Chapter V

Conclusion

The focus of the current study was the teaching of test-taking strategy instructions provided by the course book in the classroom and the benefits to the students. In ELPT (English Language Proficiency Test), reading section was considered to be the most time-taking and exhausted section. Test takers frequently failed to answer correctly.

Test-taking strategy instructions for reading text is needed by test takers because, based on, the pre-research results they felt that the allocation time provided was not ample to answer all questions. Moreover, they had difficulty in comprehending the text since they were not familiar with the words used in the text.

Therefore, two research questions were posed to figure out the problems mentioned above. The first research question was how the strategy instructions provided were presented in the classroom. Class observation and interview with the class

instructor were conducted in order to answer the question. Two

meetings were conducted to discuss the reading sections. Every

meeting was started by giving brief introductions about the

topic of the lesson. Then, it was continued by doing one or two

exercises together. The instructor modeled how to apply the

strategies by using one of the exercises before asking the

students to do other exercises individually. When modeling,

she built an interaction with her students. She frequently asked

some questions and invited the students to discuss about the

practice. When they had enough comprehension with the

strategies, she continued asking them to do the rest of the

exercises individually. When the students were doing the

exercises, she frequently walked around the class to check their

progress. Having finished doing the exercises, they were asked

to discuss their answers with their friends. This was aimed to

reduce their anxiety of making wrong answers. The instructor

would like to create a free anxiety atmosphere in her class so

that the students can study and practice the strategies comprehensively.

In sums, based on the class observation results, the strategies were taught collaboratively. The exercises were done through guided practice where the instructor scaffolded, modeled, and monitored the implementation of the strategies. The instructor applied gradual released of responsibility to prepare the students to deal with the real test situations.

To check whether the students actually understood with the instructions, she had them do the exercises provided in each unit. After that, she held a classroom discussion for discussing the answers to the exercises. The activities showed that the students did not have significant difficulties to do the exercises. They were able to answer the questions correctly.

The discussion between the observers showed that the class instructor had presented the strategies orderly and clearly. She started each lesson with introduction about the topic of the lesson and ended with some practices in the course book.

Besides, she exemplified all the strategies to make the students have better understanding and sometimes she used Indonesian to make the explanation clearer. The instructor prepared the materials very well. This was in line with the findings after having interview with the class instructor. She prepared all supplementary materials needed before teaching. Besides using the course book as the main source, she also prepared some handout for the students.

The post-test score results had shown that there was a significant improvement compared to the pre-test score results. There was one student who could raise his score to 11 points. This means that the students benefited the strategy training given. After joining the course they could do the test efficiently and effectively.

Based on the results above, the test results, supported by the interview, showed that the students had applied the strategies when doing the test. As the research has demonstrated that the teaching of test-taking strategy had

positively helped the students to get better test performance.

After they know the strategies used for answering test item

questions, they were more ready and confident when doing the

test. Their mental condition, as a result, affected their attitude

in doing the tests and their test performance.

Further research is highly recommended as there are

many flaws occurred in this current research. The first, during

the class observation, the instructor did not provide students

ample information about the observers' existence among them.

This might affect the students' psychological factors. They

might feel that they were supervised and they did not act as

natural as possible. Thus, this would probably influence the

results of the class observation. The second, this current study

does not have ample data to analyze. Majority of the subjects

did not deign to reply the interview invitation. The interview

was very crucial for this research since it would provide more

comprehensive information to support the other data. However,

this was found to be problematic to do since they were no

longer attending any classes in the institution and they were

coming from many different faculties. The last flaw is that

there was very limited teaching session for discussing the

reading sections. Two meetings is very limited to teach the

strategies needed for the test as they need more practices to

implement the strategies.

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