

**THE TEST TAKERS' PERCEPTION TOWARD TOEP TEST
(A SURVEY AT ENGLISH DEPARTMENT OF STATE
UNIVERSITY OF JAKARTA)**



**A Thesis Submitted in Partial Fulfillment of the Requirements for the degree
of *Sarjana Pendidikan***

**BUNGA FAJAR YULIANA
2215061346**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA**

2012

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Bunga Fajar Yuliana
No. Reg : 2215061346
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **The Test-Takers' Perception Toward TOEP Test (A Survey at English Department of State University of Jakarta)**

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI**Pembimbing**

Dr. H. Muchlas Suseno, M.Pd
NIP. 19570611 198503 1 004

Penguji Materi

Dr. Ratna Dewanti, M.Pd
NIP. 19621107 198803 2 001

Ketua Penguji

Dra. Lina Yudianti
NIP. 19600821 198703 2 001

Penguji Metodologi

Dr. Darmahusni, M.A
NIP. 19580725 198703 2 001

Jakarta, 3 Februari 2012

Dekan Fakultas Bahasa dan Seni

Banu Pratitis, Ph.D
NIP. 19520605 198403 2 001

LEMBAR PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Bunga Fajar Yuliana
No. Reg : 2215061346
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **The Test-Takers' Perception Toward TOEP Test (A Survey at English Department of State University of Jakarta)**

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila terbukti saya melakukan tindakan plagiat.

Demikian saya buat pernyataan ini dengan sebenarnya.

Jakarta, 3 February 2012

Bunga Fajar Yuliana
NRM. 2215061346

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademik Universitas Negeri Jakarta saya yang bertandatangan di bawah ini:

Nama : Bunga Fajar Yuliana
No. Reg : 2215061346
Fakultas : Bahasa dan Seni
Jenis Karya : Skripsi
Judul Skripsi : **The Test-Takers' Perception Toward TOEP Test (A Survey at English Department of State University of Jakarta)**

Demi pengembangan ilmu pengetahuan, saya menyetujui untuk memberikan kepada Universitas Negeri Jakarta Hak Bebas Royalti Non-Eksklusif (Non-exclusive Royalty Free Right) atas karya ilmiah saya. Dengan Hak Bebas Royalti Non-Eksklusif ini, Universitas Negeri Jakarta berhak menyimpan, mengalihmedia/formatkan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lainnya untuk kepentingan akademis tanpa perlu meminta izin dari saya selama tetap mencantumkan nama saya sebagai penulis dan sebagai pemilik Hak Cipta. Segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian saya buat pernyataan ini dengan sebenarnya.

Jakarta, 3 Februari 2012

Yang menyatakan,

Bunga Fajar Yuliana

NRM. 2215061346

ABSTRAK

Yuliana, Bunga Fajar. Persepsi Peserta Tes Terhadap Tes TOEP (Survey pada Jurusan Bahasa Inggris, Universitas Negeri Jakarta. Skripsi. Fakultas Bahasa dan Seni Universitas Negeri Jakarta: 2012.

TOEP (Test of English Proficiency) adalah standar tes yang digunakan Universitas Negeri Jakarta untuk mengukur kemampuan bahasa Inggris mahasiswanya yang penyelenggaraannya dilakukan oleh Unit Pelayanan Terpadu Pusat Bahasa (UPT-PB). Penelitian ini berfokus pada persepsi peserta tes terhadap TOEP di UNJ. Persepsi peserta TOEP digolongkan menjadi dua bagian yaitu pentingnya TOEP dan kualitas penyelenggaraan TOEP. Penelitian ini mengambil data dari 30 mahasiswa tingkat akhir dari Jurusan Bahasa Inggris yang mengikuti TOEP untuk persyaratan kelulusan. Metodologi yang digunakan adalah Survey dengan instrument kuisioner dan wawancara. Penelitian ini menemukan bahwa 56% responden setuju bahwa TOEP mengukur kemampuan berbahasa Inggris mahasiswa UNJ dan 50% setuju bahwa TOEP memotivasi mereka untuk meningkatkan kemampuan berbahasa Inggris mereka. Dari segi kualitas pelaksanaan, responden setuju bila pelaksanaan baik oleh UPT-PB. Namun, 53% dari mereka setuju terdapat masalah pada rekaman suara yang digunakan dalam *Listening Section*. Responden mengharapkan perbaikan terhadap Audio yang digunakan dan peningkatan sosialisasi penyelenggaraan TOEP.

Kata kunci: TOEP, persepsi, profisiensi, survey

ABSTRACT

Yuliana, Bunga Fajar. The Test-Taker's Perception Toward TOEP Test (A Survey at English Language Program of State University of Jakarta). Thesis. Language and Art Faculty State University of Jakarta: 2011.

TOEP (Test of English Proficiency) is a standardized test used in State University of Jakarta to measure the students' English proficiency level which is administered by Unit Pelayanan Terpadu Pusat Bahasa (UPT-PB). This study focused on the test taker perception toward TOEP UNJ. The test-taker perceptions were grouped into two aspects, the importance of TOEP and the quality of TOEP administration. This study gathered data from 30 students of English Language Department in the last semester who took TOEP as a graduation requirement. The methodology of this study is survey with questionnaires and interview as the instruments. This study found that 56% samples agree that TOEP test measure their English proficiency and 50% samples agree it motivate them to develop their English ability. From the quality of TOEP administration side, most of samples agree that UPT-PB manage TOEP well. However, 53% samples agree that there is a problem in audio which was used in Listening section. Samples expected some reparation in audio and expected some development in TOEP socialization.

Keywords: TOEP, perception, proficiency, survey

TABLE OF CONTENT

LEMBAR PENGESAHAN.....	i
LEMBAR PERNYATAAN.....	ii
LEMBAR PERNYATAAN PUBLIKASI.....	ii
ABSTRAK.....	iv
ABSTRACT.....	v
TABLE OF CONTENT.....	vi
ACKNOWLEDGEMENT.....	vii
CHAPTER1.....	1
A. Background of Study.....	1
B. Research Questions.....	3
C. Limitation of the Study.....	3
D. Purpose of the Study.....	3
E. Significance of the Study.....	3
CHAPTER 2	
A. Theories of Tests.....	5
1. Standardize proficiency test.....	7
2. The TOEP test.....	10
B. Theories of Perceptions.....	11
C. Previous Studies.....	14
CHAPTER 3	
A. Purpose of the Study.....	15
B. Time and Place of the Study.....	15
C. Research Design.....	15
D. Population and Sample of the Study.....	16
E. Instrument and Data collection.....	16
1. Questionnaire.....	17
2. Interview.....	18
F. Data Analysis Technique.....	18

CHAPTER 4	
A. Data Description.....	21
B. Data Presentation.....	23
C. Data Analysis and Discussion.....	39
CHAPTER 5	
A. Conclusion.....	42
B. Recommendation.....	43
REFERENCES.....	44
APPENDICES	
APPENDIX 1	Table of Questionnaire Score
APPENDIX 2	Questionnaire
APPENDIX 3	Interview Transcriptions

ACKNOWLEDGEMENT

Praise the Lord, the writer has finally finished her writing because of Jesus Christ, for His endless love and blessing. The writer also would like to give her gratitude, respect, and appreciation for the following people who have given great contribution during the hard time in finishing her writing.

To her beloved parents for their everlasting love, supports, guidance, and prayers.

To her little sister for encouraging her to be a better person day by day.

To her thesis advisor, Mr. Dr. H. Muchlas Suseno, M.Pd., for his precious time, guidance, love, and supports. To her academic advisor, Mrs. Siti Wachidah, Ph.D., for her guidance, love, and supports.

To Mr. Ifan Iskandar, M. Hum. as the Head of the English Language and Literature Department, Mrs. Ati Sumiati, M. Hum. as the Secretary of the English Language and Literature Department, and other English Language and Literature Department lecturers, for their guidance and inspirations.

To all of English Language and Literature Department staffs, including Pak Udin, Mbak Ama, Mbak Ida, and Mbak Tina, for their help and patience.

To her thesis team, Devita Anindya, Suci Dwi Rahayu, and Ramanti Hutama, for encouraging the writer to finish this writing. Thank you all. To all Dik 06 A members, Dian, Shinta, Tria, Ika, Mia, Nurul, Marina, Ucup, Uchie, Lia, Ria, Hana, Devi, Echa, Molly, Acil, and Tantu. Thank you for these amazing years.

To her bestfriends, Tanturi Nira, Nehemia, Echa, Bolon, Sri, Ester, Kaciri, Chika for the supports and prays. To Pemuda Yeruel for their spirit and joyfulness they give.

Writer,

BF

CHAPTER 1

INTRODUCTION

A. Background of Study

Proficiency test is a test for global competence in a language (Brown, 2004, p.44). This test consists of standardized multiple-choice items on grammar, vocabulary, reading comprehension, aural comprehension, and writing comprehensions. For almost century, some institutions have looked to proficiency tests to be an economical, reliable, and valid assessment of those enter, continuo in, or exit their institution (Brown, 2004, p.66). There are various kinds of commercial standardize proficiency tests, such as TOEFL (Test of English as Foreign Language), IELTS (International English Language Test System), TOEIC (Test of English for International Communication), and many more.

State University of Jakarta has its own proficiency test to measure the students' proficiency in English which is called TOEP UNJ (Test of English Proficiency). Organized by Unit Pelayanan Terpadu Pusat Bahasa UNJ which has main responsibility to develop and to explore English language proficiency of UNJ students, TOEP UNJ is expected to be able to test appropriately. TOEP UNJ has its own instrument which has similarity to TOEFL. This test is taken by UNJ students in the first year of their study in UNJ and the last year of their study as the requirement of their graduation.

It is stated the minimum standard of TOEFL/ TOEP score of common UNJ students is 425. This standard is important to reach the main goal of UNJ which is *Building Future Leaders*. In English Department, the minimum standard of TOEP is 520 (Pedoman akademik, 2011, p. 203)

However, there are some problems to reach the standard. Based on the data of UPT PB in 2009/ 2010, the amounts of UNJ students which have TOEP score under 425 are 5.407 students. UPT PB UNJ survey found that the main things which are affected it are the student's perception toward the important of English Proficiency and the quality of the format of the proficiency test itself (UPT, 2010).

Eliciting the participant's perception is a common way to get deeper understanding of the investigated phenomenon (Pratama, 2009). Perception is a process of somebody who makes meaning from something in the environment (<http://abdillahikahin.efoliomn.com/interpersonalperception>). The processes are taking the phenomenon as an input in the brain, processing it, and taking action of it. There are some researches conducted to get the participant perception toward test and assessment, for example Pratama (2009) who conducted the research about Test-taker perception toward oral test and Powers (2009) who conduct the research about test-taker perception toward proficiency test (TOEIC).

Based on the background above, this study investigated the test taker perceptions toward TOEP (Test of English Proficiency) which is organized in

State University of Jakarta. TOEP test, as same as TOEFL, tests overall abilities of test takers' of language proficiency.

This study investigated the perception of the test taker, especially the English Department students in State University of Jakarta in terms of their familiarity of the importance and the quality of the TOEP test form. It also measures the quality of TOEP implementation in English Department perspective.

B. Research Question

Referring to the background above, the research question of this study is:

What is the test takers' perception toward TOEP test in English Language Department of State University of Jakarta?

C. Limitation of the Study

This study has a limitation which investigated the perception of the test taker toward TOEP UNJ in small scope, in English Department of Language and Art Faculty of State University of Jakarta.

D. Purpose Of The Study

This study aimed at investigating the test taker perception toward TOEP test which is conducted in State University of Jakarta.

E. Significance Of Study

The result of this study is expected to become a positive input for UPT Bahasa Universitas Negeri Jakarta as the TOEP administrator about the test taker perception of TOEP UNJ. This study also gives more information about TOEP for the test-takers and the common readers. After that, this study is expected as the fulfillment of the requirement of graduation from State University of Jakarta.

CHAPTER 2

LITERATURE REVIEW

To provide the basic theory of this study, this chapter presents a discussion on the previous related studies, terms, and theoretical study from experts.

A. Theories of test

A test is a method of measuring someone's ability, performance, or knowledge (Brown, 2004, p.3). It is an instrument which consists of techniques, procedures, or items that requires performances of test taker. Other expert said that test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual (Bachman, 1990, p.20). A value of the tests lies in their capability for eliciting the specific kinds of behavior that the test user can interpret as evidence of the attributes or abilities which are of interest.

Tests, in this study refers to language tests, should have certain kind of purposes in any particular situation. Huges (2003, p.8) states, there are several purposes of testing, which are:

- a) To measure individual's language proficiency
- b) To discover how students have been achieving the objective of study

- c) To diagnose someone strength and weaknesses, in this point is in language learning.
- d) To assist placement of students. A certain kind of test will help to identify the stage or part of a teaching programmed most appropriate for students

The purposes of the test should be stated clearly to the test takers to make them understand what should be reached in the end of the test.

Based on the purposes of the tests, there are some categories of tests, which are proficiency tests, achievement tests, placement tests, and diagnostic tests (Brown, 2004; Huges, 2003; Bachman, 1990). First, Proficiency tests are designed to measure people's ability in language. These tests are used in school, universities, or businesses to measure their institutions. Some examples of proficiency tests are TOEFL (Test of English as Foreign Language), IELTS (International English Language Testing System), and TOEIC (Test of English as International Communication). The second category is achievement tests. These tests are tests to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives. There are two kinds of achievement tests: final achievement which is administered at the end of study and Progress achievement which is intended to measure the progress that students are making. The third one is diagnostic test. Diagnostic test are used to identify learner's strength and weaknesses. And the last, placement test are intended to provide information that will help to place students at the stage of the teaching programmed most appropriate to their abilities.

This study is more closely referred to proficiency tests. Where this tests are always be used by institutions to measure the ability of language. These tests

have certain standards to fulfill because the tests are testing great number of people. These tests lately called standardized proficiency tests.

1. Standardized proficiency tests

Word 'proficiency' means having sufficient command of the language for a particular purpose (Hughes, 2003, p. 11). Proficiency test is not limited to any one course curriculum, or single skill in language (Brown, 2004, p. 44). The content of these language tests can be based on certain theories of language proficiency (Bachman, 2004, p.71). The content of the tests are based on a kind of specification of what test taker have to be able to do in the language in order to be considered proficiency. Proficiency tests usually consist of multiple-choice items on grammar, reading comprehension, listening comprehension, and aural comprehension. Nowadays, writing is added in the component item of these tests.

For almost century, some institutions have looked to proficiency tests to be an economical, reliable, and valid assessment of those enter, continuo in, or exit their institution (Brown, 2004, p.66). For example, in Taiwan, passing proficiency tests as a graduation requirement was expected to have an impact on what and how teachers taught and how students learned, thereby promoting university of student's English skills (Hui, 2009). For this reason, there are standardized proficiency tests.

A standardized test has certain standard objectives, or criteria, that are held constant across one form of the test to another (Brown, 2004, p.67). It carefully designed for consistency of format, content, and administration procedure (Zuker,

2003). A good standardized proficiency tests are the product of a process of empirical research and development. Some institutions of proficiency tests make constantly doing research to develop their product, such as ETS (Educational Testing Services) that conduct some research about test taker attitude toward CBT TOEFL and IBT TOEFL (Strickher, 2010). A good standardized test also offer efficient way to measure the score of a large number of test-taker (Zucker,2003).

There are advantage and disadvantage of standardized tests. The advantage of standardized testing is a ready-made validated product that frees the institutions from having to spend time to create their own tests. The material used in the proficiency tests is stable and refers to certain standard reference material (SRM) (www.proficiency.org). The other advantage is easy in administering. It usually a multiple-choice items which has a certain kind of scoring standard made by the test institution. The disadvantage of the tests is sometime inappropriate use of these tests (Brown, 2004, p.68). For example, use the proficiency test as an achievement test because it easy to administer. This example shows how test is used in wrong purpose.

There are some well-known standardized language proficiency tests which are used. They are TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), TOEIC (Test of English as International Communication). Those tests are commercial product of institutions of standardized proficiency tests.

TOEFL (Test of English as a Foreign Language) is produced by ETS (Educational Testing Service). The objective of this test is to test overall proficiency and language ability. These tests measure non-native English speakers to communicate in English in an academic setting. TOEFL has several models of tests that are used in several countries. They are PBT (Paper-pencil Based Test), CBT (Computer Based Test), and the newest one is IBT (Internet Based Test). This test has three sections which are: listening comprehension, structure and written expression, and reading comprehension (www.ets.org/toefl).

IELTS (International English Language Testing System) is produced by The University of Cambridge Local Examinations Syndicate (UCLES), the British Council, and IDP education Australia. Similar to TOEFL, IELTS has a purpose to test overall language proficiency. IELTS has several markets that are Australian, British, Canadian, and New Zealand institutions. The test items are multiple-choice, essay, and oral production. The components of the tests are divided into listening (30 minutes), Academic Reading (60 minutes), Academic Writing (60 minutes), and Speaking (11-14 minutes). For scoring, test taker will get an overall band score as well as individual scores for each test component (www.ielts.org/guide).

TOEIC (Test of English for International Communication) is produced by the Chauncey Group International, a subsidiary of Educational Testing Service. The purpose of this test is to measure the everyday English skills of people working in an international environment. The score of TOEIC is able to indicate how well people communicate in English with others in business, commerce, and

industry. The TOEIC test consists of 200 multiple-choice items. The test is divided into 2 sections, which are the listening section with 100 multiple-choice questions (45 minutes), and reading section (75 minutes) (www.ets.org/toeic).

2. The TOEP test

Unit Pelayanan Terpadu (UPT) Pelayanan Bahasa Universitas Negeri Jakarta, based on SK Rektor No. 1798/SP/97 in 1998, 'memiliki fungsi sebagai unit pelaksana teknis pendukung pencapaian tujuan, visi, dan misi UNJ' (UPT, 2010). The main responsibility of UPT Pelayanan Bahasa is to build and to develop English ability of all State University of Jakarta students. Based on that responsibility, UPT Pelayanan Bahasa must be measure the ability of student's English ability using UNJ TOEP test instrument.

Similar to TOEFL, TOEP has a purpose to measure the overall proficiency of UNJ students. The students take this test when they enter the university in first semester and exit the university as a requirement of graduation. Based on UNJ leader regulation, the minimum standard of TOEP test score is for about 425. In other hand, RESTRA 2006-2017 UNJ stated that the minimum standard of TOEFL/ TOEP score is 450. The score standard should be stated in order to reach the main goal of UNJ which is Building Future Leader. (Based on Proposal Program Pelatihan TOEP Preparation). In English Department, the minimum score standard is 520 (Pedoman Akademik, 2011, p. 203)

UNJ TOEP is hold every Friday in a first week and a third week every month in UPT Pelayanan Bahasa UNJ. There are some administrations requirements should be fulfilled by the candidate of the test, which are:

1. Filling the registration form
2. Giving a copy of Identity Card and candidate's photographs (2x3 and 4x6)
3. Giving an official letter from own department leader to get a student's special price
4. Paying a test fee

The TOEP test has 3 sections of test, listening comprehension, Structure and Written expression, and Reading comprehension. The test taker will get the whole score as well as a score for each test component. The score is measured using TOEFL score standard.

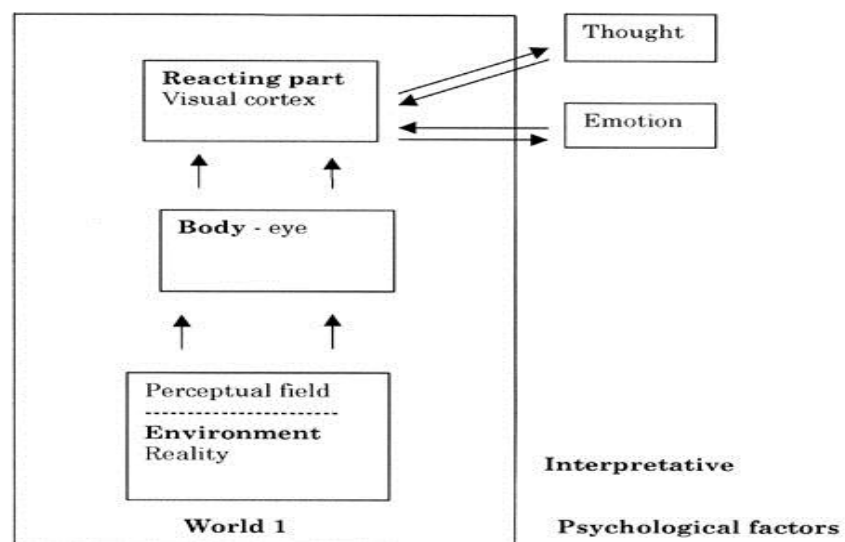
B. Theory of perception

According to Richards and Schmidt (2002, p.391) perceptions is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). Several different types of perception are distinguished: a) visual perception: the perception of visual information and stimuli, b) auditory perception: the perception of information and stimuli received through the ears. Auditory perceptions request a listener to detect different kinds of acoustic signals, and to judge differences between them according to differences is such acoustic characteristics as their frequency, amplitude, duration, order of accurance, and rate of presentation, c) speech

perception: the understanding or comprehension of speech. Similar to Richards and Schimdt, perception is visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationship with regard to objects, images, and feeling (www.ncpublicschools.org/curriculum/artsed/scos/visualarts/vglossary). Robbins (1996: 132) said that perception is also a process in which individuals organize and interpret their senses so that they can give meaning to their surroundings. Stanton (1994: 168) perception is a process of acceptance, organization and decision that is useful for information or stimuli which is accepted by our senses based on the experience of the past.

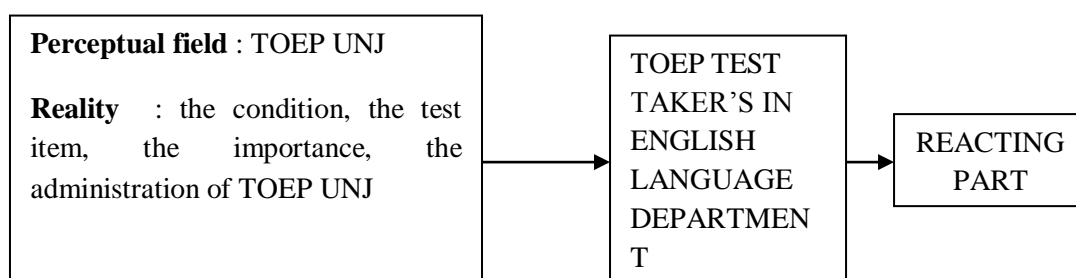
The diagram below is a schematic of the process of perception based on Graham R Little (1999):

Figure 1. Process of Perception



A perceptual field is an aspect of the environment that will affect the physiology of human. This field is totally physical phenomenon. There is also a Reality, which influence on the perceptual system of the perceiver interpretation (reality experience). The term of World is a term which is used to gather three aspects, Reality, Perception field, and the change of perceptual system of the perceiver. And the Reacting Part is a particular part which human get involved with the environment (Little, 1999)

Based on those experts' statement about perception, this study will clearly look for the perception of student in English Language Department of State University of Jakarta about the proficiency test which is conducted in their university. This study will see the acceptance of the students and how they interpret the implementation of TOEP test. This is a diagram of test taker perception toward TOEP:



C. Previous study findings

Some studies about proficiency tests had been conducted by some researchers. Hui (2009), in Taiwan, which has a high standard of educational achievement, the graduates' has a problem with English language proficiency. The study tried to find the problems come from. It conducted in university of technology, involving 300 students who have to do English proficiency test as a graduation requirement to fill the questionnaire. The questionnaire was about their perception toward the effect of passing the proficiency test with their daily life especially teaching and learning process. The result shown that the low score of their English proficiency is because the use of it, is also low.

Moreover, the perception of somebody about something is affected by the perceptual field (Little, 1999). The perceptual fields are the surrounding and environment that can affected the sensory. The quality of surrounding can affects interpretation of something. O'Donnell () had investigated the correlation between the quality and the perception. The qualities that were investigated are the ability to perform service accurately, the appearance of physical facilities and appropriate equipment, willingness to help test-taker, access and ease to contact.

Referring to those previous studies, this study will find out the test taker perception toward the TOEP test which is conducted in UNJ. The purposes of this study are to assess the test taker response toward the TOEP test and to see in what extend TOEP UNJ serving the needs of the test taker.

CHAPTER 3

RESEARCH METHODOLOGY

A. Purpose of the study

This study aimed at investigating the test taker perception toward TOEFL test which is conducted in State University of Jakarta.

B. Time and Place of Study

The study conducted from January-July 2011 in the semester of academic year 2010/ 2011 in English Department of Language and Art Faculty, State University of Jakarta.

C. Research Design

A survey approach is considered to be used in this study. This approach aims to estimate the nature of condition of a population (Burns, 2000, p.566). This approach is used to solve the problems that have been observed and to describe what exist in any context (Isaac & Michael, 1997 as cited in Glasow, 2005). It can be conclude that survey is able to use to get population response about the condition of something exist in the surrounding in certain time.

A Survey has three major characteristics (Fraenkel, 1993, p.343):

- a. To collect information from a group of people in order to describe some of aspect or characteristic such as abilities, opinions, attitudes, beliefs, and knowledge, perception.
- b. The main way in which the information collects is through asking question. In this case, this study will use Questionnaire and interview.

- c. The information is gathered from sample rather than every member of population.

Based on those explanation about survey, this study used survey as a method of study because the main focus of this study is found test-takers' perception. It also used questionnaires and interview as tools of study.

D. Population and Sample of the Study

One of the characteristic of the Survey approach is the respondent (sample) represent a defined population (Burns, 2000, p.567) and the information is not gathered from the whole population (Fraenkel, 1993). The populations of this study are students from English Language Department of State University of Jakarta. The sample was taken from 30 students in the last semester. The sampling technique is purposive sampling technique. The specific criteria to choose the sample are, they are English Department students, the students had taken the TOEP test, and the time from taking the TOEP test and this study was not far.

The writer distributed 50 questionnaires to the population. The questionnaires that were returned back to the writer are 30 questionnaires. It was about 50% from the whole population.

E. Instrument and data collection

There will be two instruments used to gather the data related to this study, they are questionnaire and interview. The questionnaires used to gathered test-taker perception toward TOEP test in terms of the importance of TOEP and the

quality of TOEP administration. The interview was for strengthen the data from questionnaires.

1. Questionnaire

A survey data usually gather from the questionnaire, a series of questions that can be either self-administered, administered by mail, or asked by interviewer (Burns, 2000, p.571). The questionnaire aimed at collecting test-taker perception toward TOEP UNJ.

The questionnaire arranged by Lykert Type method. The procedure involves selecting a set of statements, to which the subjects will be asked to indicate their strongly agree (SS), agree (S), disagree (TS), and strongly disagree (ST). The method was collaborated with the perception aspects and expectation of the participants. Aspects of questionnaire:

Table 1.

QUESTIONNAIRE ASPECTS

Aspects of questionnaire	Amount of statement
Identity of the respondent	3 items
The component of the TOEP test	8 items
The importance of TOEP	2 items
The test items	6 items
The TOEP administration	13 items

quality	
The expectation	2 items

2. Interview

The interview was to strengthen the data from the questionnaires. The writer interviewed three samples to get the deeper information about their perception toward the TOEP. The questions of the interview are connected to the questionnaire with some elaborations. The interview's protocol is in APPENDIX.

F. Data analysis technique

The questionnaires data were gathered and were input into tables of data. The result is presented in percentage table and charts. The data from questionnaires were grouped in terms of:

- a. The identity of sample (gender, TOEP preparation, and TOEP participation)
- b. The component of TOEP test
- c. The importance of TOEP
- d. The test items
- e. The TOEP administration quality
- f. The expectation

For the data from interviews, the writer collected all recording and changed them into transcriptions which are used to give deeper explanation of questionnaire data. The interview's data also grouped into the terms above.

In addition, the most data of this study is from questionnaire, it is necessary to find the Reliability and Validity of the instrument used.

1. Reliability

To find the reliability of the questionnaires instrument used in this study, the writer chose Alfa Chronbach method (<http://www.azuarjuliandi.com>), which is:

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_{\delta}^2}{\sigma_t^2} \right]$$

$r = koefisien\ reliabilitas\ instrument$

$k = banyaknya\ butir\ soal$

$\sum \sigma_{\delta}^2 = total\ varians\ butir$

$\sigma_t^2 = total\ variant$

2. Validity

Validity of test format is used to give some indication how well the test items measures a certain area under certain circumstances with certain group of people (Burns, 2000, p.350). This study used *Product Moment correlation* by Pearson (<http://igcomputer.com/cara-mudah-menghitung-validitas-dengan-excel.html>), which the formula is:

$$r_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n\sum X_i^2 - (\sum X_i)^2\} \{n\sum Y_i^2 - (\sum Y_i)^2\}}}$$

REFERENCES

- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Brown, H. D. (2004). *Language Assessment Principle and Classroom Practices*. New York: Pearson Education Inc.
- Burns, R. B. (2000). *Introduction to Research Method 4th Edition*. Australia: Longman.
- Gaslow, P. (2005, April). *Fundamental of Survey Methodology*. Retrieved June 2010, from http://www.mitre.org/work/tech_papers/tech_papers_05/05_0638/05_0638.pdf.
- Hudges, A. (2003). *Testing for Language Teachers (second edition)*. United Kingdom: Cambridge University .
- Hui, Fen-Tsu. (2009). *The Impact of Implementing English proficiency Test as a Graduation Requirement at University of Technology*. From http://etheses.whiterose.ac.uk/576/1/PhD_thesis.pdf
- Hutapea, B. (2004). *Psikologi Kognitif*. Jakarta: UPI YAI.
- <http://igcomputer.com/cara-mudah-menghitung-validitas-dengan-excel.html>
- IELTS Guide for Educational Institution, Governments, and commercial Organization*. From www.ielts.org/guide
- Interpersonal Perception*. (n.d.). Retrieved July 2011, from <http://abdillahikahin.efoliomn.com/interpersonalperception>.
- Little, Graham R. (1999). *Part 1: Theory of Perception*. From www.grlphilosophy.co.nz/paper1.htm
- Madsen, H. S. (1983). *Techniques in Testing*. New York: Oxford University Press.
- Matlin, M. W. (2002). *Cognition Fifth edition*. Singapore: Thomson Learning.
- O'Donnell, B. (2010). *Exploring Graduates' Perceptions the Quality of Higher Education*. Retrieved February 2010, from <http://www.aair.org.au/app/webroot/media/pdf/JIR/Journal%20of%20Institutional%20Research%20in%20Australasia%20and%20JIR/Volume%203,%20No.%201>

Pratama, H. (2009, November). *Interviewer support, Test-taker Performance, and Test-taker Perception in an Oral Proficiency Interview*. Retrieved from The university of Queensland Web site.

Richards, Jack C. and Richard Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited.

Robbins, S. P. (1996). *Organizational Behaviour, Concepts, Controversies. 7th edition*. New Jersey: Prentice Hall.

Stanton, W. J. (1994). *Fundamental of Marketing*. New York: Mc Graw Hill.

Test and Score Data Summary for TOEFL. From www.ets.org/toefl

TOEIC Examinee Handbook. From www.ets.org/toeic

UNJ, U. B. (2010). *Program Pelatihan TOEP PREPARATION Bagi Program Angkatan 2005-2007 Universitas Negeri Jakarta*. Jakarta: UPT Bahasa UNJ.