taking strategy does not have a significant relationship to the score partially" is accepted. The calculation process of both two findings can be seen in appendix 17 and 18.

B. Suggestion

There are some suggestions proposed by this research for some people:

1. Suggestion for test-takers

   Test-takers should apply the entire test-taking to achieve the good score. They should consider 26 strategies when doing the test in spite of some strategies only. Furthermore, they must learn test-taking strategies besides learning TOEFL equivalent test content.

2. Suggestion for English Education Department

   English education department can make a policy for TOEFL Preparation Lecture in order to teach test-taking strategy. As this result has been proven that the use of test-taking strategy can help test-takers to achieve good score. But it should be remembered that test-taking strategy should be used simultaneously not partially.

3. Suggestion for future researcher

   This study still has some limitations. Therefore, Future researcher should consider some suggestions. Future researcher should take a research in TOEFL held by international officer which is Educational Testing Services. Moreover, future researchers should determine the research

schedule. Research schedule will be very important for future researchers whether there is inappropriate timing. At last, suggestion for future researcher is that the researcher can use bigger sample than this research have. So, the study is able to scope the bigger areas.