

CHAPTER VI

CONCLUSION AND RECOMMENDATION

This chapter indicates the last part of the thesis which covers conclusion and recommendation. Conclusion consists of concluding of the research and recommendation for test takers and future researchers.

A. Conclusion

Conducting the present study on participants' experiences in the effort of achieving high score in English proficiency test shows the dynamic experiences. It also allows researchers to critically reflect on participants' everyday experiences with striving for high scores on English proficiency tests. Therefore, this is the best time to give them the space to share their voices for other ELT practitioners to hear. Their voices will be a meaningful intellectual resource to add strategies for answering questions on the English proficiency test, especially for non-English students.

The first finding reveals that the participants shared the reasons why they chose to take the English proficiency test, how they felt when they did it, and how they prepared to take the English Proficiency Test. The main reason given by all participants was to register for study abroad after graduating from undergrad. The feelings of all participants when they faced the test for the first time were nervous because they were afraid that it would not be what they expected. Lastly, the learning preparation process for each participant is very dynamic. The participants conduct self-study and join the English language course in order to prepare materials for answering English proficiency tests.

The second finding indicates the various strategies used by each participant when taking the English proficiency test. The findings this time are divided into two sub-findings, namely, strategies for answering TOEFL questions and strategies for answering IELTS questions. The participants discussed various TOEFL question-answering techniques, such as strategies for taking notes while taking the TOEFL, studying grammar material, investigating grammar material, and reading skills skimming techniques. On the other hand, participants also explained strategies for answering IELTS questions. The first strategy is to listen to podcasts and watch movies to improve your listening skills. The next strategy is skimming, which is used to improve the reading ability of IELTS texts. In the speaking skill, participants use audio recording to record their voices while practicing answering speaking IELTS questions. The last strategy is brainstorming to improve writing skills in IELTS. The above strategies are carried out by the participants in order to achieve high scores on the English proficiency tests.

The third finding describes how participants benefit from achieving high scores on English proficiency tests. There are several crucial benefits, including the fact that participants have a great opportunity to continue their master's studies abroad as well as apply for scholarships for these studies. Furthermore, if they have completed their master's studies, participants can apply for more prestigious jobs with international organizations or return to their campus for undergraduate study. Lastly, participants are able to add to

their resume of good English language skills by attaching an English proficiency test certificate, even if they are not majoring in English.

The last finding shows the aspirations of participants as test takers: if possible, they hope that the TOEFL or IELTS model will remain the same as it is today. In addition, participants also hope that the Indonesian government can provide payment subsidies when registering for English proficiency tests. In the future, participants also hope that they can use their values for something as forgiving as being able to work in a globalized world.

B. Recommendation

After revealing the participants' experiences in achieving high score on English Proficiency tests, some recommendations have been made for test takers and future researchers.

1. Test Takers

Several important things that researchers can recommend for test takers are preparation for the English proficiency test. Test takers need to prepare well in advance of the test in order to prepare physically, mentally, and financially before taking the English proficiency test. The test taker can apply the strategies that have been described by this research participant to support the test taker's efforts to achieve a high English proficiency test score as well. Before taking the test, make sure the test taker has a good reason because the costs incurred are relatively expensive. Furthermore, the researcher also recommends that test takers try other English proficiency

test models, not only TOEFL or IELTS, because there are other standardized tests that can be taken according to the needs of test takers.

2. The Future Researchers

Finally, for future researchers working on English proficiency tests, it is suggested that involving various undergraduate graduates from various study backgrounds to share narratives will be an important area to focus on. In addition, to get a better picture of efforts and strategies to get high scores on English proficiency tests for non-English teachers, it is also necessary to investigate. Furthermore, the research is urgently needed to develop simple learning techniques for non-English department students who must take English proficiency tests. The last significant point is that, for both the TOEFL and the IELTS, the next researchers are expected to be able to conduct research on study techniques and test-taking strategies for each type of question in each English proficiency tests.