THE CORRELATION BETWEEN TEST-TAKING STRATEGIES AND READING COMPREHENSION SCORE IN READING TEST

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Abstrak

Untuk menguasai tes pemahaman membaca, siswa harus memilih strategi yang tepat berkaitan dengan test membaca. Dengan menggunakan strategi yang tepat ketika mengerjakan test membaca dipercaya dapat membantu siswa dalam menyelesaikan tes dengan mudah. Penelitian kuantitatif ini dilakukan dengan tujuan untuk mengetahui korelasi antara strategi pengambilan tes dengan nilai pemahaman membaca dalam tes membaca. Penelitian ini juga bertujuan untuk meneliti strategi pengambilan tes yang digunakan siswa Bahasa inggris ketika mengambil tes membaca. Data dalam penelitian ini didapatkan melalui kuisioner online kepada 90 partisipan yang terdiri dari angkatan ketiga dan keempat di salah satu universitas di Surabaya. Hasil dari penelitian ini menunjukkan bahwa siswa Bahasa Inggris lebih banyak memilih strategi metakognitif dengan nilai mean sebesar (3.68) daripada strategi kognitif dengan nilai mean sebesar (3.59) ketika mengambil tes pemahaman membaca. Hasil dari penelitian ini juga menunjukkan bahwa ada korelasi yang positif antara strategi pengambilan tes dengan nilai tes pemahaman membaca. Tingkat korelasi keduanya yaitu r = 0.251.

Kata Kunci: strategi pengambilan tes, tes pemahaman membaca, nilai pemahaman membaca.

Abstract

In order to succeed in reading comprehension test, the learners should choose the most appropriate strategy dealing with reading test. Moreover, by using the suitable strategy while completing reading test, it is believed that it will help the learners to accomplish the test easily. The purpose of this quantitative study is to find out the correlation between test taking strategies and reading comprehension scores in reading test. Another aim of this study is examining the kind of test taking strategies utilized by EFL learners in accomplishing reading test. The data of this study were gained through online questionnaire towards 90 participants of junior and senior university students in one of universities in Surabaya. The result shows that the EFL learners mostly utilize metacognitive strategies (mean score 3.68) than cognitive strategies (mean score 3.59) while completing reading comprehension test. The result also reveals that test taking strategies and reading comprehension scores are positively correlated. The significance level of correlation is r = 0.251.

Keywords: test taking strategies, reading comprehension test, reading comprehension score.

INTRODUCTION

Through reading a lot, the students can easily extent the knowledge. Blachowicz and Ogle (2008) stated that reading has a big role in expanding the students' knowledge and vocabularies. The more the students read, the more they will know what they want to know. They also added that reading also helps the students to comprehend the material that contains much information. They will achieve new information that is important for them. Then, it can be said that reading needs to be mastered especially for EFL students to enlarge their knowledge and comprehend the text easily.

It is quite challenging to make the EFL students master reading skill. For most of the students, it is difficult to comprehend the meaning of the text they read

(McNamara, 2007) since the main important thing when the students read the text is that understanding what the written words mean. However, in the process of reading, the students are only being fake readers if they just read the words without constructing the meaning. In this case, comprehension takes role when the eyes see the words. The students need to have deeper understanding on what they have read.

Another students' problem in reading is their proficiency level of the target language (Sheorey & Mokhtari, 2001). Each student has different level of proficiency. For the students who have higher proficiency level on the target language, it will be easier for them to understand the meaning of the text they read, and vice versa. In other words, the students who have mastered reading skill, it will easy for them to master reading

comprehension test, so when they face the test they will not find any significant problem.

In fact, the students still have difficulties in doing the reading test (Yuyun, Laksana, & Abednego, 2018). Here, the role of the language learner strategies of each learners is really determined, whether they use the strategies properly or not. Language learner strategies is divided into two categories. According to Shan (2009), it consists of learning strategies and use strategies. Learning strategies mean that the strategies that is used for acquiring the language knowledge. Meanwhile, using strategies is appropriate while doing the task or test, precisely reading test (Pearson, 2009). In language testing context, use strategies is necessary to be used. So that, while dealing with the test, the learners will be easy to use the strategies based on the text they read. It is also being one of the important elements while comprehending the text. If the readers do not have the appropriate strategies while completing the test, they will find difficulties in accomplishing the test. According to Bachman & Palmer (2010), the test takers have their own prediction about what they need, they have to work with, and how well their test. It can be said that the test takers during the test should have their own strategy to get what they have expected.

The strategy dealing with the test is called as test taking strategies. According to Phakiti (2003), the strategy that is used while completing the task or test is called as test taking strategies. The students who succeed in reading test are known easier in choosing the strategy while doing reading test. Dealing with reading test, there are two kinds of strategies that can be used. Zhang, et.al (2014) in his study stated that cognitive and metacognitive strategies are positively correlated to the reading test. In other words, it can be said that cognitive and metacognitive strategies are the strategies that can be used while accomplishing the test, especially for reading.

Cognitive and metacognitive strategies are different. Anastasiou & Griva (2009) claimed that cognitive and metacognitive are different. It differs from the aim of the strategies. They believed that cognitive is necessary in order to accomplish a task, and metacognitive is also important to identify how the task is carried out.

Zhang, et.al (2014) claimed that cognitive strategy is the test taker's way to deal with the language and the world knowledge to solve the task they did. In cognitive strategies, it is divided into two categories, comprehending and retrieval. They also added that comprehending is used to comprehend the content of the text. Meanwhile, retrieval is used to find detailed information of the text. The example of comprehending step is predicting what is the text about, making summary of the text students have read, associating the text to the

prior knowledge, and guessing the meaning of unknown words. Anastasiou & Griva, (2009) also stated that in comprehending, the learners will construct the meaning of the text by reading the text several times. In addition, the examples of retrieval are the learners spend more times on difficult questions, identify which one is the easy and difficult questions, and using their English structure knowledge. Zhang & Zhang (2013) stated that applying grammar rules is also being the example of retrieval step. They also added that using multiple thinking strategies and knowing the text questions related to what the learners have learnt are also being another examples of retrieval steps.

Meanwhile, metacognitive strategy is used to know how the task or test perform (Lin, et.al, 2019). They added that metacognitive strategy is the test takers' way to achieve successful performance in language achievement. They also claimed that in language testing, it includes two phases, planning (before dealing with the task), and monitoring (while and after completing the task) since evaluating strategy in language testing situation is categorized as a part of monitoring strategy.

Israel (2007) asserted that planning strategy is a part of metacognitive strategy that is used by the test takers before doing reading test in order to build reading comprehension. In this stage, the learners may choose the appropriate strategy before the task or test is done. Chellamani (2013) also stated that planning strategy is not only helping the students to know what the strategies are, but also knowing how to use the strategies, and knowing when, where, and why using those strategies. The planning strategy is utilized by the test takers which includes enabling prior knowledge, indicating text information, relating the content from one text to another, and relating text to what learners have known. Lin, et.al (2019) claimed that planning strategy is the test taker's way which is dealing with previewing and overviewing the task in order to set the action what should be done, how, and when to do it.

Monitoring strategy usually occurs during the reading which helps the reader to construct the meaning (Israel et al., 2015). Metacognitive test takers use the following monitoring techniques while reading. The techniques which can be used is likely deciding the meaning of words, questioning, reflecting, observing, summing up, and finding relevant knowledge. Since the present study focuses on testing context, the monitoring techniques which is related with this study are deciding the meaning of words, and finding relevant knowledge. It is important since in completing the test, the learners have to know the meaning of the words to ease them to catch the meaning of the text and answering the questions properly. They also need to find out the related knowledge that have

been known before, so it will make them easier when they find unfamiliar text. They will directly relate to their prior knowledge they have. In the testing context, they also added that monitoring strategy is the test taker's way to check, monitor and evaluate the test performance and how they thought during the test. Anastasiou & Griva (2009) stated that evaluating is also being a part of monitoring strategy which is used to know how well the test takers accomplish the test.

The study of test taking strategies related to standardized test had been done. The study which was done by (Damankesh & Babaii, 2015) examined on senior high school students' test taking strategies and the achievement on the school final examination. The result showed that the more the students use test taking strategies, the higher the score were. Another study which had been done by (Xu & Wu, 2012) investigated on the students' test taking strategies and their achievement in writing test. The result showed that most of the students displayed using various strategies to be skillfully exploited and deliberately used to obtain a higher score.

Meanwhile, the study which was done by Phakiti (2003) investigated about the test taker's use of cognitive and metacognitive strategy to the reading test performance. The result showed that there is a positive relationship between cognitive and metacognitive to reading test performance. The research subject consisted of extremely successful test takers, moderately successful test takers, and poor test takers. Metacognitive strategy is considered to be employed by the effective test takers.

However, only few studies that examined carefully of the correlation between test taking strategies and reading comprehension score in reading test, so the researcher tend to do the research about the correlation between test taking strategy and reading score in reading test. The previous studies also did not precisely investigated test taking strategies in reading while completing the reading test. The researcher assumed that it was necessary to conduct this study. The result of this study was expected to indicate the kind of test taking strategies used by EFL learners in reading comprehension test, and also to find out the relationship between test taking strategies and reading comprehension score. Hopefully, this study encourages the learners to be better in accomplishing reading test.

Regarding to the background of the study, the researcher formulated the research questions. The first research question is what are the test taking strategies used by EFL learners in reading comprehension test?. Besides, the second research question is what is the relationship between test taking strategies to reading comprehension score?. Therefore, the study aimed to describe kind of test taking strategies of EFL learners in accomplishing reading comprehension in reading test and also to know whether test taking strategies and reading comprehension score correlated or not.

METHOD

Regarding to the research questions of this study, the researcher used correlational study as the research design. There were two variables in this study. Those are dependent and independent variable. The dependent variable of this study was reading comprehension score. Meanwhile, the independent variable was test taking strategies Furthermore, the study had 90 participants who had completed the online questionnaire. They were taken from junior and senior EFL learners in one of universities of Surabaya.

In order to answer the research questions, the researcher used online questionnaire as the instrument of this study. It was used to know the test takers' strategy while completing the test, and rate the scale of the frequency about the statements given. Participants were expected to give response to each element on a Likert Scale of five points (1=never, 2=sometimes, 3=often, 4=usually, and 5=always). Moreover, in order to know the reading score, the online questionnaire was also provided the question regarding to the learner's score in reading test. The questionnaire about test taking strategies was adapted from Phakiti (2003) which originally 35 questions or statements. The questionnaire was chosen since the theory had the same field with the previous study. The questionnaire was about test taking strategies for reading test which consisted of cognitive strategies and metacognitive strategies which was in line with this study. Since the questionnaire was adapted based on the research need, the questionnaire item was reduced into 33 questions. The statement number 11 (I looked at the scores of each part to determine the weight of scores before starting to complete the test) and 12 (I determined which parts were more important than others before starting the test) were excluded. Those items were excluded since the statements stated that the test was divided into some parts. Meanwhile, the reading test of this study was not classified into some parts. That what made those items were eliminated. Since the questionnaire was allocated after the learners had done reading test, their thought was conveyed by using the past tense form. In short, the adapted questionnaire of test taking strategies consisted of 33 items with two main categories, specifically the EFL learners' cognitive strategies (questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 18, 26), and EFL learners' metacognitive strategies (questions number 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33).

Before distributing the questionnaire, the researcher conducted piloting study first to 20 learners. The validity of the questionnaire was measured by using Pearson product moment, and the result showed that all of the item of the questionnaire were valid since the values of r = 0.05 was ≥ 0.444 (Cohen, 2007). After all of the item of the questionnaire were stated that it was valid, then the researcher found out the reliability of the questionnaire to ensure that the questionnaire was consistent or not to be used as the instrument of the research. For reliability of Phakiti's questionnaire which was measured by using SPSS, the Cronbach's alpha level was 0.963. According to Cohen (2007), the questionnaire was reliable if the Cronbach's alpha level was 0.70 or above.

Whereas, the researcher correlated the test taking strategies to EFL learners' reading comprehension score to address to the second research question. Before doing the calculation by using SPSS 26, the researcher had to know whether the data were normal of not. Here, the researcher conducted normality test of the data based on Kolmogorov-Smirnov Test. The probability value was 0.200. The data were normal. It could be said normal if the probability value was >0.05 (Cohen, 2007). Since it was normal, so the researcher tended to choose the Pearson Product Moment to investigate the correlation between test taking strategies and reading score of EFL learners.

RESULTS AND DISCUSSIONS
RESULTS

Test Taking Strategies of EFL Learners in Accomplishing Reading Comprehension Test

Test taking strategies that is used while completing reading comprehension test consisted of two strategies. Those are cognitive strategies and metacognitive strategies. From the mean score of both strategies, the learners tend to use metacognitive strategies since the overall means score was higher (M= 3.68) rather than cognitive strategies (M= 3.59). In other words, the EFL learners while completing reading comprehension test mostly use metacognitive strategies, followed by cognitive strategies when they deal with reading test. The result is explained further.

Table 1. EFL Learners' Cognitive Strategies

Comprehending		
Item	M	SD
7. Scanning and skimming	4.52	.640
9. Using prior knowledge	4.27	.804
6. Using vocabulary knowledge	4.04	.898
8. Reading the texts repeatedly	3.86	.931
3. Using pictures/title	3.32	1.29
2. Translating the text into L1	2.22	1.26
1. Making short notes	2.19	1.33
Overall Means	3.49	
Retrieval		
Item	M	SD
4. Using structure knowledge	4.06	.826
5. Spending more time on difficult questions	3.78	1.24
18. Relating to what already known	3.66	.973
10. Identifying the level of test difficulty	3.60	1.05
26. Using multiple thinking strategies	3.31	1.12
Overall Means	3.68	

From the table 1 of EFL learners' cognitive strategies shows that the overall means of retrieval (M= 3.68) is higher rather than comprehending (M= 3.49). Meanwhile, the highest means of each item of those strategies is comprehending (M= 4.52). It might be they prefer to take a deep understanding rather than finding detailed information of the text. It is indicated on the item number seven (M= 4.52) which shows that the learners are more likely to do skimming and scanning while reading the text to better understanding. Another item which is mostly used by EFL learners is item number nine (M= 4.27) placed in a part of comprehending which shows that the learners tend to use their prior knowledge to comprehend the text easily. In addition, another strategy that is mostly used by EFL learners in cognitive strategies is item number four (M= 4.06) which prove that the learners tend to use their English structure knowledge to help them find specific information of the text. Moreover, the learners also use their vocabulary knowledge to comprehend the meaning of the text. It is shown from the item number six which means is (M= 4.04). The item number eight also shows high means (M= 3.86) which indicates that the EFL learners also read the text several times for better understanding. In short, it can be said that in order to deal with reading test, the EFL learners tend to prioritize understanding the content of the text rather than find detailed information of the text. So that, in order to ease them in comprehending the text, they tend to do skimming and scanning, use their prior knowledge, use their vocabulary knowledge, and read the text in several times. In addition, they also use their English structure knowledge to find detailed information of the text.

Table 2. EFL Learners' Metacognitive Strategies

Planning		
Item	M	SD
23. Understanding what had to be	4.12	.791

	Item	M	SD
	done		
22.	Understanding the questions adequately	4.09	.816
31.	Determining how to solve the test	3.91	.802
14.	Identifying the main points	3.90	.808
30.	Selecting relevant information	3.88	.897
19.	Determining what to do	3.84	.860
32.	Checking before submitting test	3.83	.915
27.	Clarifying the goal	3.82	.869
29.	Checking the accuracy	3.79	.918
12.	Aware of what had been done	3.71	1.04
11.	Planning how to complete the test	3.39	1.15
16.	Aware of the strategy used	3.39	1.07
20.	Planning a course of action	3.29	.986
	Overall Means	3.77	
Monitoring			
	Item	M	SD
33.	Thinking how the test had done	4.32	.872
17.	Correcting the mistakes when found	4.23	.822
15.	Thinking through the meaning	3.98	.924
25.	Completing the questions on time	3.89	.965
13.	Checking the progress	3.82	.990
21.	Aware of the test remained to be done	3.80	.997
24.	Aware of the ongoing thinking process	3.70	.893
28.	Aware of selected strategies	3.50	1.01
	Overall Means	3.68	

From the table 2 of EFL learners' metacognitive strategies shows that the overall means of planning (M= 3.77) is higher than monitoring (M= 3.68). Meanwhile, the highest means between both of those phase is in monitoring (M= 4.32). It can be the learners are more likely to monitor on how the test performance rather than previewing the test. It is revealed in the item number 33 (M= 4.32) which shows that the learners are more likely to think about how the test is going on after they had completed the test. Another high means is shown in the item number seventeen (M= 4.23) which indicates that the learners tend to correct the mistake directly while doing the test. In addition, the high mean of planning phase shows that it is mostly utilized by the EFL learners while completing reading test. It is shown in the item number 23 (M= 4.12) that the learners are more likely understanding about what they did and how to deal with it. They also known to think the meaning of the questions before answering them. In other words, they determine

the words meaning. It is shown from the item number fifteen which means was (M= 3.98). The last item which has high means is number 31 which means is (M= 3.91). It indicates that the learners also try to find the appropriate strategy to solve the test. In short, it can be said that to deal with reading test, in metacognitive strategies the EFL learners tend to monitor on how they complete the test or focus on the test performance rather than overviewing the test. So that, the metacognitive strategies that is used by EFL learners is thinking about how to do the test by finding the appropriate strategy (planning strategies). Besides, while doing the test, the learners correct the mistakes immediately when it found, they also determine what the word means by guessing the meaning from the context of the text, and they realize on what they did and how to deal with it. After they completed the test, they tend to think about what they have done and how the test was going on, whether they succeed complete the test or not (monitoring strategies).

The Correlation Between Test Taking Strategies and Reading Comprehension Score

The researcher performed Pearson Product Moment Correlation technique to carry out the correlation between test taking strategies and reading comprehension score. According to Cohen (2007), the two variable were correlated if the significance level (2-tailed) was less than 0.05. He also added that the correlation could be said positive if the Pearson correlation score was positive, and vice versa.

In this study, the test taking strategies consist of cognitive strategies and metacognitive strategies. Based on the result of this study, it shows that both of those strategies have different result based on its correlation to reading comprehension score. The correlation between cognitive to reading comprehension score and metacognitive to reading score will be explained further.

The result of the correlation between cognitive strategies and reading comprehension score shows that the Pearson correlation score is 0.120. Meanwhile, the significance level (2-tailed) is 0.261. It can be said that there is no correlation between cognitive and reading comprehension score since the significance level (2-tailed) is more than 0.05.

Furthermore, another finding reveals that there is positive correlation between metacognitive strategies and reading comprehension score. The Pearson correlation score is 0.009 which is less than 0.05. It can be said that it is correlated. Then, the result of the Pearson correlation is positive. The score is 0.276. So that, it is concluded that metacognitive strategies and reading comprehension score is positively correlated.

In short, the result of the correlation between the test taking strategies which consist of two strategies (cognitive and metacognitive strategies) and reading comprehension score shows that the significance level (2-tailed) is 0.017. It means that it is correlated since the significance level is less than 0.05. Besides, the result of Pearson correlation score is positive (r = 0.251). Then, the correlation level is low since the point is among 0.21 until 0.40. It is concluded that there is positive correlation between test taking strategies and reading comprehension score with low correlation.

DISCUSSIONS

Test Taking Strategies of EFL Learners

The result of this study reveals that the test taking strategies used by EFL learners are divided into two categories. Those are cognitive and metacognitive strategies. In cognitive strategies, it is categorized become two elements, comprehending and retrieval. Moreover, in metacognitive strategies it is also classified into two categories, planning and monitoring. Metacognitive strategies scored higher mean (M= 3.68) rather than cognitive strategies (M= 3.59). So that, in this section the researcher divides the discussion into two categories, cognitive strategies and monitoring strategies.

The result of cognitive strategies used by EFL learners while completing the test are divided into two categories, comprehending and retrieval. It is in tune with Zhang, et.al's (2014) finding that cognitive strategies consisted of two steps, comprehending and retrieval. Based on the result of this study, both comprehending and retrieval are utilized by the EFL learners while completing reading comprehension test for better understanding, but the learners mostly used comprehending strategy to ease them understanding the text about. In comprehending step, it will help the learners to comprehend the content of text easily.

The result reveals that in comprehending, the learners tend to do skimming and scanning, use their prior knowledge, use their vocabulary knowledge, and read the text in several times. It is in tune with Zhang & Zhang's (2013) finding. The learners try to do skimming and scanning, guessing the meaning of the words by using the vocabulary knowledge, and associating the text to prior knowledge. It is also in line with (Anastasiou & Griva, 2009), in comprehending, the EFL learners construct their understanding by reading the text in several times.

Another finding explained that in cognitive strategies, there is also retrieval steps. It is used by the EFL learners while they deal with finding the detailed information of the text. In this study, the result shows that the learners prefer to use their English structure knowledge to find detailed information of the text. This finding is in line with Zhang & Zhang's (2013) statement that in retrieval step, the learners tend to apply grammar rules. The learners tend to activate their English structure knowledge to achieve specific information of the text.

Regarding to metacognitive strategies dealing with reading comprehension test, the majority of the EFL learners are indicated that they prefer to choose this strategies during the test. Since this study focuses on language testing context, so the result reveals that metacognitive strategies that is used by EFL learners are planning and monitoring. It is in tune with (Lin, et.al's, 2019) statement which stated that in language testing, metacognitive strategies consisted of planning, and monitoring.

In planning phase, the EFL learners plan how to complete the test. The result also shows that in this step, the EFL learners determine the test questions require them what to do. In other words, they start to plan what strategy that is appropriate to be used. It is in tune with Cellemani's (2003) statement which stated that planning strategies were not only helping the learners to know what the strategy they use, but also knowing how to use the strategies, and knowing when, where, and why using those strategies. In here, the EFL learners also start to be aware of the strategies they use. Before doing the test, they need to set the strategy which is appropriate with the text they deal with. It is in line with Israel's (2007) statement, that planning strategies are used by the learners to set the planning before attempting the test. Moreover, based on the result of this category, it is consistent with Lin, et.al's, (2019) finding that planning strategies was dealing with previewing or overviewing the text task. In other words, it can be said that it is related to the things that is dealing with the activities before completing the test in order to set the action about what should be done, how and when to do it, as stated of the result in this step.

The next finding is about monitoring strategies. Regarding to monitoring strategies in language testing situation, the EFL learners correct the mistakes immediately when it found, they also determine what the word means by guessing the meaning from the context of the text, and the realized on what they did and how to deal with it. Based on the result of this step, it is in line with (Israel et al.'s , 2015) conclusion. They stated that monitoring strategies is the test taker's way to check (checking the progress during the test), monitor (how the test required the learners to do) and evaluate the test performance and how they thought during the test. Another finding is thinking about what they have done and how the test was going on, whether they succeed complete the test or not. Evaluate is being a part of

monitoring strategies since it is used to know how well the learners in accomplishing the test (Anastasiou & Griva, 2009).

The Correlation Between Test Taking Strategies and Reading Comprehension Score
The test taking strategies consist of cognitive strategies and metacognitive strategies. The correlation between metacognitive strategies and reading comprehension score are positively correlated. Meanwhile, the correlation between cognitive strategies and reading comprehension revealed that there is no effect to reading comprehension score. It is caused by the cognitive strategies is focusing how to accomplish the test or task (comprehending and retrieval), whether metacognitive strategies is more likely dealing with how the test or task is carried out. It is in tune with Anastasiou & Griva's (2009) statement that metacognitive strategies was more focusing on how the task was done and how to do it which aims to achieve good performance in reading test. That what makes metacognitive strategies has positive effect to reading comprehension score.

In short, the correlation between test taking strategies which consist of cognitive and metacognitive strategies and reading comprehension score of EFL learners is positively correlated with low correlation. It is in tune with Zhang, et,al's. (2014) finding which revealed that test taking strategies was related positively to reading comprehension score with low coefficient level. It is caused by one of the strategies of test taking strategies had no effect to reading comprehension score. It also caused by another factor than these strategies, such as the students' language ability, that could be used to explain the test score (Bachman, 2010). It is because from one to another student has different ability dealing with language ability. They solve the problems or difficulties differently. The better they solve the problems, the better score they achieve, and vice versa. This what makes the correlation is positive since one to another element is related and low since the score of reading comprehension test from each student is different. Only some of the students achieved high score, and many of them are low.

CONCLUSION AND SUGGESTION
CONCLUSION
The present study is centered on exploring of EFL learners' test taking strategies in carrying out reading test and discovering the correlation between test taking strategies and reading comprehension score. The outcome of this study is inferred that the test taking strategies that is used by EFL learners are both cognitive strategies and metacognitive strategies when conducting reading test,

but the strategies that is mostly used by EFL learners while completing reading comprehension test is metacognitive strategies followed by cognitive strategies. In addition, from dependent and independent variable of this study have positive correlation since the level of significance was 0.017. Moreover, it reveals low level of significance (r =.251). In short, the test taking strategies and reading comprehension are positively correlated. It can be said that it is really helpful for the EFL learners while accomplishing reading comprehension test. They may utilize test taking strategies for reading that includes metacognitive strategies followed by cognitive strategies. The more the students use test taking strategies, the better they succeed in accomplishing reading comprehension test.

SUGGESTION
After conducting the study, some suggestions need to be considered. The suggestion is for the future researcher. The future researcher is suggested to conduct the same study, but focusing on the different skill on the standardized test, such as in listening, structure, writing, or speaking section. Moreover, the future researcher can also conduct the same research field to the different participants, such as the participants who require high scores in certain section or the participants who come from different area, rural and urban area.

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