

**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)**

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NRM. 2215061346

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Nama : Bunga Fajar Yuliana  
No. Reg : 2215061346  
Fakultas : Bahasa dan Seni  
Jenis Karya : Skripsi  
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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*

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Writer,

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## 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](http://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](http://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](http://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](http://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.

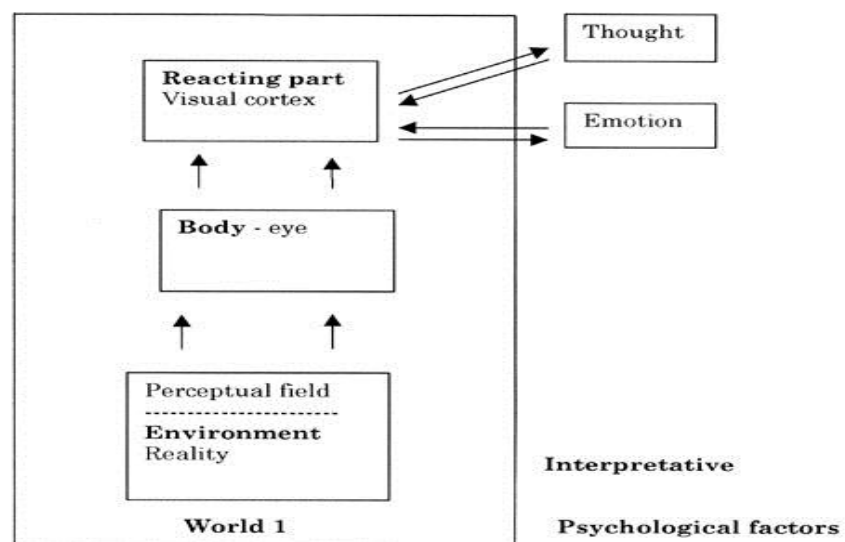
## **B. Theory of perception**

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 accuracy, 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](http://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.

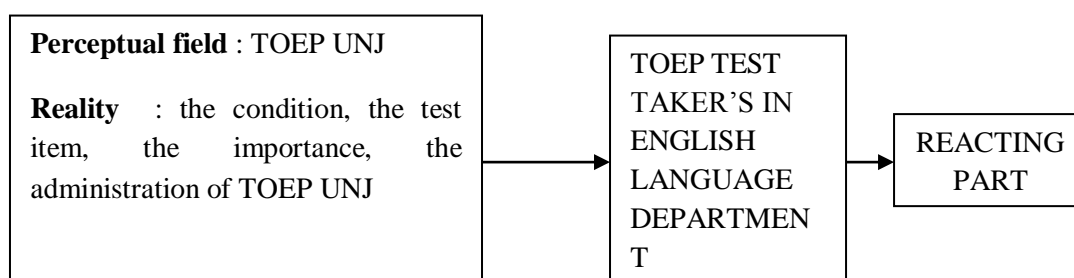
The diagram below is a schematic of the process of perception based on Graham R Little (1999):

**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:

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

## CHAPTER 4

### FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the students' perception toward TOEP UNJ.

#### A. Data Description

The data of the study were gathered through 2 instruments, they were the questionnaire and interview with the students of English Language Program. The questionnaire was administered to 30 last semester students of English Language Program who took TOEP test as a requirement of graduation. It was written in Bahasa Indonesia to avoid any misinterpretations and to ease the respondents in filling out the questionnaire ( the questionnaire is attached in the appendix). The 1-4 Likert scale was used as the option of the response which has meaning:

1 : the respondent really disagrees with the statement (**ST**)

2 : the respondent does not agree with the statement (**TS**)

3 : the respondent agrees with the statement (**S**)

4 : the student strongly agrees with the statement (**SS**)

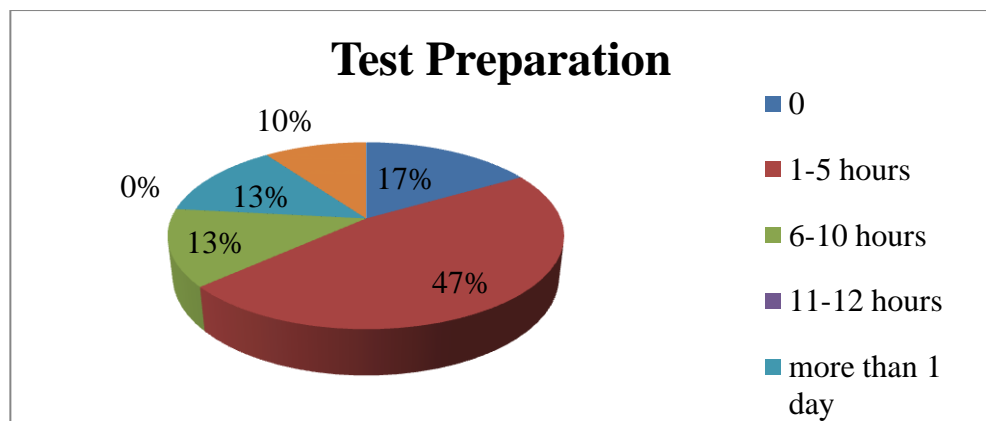
Meanwhile, the interview was gathered from 5 students who had taken TOEP test. The data from the interviews used to confirm and to add the information on the student's perception toward TOEP UNJ.

The data were gathered from 5 (16,7%) male students and 25 (83,3%) female students of English Language Department.

They prepared for the test TOEP mostly in 1-5 hours which are 14 students (46,7%). The rest are 6-10 hours which are 4 students (13,3%) and more than 1 day which are 4 students (13,3%). However, there are students who did not prepare for the test at all and did not know their own preparation time, which are 5 students (16, 7%) and 3 students (10%).

**Figure 3.**

**TEST PREPARATION**

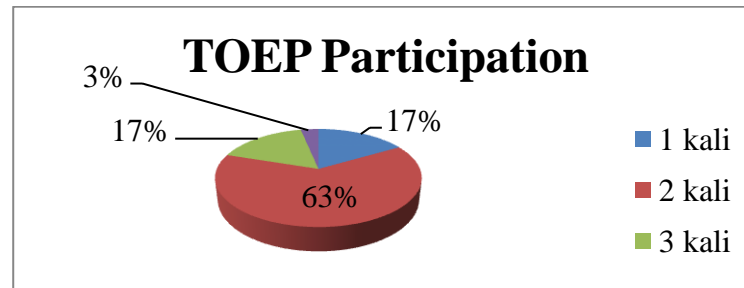


The participant of the study has joined the TOEP test mostly twice, which are 19 students (63,3%). There are also students who has joined the TOEP test three time (5 students=16,7%) and even more than 3 time (1 student=3,3%). However there are 5 students who had joined the TOEP only once (16,7%).



Figure 4.

## TOEP PARTICIPATION

**B. Data Presentation**

## 1. Students perception toward the condition of the test

The following table shows the students' perception toward the condition and the circumstance while TOEP test happened. This is revealed on the statements 1 until 8 of the questionnaire:

**Table 2.**

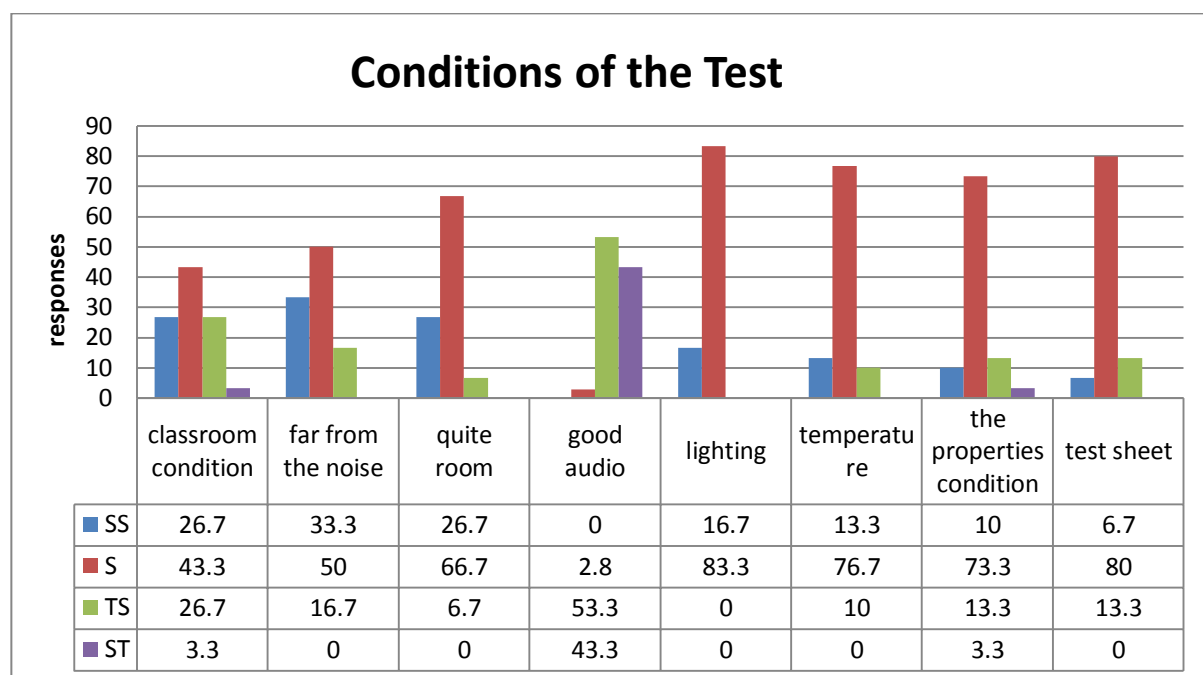
No	Statement	SS	S	TS	ST
1	suasana dalam ruangan tes TOEP membantu anda berkonsentrasi dalam mengerjakan tes	8	13	8	1
2	ruangan tes TOEP jauh dari kebisingan jalan	10	15	5	0
3	keadaan ruangan TOEP hening dan tenang saat tes berlangsung	8	20	2	0
4	Rekaman suara saat <i>Listening Section</i> dapat terdengar dengan	0	1	16	13

	jelas				
5	terdapat pencahayaan (lampu atau sinar matahari) yang cukup dalam ruangan saat tes berlangsung	5	25	0	0
6	suhu dalam ruangan membuat anda nyaman dalam mengerjakan tes TOEP	4	23	3	0
7	kursi dan meja yang anda gunakan saat tes dalam kondisi baik	3	22	4	1
8	lembar soal dan jawaban yang anda terima dalam keadaan utuh dan baik	2	24	4	0

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 5

## CONDITION OF THE TEST



From the chart, it is shown that 13 students (43,3%) agree that the condition in the test room is conducive which help them to concentrate while doing the test. Even 8 students (26,7%) stated that they strongly agree with the statement. However there are also 8 students (26,7%) who did not agree that the condition in the test room help them to concentrate and 1 person really disagree (3,3%).

Half of the participants the study agree that the room of the test is far from the noise. Even 10 students (33,3%) strongly agree that the room is calm and far from the noise. But 16,7% participant did not agree with the statement.

Different from the condition of the room which receive good responses, the audio of the listening section get the negative response from most of the study

participant. No one (0%) strongly agree with the statement, the audio for the listening section is clear and smooth. 1 students (3,3%) agree with the statement. And the rest, for about 16 students (53,3%) response that they did not agree with the condition of the audio. Even there are students (13=43,3%) who strongly disagree with the statement.

Most of the participant (83,3%) agree if it stated that the condition of lighting in the room is good and the temperature in the room while the test is happening is comfortable for them (76,7%). There are only 10% students who did not agree if it stated that the temperature of the room is comfortable.

The other parts which are evaluated in this study are the equipment of the test, like chairs and the test sheets. 22 students (73,3%) agree that the chair while they were doing the test are in good condition, but 4 students (13,3%) disagree and 1 students (3,3%) strongly disagree. For the test sheets, 24 students (80%) agree that they received good, clear, and clean test sheets. 4 students respond that they are not satisfy with the test sheets they received.

Comparing with the data from the interview with the students after taking TOEP, some students agree that the circumstance and the condition while doing the test are conducive.

“Cukup kondusif. Tempatnya lumayan tenang dan nyaman untuk mengerjakan tes. Tapi ini saat saya mengikuti yang kedua kali. Saat yang pertama kali dulu, ruangnya tidak kondusif dan penuh” (S1).

Even though, they are agree, some opinion raise that there is a distraction while doing the test.

“ruangan besar dan kuota orang nya juga besar jadi kalau buat saya itu membuat sulit konsentrasi.” (S2)

“disebelah ruang tes ada lorong tempat orang berjalan. Jadi kadang-kadang kalau ada yang lewat lorong itu terus ngobrol-ngobrol ketawa, lumayan mengganggu juga sih.” (S3)

The negative sense came from the participant for the audio of listening section.

“Entah kasetnya atau alat pemutarnya yang jelek. Suaranya gak jelas banget” (S1)

“audio juga kurang bagus. Sepertinya suara pembicara terlalu cepat dan bergema. Jadi sulit ditangkap kata-kata yang diucapkan.” (S2)

“secara pribadi saya rasa tidak jelas. Karena rekamannya sendiri, pertama suaranya kresek-kresek jadi kurang jelas apa yang dimaksud oleh si pembicara.” (S3)

Most of the participants said that the audio of TOEP test distracted them to do the listening section well. Either the cassette or the audio which became the trouble of the listening part, they did not quite sure.

The other components of the test which support the condition of the TOEP test are in good condition. For example, the temperature of the test room, the chairs, and the test sheets.

## 2. The importance TOEP

The following table shows the students' understanding about the importance of TOEP. This is revealed on the statements 9 and 10 of the questionnaire:

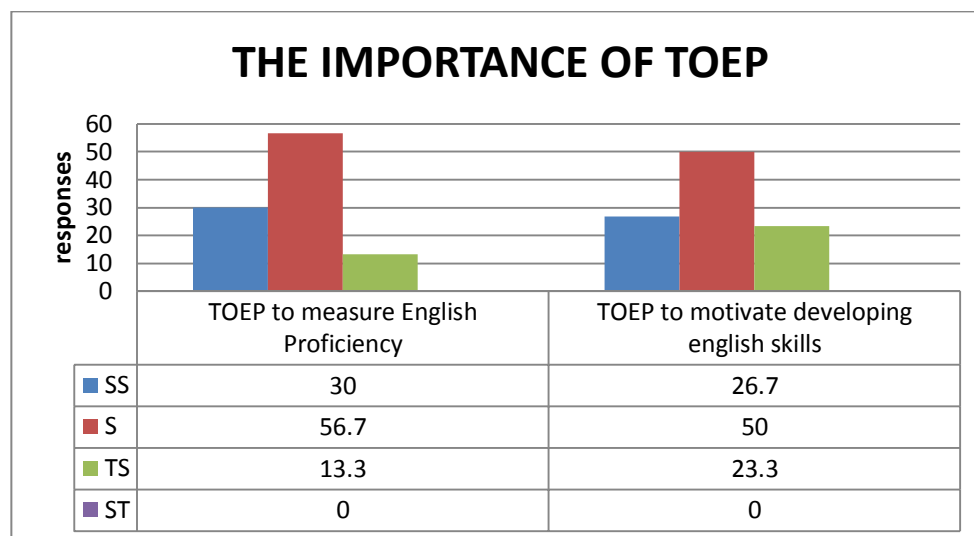
**Table 3.**

No	Statement	SS	S	TS	ST
9	Tes TOEP membantu anda mengukur kemampuan berbahasa Inggris anda	9	17	4	0
10	Tes TOEP membuat anda termotivasi untuk meningkatkan kemampuan berbahasa Inggris anda	8	15	7	0

Based on the data accumulation, the data percentage can be depicted through the chart shown:

Figure 6

## THE IMPORTANCE OF TOEP



The main purpose of the TOEP test is to measure English language proficiency of the UNJ students. For the participants of this study, 56,7% (17 students) are agree with that purpose. Even, 30% participants strongly agree with the statement. And if the TOEP test motivating them to develop their English, 50% participants agree with that. 26,7% (8 students). However, there are 23,3% (7students) did not feel being motivated by the TOEP.

Comparing with the chart, the interview shows the similar things. Most of them said that TOEP can measure their English ability, but the form of the test which is multiple choice questions restricted the ability being measured.

“karena soalnya multiple choice jadi sulit juga dikatakan begitu. Karena kadang bisa saja itu hanya sekedar asal tebak atau faktor beruntung. Cuma sepanjang ini sih, bisa dikatakan lumayan mengukur”

“iya cukup mengukur. Saya jadi tahu kemampuan saya khususnya dalam hal reading dan grammar”

3. The test items

The following table shows the students' understanding about the test TOEP items. This is revealed on the statements 11 until 16 of the questionnaire:

**Table 4**

No	Statement	SS	S	TS	ST
11	Tulisan dan gambar yang terdapat pada lembar soal dapat dibaca dengan jelas	4	21	5	0
12	Instruksi yang terdapat pada lembar soal tes TOEP jelas, tidak berbelit-belit dan dapat anda mengerti	11	15	4	0
13	Butir-butir soal TOEP telah disusun dengan jelas dari bagian yang mudah sampai yang sulit	1	23	6	0
14	Anda merasa tingkat kesulitan soal TOEP telah sesuai dengan ukuran kemampuan Mahasiswa	2	15	13	0

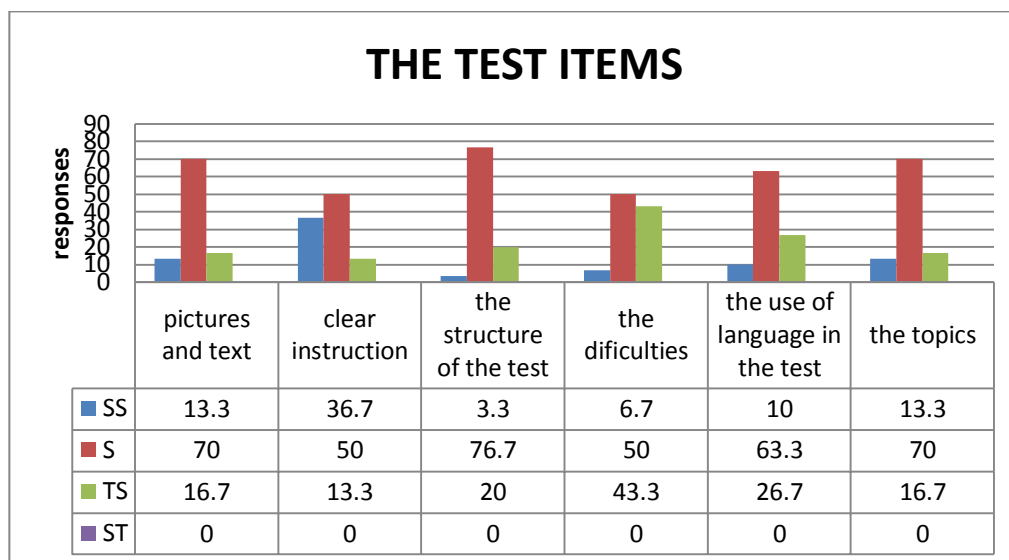


15	Menurut anda, penggunaan bahasa pada percakapan dan teks dalam tes TOEP adalah bahasa yang digunakan sehari-hari (Formal/informal)	3	19	8	0
16	Menurut Anda, topik-topik dalam teks dan percakapan dalam tes TOEP relevan dengan kehidupan sehari-hari (mis. Teks tentang transportasi publik, penyakit, dll)	4	21	5	0

Based on the data accumulation, the data percentage can be depicted through the chart shown:

Figure 7

## THE TEST ITEMS



From the chart, it is shown that the responses of the participant are positive for the test item. 70% students (21 students) agree that the words and the pictures in the question sheets are clear. Even, 13,3% strongly agree with that.

The instruction of the test is quite clear for 50% students (15 students). And 26,7% students strongly agree that the instruction is very clear for them. The difficulty range of the test is suitable for University students based on a half of the study participants. But, 43,3% participants (13 students) disagree with the statement. They think the test is quite difficult for University students.

The language used in the test, both in text and dialogue, is natural based on 19 participants (63,3%) of the study. In addition, the topics chosen in the texts of the test are relevant with the daily life for 70% participants.

This data is relevant with the interviews which are conducted. The interviewee said that the test item has no problem. The instruction is very clear for them.

“sudah jelas karena semua dijelaskan dengan singkat dan disertai contoh disetiap sectionnya”

The difficulty of the test is suitable, but there are some questions are very difficult for them, especially in reading comprehension. This is because of the difficult words.

“Ya sih cuma ada beberapa bagian yang terlalu sulit untuk dikerjakan. Khususnya di bagian reading comprehension, banyak soal yang sepertinya terlalu sulit dan kata-kata nya kurang familiar.” (S2)

“iya hanya saja ada beberapa butir soal yang sulit sekali di bagian reading comprehension” (S1)

For the language and the topics of the text in the test, most of them agree that it is relevant with their daily life. Maybe, there are only some unfamiliar words as a distraction.

“itu ya juga menurut saya. Hanya saja ada beberapa yang diselipkan kata-kata sulit untuk penjebak mungkin ya”

“Ya saya setuju. Banyak topic yang disajikan berupa sejarah, nama-nama tokoh terkenal, teknologi, ya begitulah”

#### 4. The TOEP administration

The following table shows the students' perception toward the administration of TOEP test. This is revealed on the statements 17 until 29 of the questionnaire:

**Table 5**

No	Statement	SS	S	TS	ST
17	Anda mendapatkan sosialisasi yang jelas tentang penyelenggaraan tes TOEP dari pihak penyelenggara (UPT PB)	0	13	14	3
18	Prosedur pendaftaran TOEP tidak berbelit-belit	1	22	7	0
19	Persyaratan pendaftaran TOEP mudah untuk anda penuhi	2	24	4	0
20	Jadwal penyelenggaraan tes TOEP dapat anda ketahui dengan mudah	1	22	7	0
21	Petugas pelayanan tes TOEP memberi anda informasi yang jelas tentang waktu dan tempat	10	16	4	0

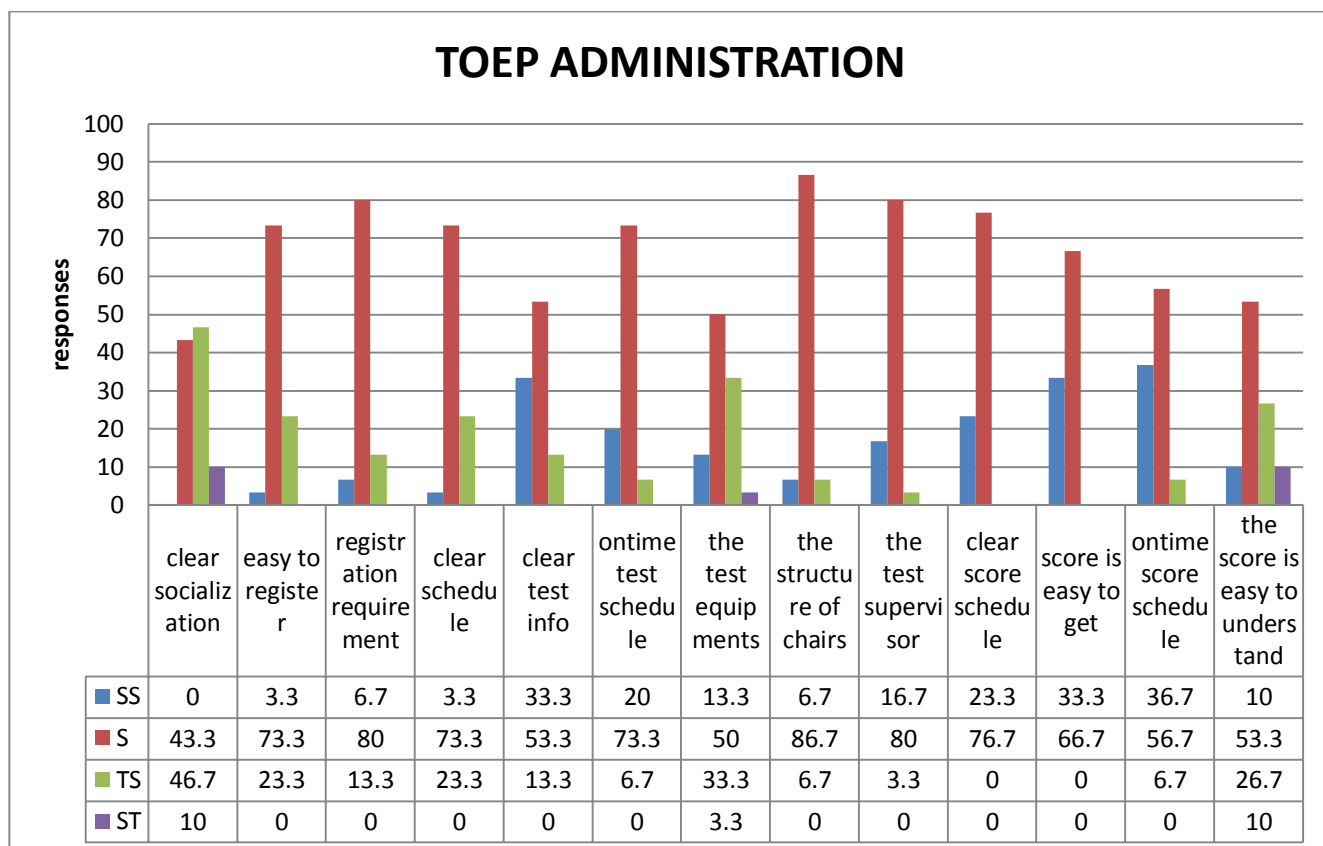
	tes, prosedur tes, dan kelengkapan yang harus anda bawa saat tes				
22	Pelaksanaan tes tepat waktu dan sesuai jadwal	6	22	2	0
23	Peralatan untuk menunjang penyelenggaraan tes (perangkat audio, kaset, lembar jawaban dan soal) disiapkan dengan baik oleh pihak penyelenggara	4	15	10	1
24	Kursi yang digunakan untuk tes telah disusun sesuai jumlah peserta dan nomor urut ujian nya	2	26	2	0
25	Penyelenggara TOEP mempersiapkan pengawas tes yang mampu menjelaskan tata cara pengerjaan tes dengan baik	5	24	1	0
26	Penyelenggara memberi anda informasi yang jelas tentang waktu pengambilan	7	23	0	0

	hasil tes TOEP				
27	Hasil tes TOEP dapat anda peroleh dengan mudah	10	20	0	0
28	Hasik tes TOEP dapat anda peroleh tepat waktu	11	17	2	0
29	Penjabaran nilai TOEP anda mudah dimengerti	3	16	8	3

Based on the data accumulation, the data percentage can be depicted through the chart below:

Figure 8

## TOEP ADMINISTRATION



From the chart, it is shown that the negative response come for the TOEP socialization. 14 students (46,7%) disagree with the statement that they get a clear socialization of TOEP from the UPT-PB as an administrator of TOEP. However, 43,3% feel they had clear socialization.

The procedure of the TOEP registration is quite easy for them. Some requirements are easy to fulfill. 73,3% participant agree with that. The schedule of the test is on time based on 22 students (73,3%). Even, 20% students are strongly agreed with the statement.

Half of the participants of this study agree that UPT PB has already prepared for the test equipments, such as the test sheets, the room, the audio and cassette. But 33,3% participants (10 students) disagree if it is already prepared well.

The participants' score are easy to receive based on 20 participant of this study (66,7%). 10 students (33,3%) even strongly agree with that.

The data from the interviews show that the participants agree if the administration of the TOEP UNJ is well prepare. The minus things are the socialization of TOEP and the score transparences.

“saya sendiri mendapat info kebanyakan dari teman-teman saja. Kalau dari UPT nya sendiri sih tidak”

“sebenarnya kadang info bisa kita temukan di papan pengumuman UPT hanya saja sosialisasi nya yang kurang. Biasanya sih itu diketahui dari mulut kemulut. Misalnya ada teman yang mau ikut dan bertanya ke UPT lalu dia yang kemudian menyebarkan info ke teman-teman lain yang juga mau ikut” (S2)

They get the information mostly from their friends which looked for the information from UPT.

For the score, they said it is easy to get, but still they wonder about the process of the score count.

“kalau untuk penjabaran nilai sebenarnya saya kurang mengerti kenapa saya bisa dapat score seperti itu... ya cara penghitungannya yang kurang jelas. Sebenarnya saya dapat score segitu bagaimana hitung-hitungannya”

## 5. The Expectation



Most of the participants expect that the audio of listening section can be replaced or fixed. It will be better if the test of listening section use headset or even do in the language laboratory. Those are based on some opinion of the participants,

“dari segi listening kualitas rekamannya harus diperbaiki. Kalau bisa dilaksanakan di satu laboratorium bahasa sehingga sesuai gitu apa yang kita dengar dengan apa yang dikatakan si pembicara” (S3).

“Audio listening nya, kalau bisa pakai headset. Cuma kalau memang tidak mampu pakai headset, paling tidak kurangilah kuota pesertanya dan ruangan yang dipakai dipersempit, dan jangan terlalu banyak dalam ruangan itu, supaya mungkin suara kaset jadi lebih focus”

Beside the audio, the participants of the study expect there will be a better socialization from UPT about TOEP. The hopes there are any socialization more than a printed announcement in UPT.

“sosialisasi sebaiknya dilakukan. Entahlah bagaimana memanage nya, hanya saja bagaimana gitu caranya supaya pihak penyelenggara masuk ke jurusan-jurusan untuk mensosialisasikan TOEP seperti apa, modelnya, apa saja yang ada dalam TOEP.”

### **C. Data Analysis and Discussion**

The data analysis is based on the data from the questionnaire and the interview gathered. To address the research question, the discussion focuses on the perception of the students' of English language Major in UNJ about TOEP in UNJ refer to the condition and circumstance of the test, the importance of the test, the test items, and the administration of the TOEP test.

From the 30 participants, most of them agree that the condition and the circumstance during the test are helping them to focus on the test. The room of the test is far from the noise. Even though there is only a distraction from the walker in the side of the room of the test. The lighting of the room is suitable. Chairs and the test sheets are in the good condition. The distraction comes from the audio while the listening section. The voice of the speaker did not easy to understand. The quality of the sound is not good. And it is better for TOEP administrator to change the audio or prepare for headset and language laboratory for listening tests.

The participants agree that the importance of the TOEP test is to measure their language comprehension. But the form of the test which is multiple choice restrict more comprehension can be measure, such as speaking and writing ability. The responses are also positive about TOEP can motivate them to develop their English ability. But, some of them only see the TOEP test as the graduation requirement.

The test items of TOEP are clear. The instruction in the test, both in the question sheets and the listening parts are clear and understandable because they include some example. The language and the topics in the test texts and dialogue are relevant to the daily life. The topics of the text are biology, biography of the famous people, the new technology, and so on.

The administration of the TOEP UNJ receives good responses. The limitation of the administration of TOEP is the socialization. There limit of the socialization done by UPT Bahasa to introduce TOEP. Participants state that it is better if there is some introducing part by UPT, not only in printed announcement. For the rest of the equipments, the participants evaluate, UPT has already prepare it well. But for the audio, it needs more attention. The audio distract the participant to do the listening section well.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusion and the recommendation on the English Language Program students' perception toward the TOEP UNJ.

#### **A. Conclusion**

Based on the data collected in the study, it can be concluded that the implementation of the TOEP receive positive response from students of English Language Program especially the last semester students. The condition while doing the test is prepared by the administrator well.

The Chairs and the test sheets are in the good condition. The distraction comes from the audio while the listening section. The voice of the speaker did not easy to understand. The quality of the sound is not good. And it is better for TOEP administrator to change the audio or prepare for headset and language laboratory for listening tests.

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The participants expect there is some reparation from UPT in socialization of the TOEP. It is better to introduce TOEP as a part of UNJ way to develop students' English language ability. It is not only the requirement to get the graduation.

However, this study has some weaknesses, such as the small scope of population. This study only gathered the data from the last semester students from English language Department of UNJ. It is better if the study conduct in bigger area. The other weakness is the instrument. It is able to get the deeper data with the better instrument items.

## **B. Recommendation**

Based on the data obtained in the current study, it is recommended that there should be some improvement in TOEP administration. From the audio of the listening section, it is better for UPT PB prepare for the special language laboratory.

The socialization about the important of TOEP should be improved. The introduction includes the purpose of the TOEP, TOEP schedules, TOEP registration requirement and so on.

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