

**The Teaching of Reading Test-Taking Strategies in a Test  
Preparation Class**

**A THESIS**



**By:**

**Dwi Rahayu Wijayanti, S.Pd  
8212712028**

**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL  
WIDYA MANDALA CATHOLIC UNIVERSITY  
SURABAYA  
2017**

Running Head: READING STRATEGY

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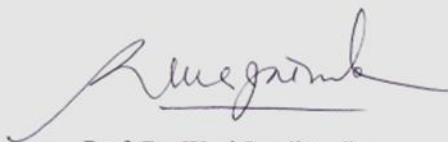
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**APPROVAL SHEET****(I)**

This thesis entitled *The Teaching of Reading Test-Taking Strategies in a Test Preparation Class* prepared and submitted by Dwi Rahayu Wijayanti (8212712028) has been approved to be examined by the Thesis Board of Examiners.

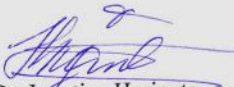


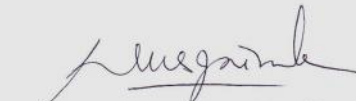
Prof. Dr. Wuri Soedjatmiko  
Thesis Advisor

## APPROVAL SHEET

## (II)

This thesis entitled *The Teaching of Reading Test-Taking Strategies in a Test Preparation Class* prepared and submitted by Dwi Rahayu Wijayanti (8212712028) has been approved and examined by the Thesis Board of Examiners.

  
Dr. Ignatius Harjanto  
Chair

  
Prof. Dr. Wuri Soedjatmiko  
Secretary

  
Dr. V. Luluk Prijambodo  
Member



Prof. Dr. J.S. Ami Soewandi  
Director of Graduate School

**STATEMENT OF AUTHENTICITY**

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. I declare that all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled “The Teaching of Reading Test-Taking Strategies in a Test Preparation Class” to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, 25 October 2017



Dwi Rahayu Wijayanti  
8212712028

## **Acknowledgment**

All praise for Allah SWT for His mercy, grace and help to all His servants. I realized for what I had been writing was only the smallest part of His knowledge. However from this smallest part I understand and realize the vast of His knowledge. With His mercy, this thesis is finally completed.

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**Abstract**

The use of standardized test to see one's competence is still widely used in Indonesia. In order to be able to have better performances when doing the time constrained test, students are suggested to be provided with test-taking strategies. They are trained to use the strategies to solve problems occurred and they also practice to apply the strategies by themselves.

This retrospective descriptive study addressed the effects of the teaching reading comprehension test-taking strategies and the benefits to the students' test performance.

This qualitative observational study focused on the process of teaching and learning the strategies. Then, the observation results were supported with interview and post-test results. Those data were analyzed to perceive the effects to the students. One instructor and her students were the participants of this study.

Results of the study indicated that the instructor presented the strategies collaboratively by applying guided



practice. The instructor prepared herself with the course book itself and some supplementary materials. Their reading section post-test scores were better compared to their pre-test scores. There was a positive impact to their test performance. The teaching of the strategies helped them prepare for the test. This was also supported with the results of the interview to the students. They were greatly aided by the strategy training. They were more ready and confident when doing the test. Thus, they could improve their test performance. Due to the limited class meetings, some suggestions are proposed to be done. Further research is needed with more class meetings to see the effects of the strategy teaching to students' test performances, whether the teaching impacts more to them. In addition, the effects to students' reading comprehension skills are worth to see as well.

**Keywords: test-taking strategies, teaching test preparation strategies**

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