

# STUDENTS' PERCEPTION TOWARD TOEFL PREDICTION TEST AS ONE OF THE GRADUATION REQUIREMENTS FROM UNIVERSITY

Azra Zakiah<sup>1</sup>, Dahnilsyah<sup>2</sup>, Masyhur<sup>3</sup>

<sup>1,2,3</sup> English Education Department, Faculty of Teacher Training and Education,  
Universitas Riau, Indonesia

*Corresponding author: azra.zakiah4477@student.unri.ac.id*

Article info	Abstract
<p><b>Received:</b> 25 January 2023  <b>Accepted:</b> 13 October 2023  <b>Published:</b> 25 October 2023</p>	<p>The students at the university under investigation are required to successfully complete the TOEFL Prediction test in order to be eligible for graduation. This study was conducted to assess the perceptions of these students regarding the TOEFL Prediction test as one of the graduation requirements. The research employed a descriptive-quantitative methodology and involved 171 English Study Program students from three different academic batches. A questionnaire served as the primary instrument for data collection, with data analysis carried out using Microsoft Excel and SPSS statistics version 26. The results of the data analysis indicated that the mean scores for most items in the questionnaire were in the high range. Specifically, 25 out of the 29 questionnaire items obtained mean scores above 3.40, demonstrating that students' perceptions in this study leaned positively toward the TOEFL Prediction test policy. However, it's important to note that nearly half of the students recognized that the TOEFL Prediction test is not an easy test. Furthermore, there is room for improvement in terms of students' understanding of the type of TOEFL test provided by the language centre at the university and the benefits of the TOEFL certificate. These findings can provide valuable input for the university's policymakers and administrators. They can use this information to design new initiatives and strategies aimed at assisting students in improving their test-taking skills and their understanding of the TOEFL Prediction test's structure. Such efforts can contribute to enhancing students' overall readiness for this requirement.</p>
<p><b>Keywords:</b></p> <p>Students' perception; TOEFL prediction test; graduation requirement</p>	

## INTRODUCTION

TOEFL, short for the Test of English as a Foreign Language, represents a prominent standardized examination for assessing English language proficiency. It is widely adopted by numerous English as a Foreign Language (EFL) countries across the globe to evaluate candidates' fluency in English and award them an official certification. Gu, Lockwood, and Powers (2015) elucidate that the Educational Testing System is designed TOEFL as a standardized assessment to gauge the English language capabilities of individuals seeking admission to higher education institutions or similar establishments in countries where English serves as the second language of instruction.

Nonetheless, it is worth noting that certain universities in Indonesia have incorporated TOEFL as part of their standardized evaluation procedures. The prevalent variant of TOEFL employed in these settings is the TOEFL Prediction test, as expounded by the Inspira Research Team (2015). This particular TOEFL variant is recognized primarily within the borders of the country and follows a format akin to the Institutional Testing Program (ITP). Indonesian universities, as highlighted by Hambali (2008), exhibit a preference for this format. However, it is important to underscore that the TOEFL Prediction test does not hold international recognition. Its applicability is confined to domestic uses, such as assessments for Civil Servant Candidate (CPNS) applications and graduation requirements.

The TOEFL test serves a dual purpose, functioning not only as an instrument for assessing students' English proficiency but also as an essential graduation prerequisite. Ananda (2016) posits that the results of the TOEFL test stand as a pivotal criterion for both admission and graduation at Indonesia's renowned universities. In accordance with the directives outlined in Rector's decree No. 35 of 2015, this study elucidates that undergraduate students must attain a minimum TOEFL score of 450 for those majoring outside the field of English and 500 for students pursuing an English major. This requirement is a prerequisite for registering for comprehensive or final examinations.

Despite the implementation and the potential advantages of the TOEFL prediction test, issues persist among the students who took the examination. Informal interviews conducted at the university revealed that a significant number of students who were unable to attain the minimum TOEFL score predominantly attributed their failures to internal factors. Many students experienced a sense of hopelessness, realizing that they had not adequately prepared for the test, which subsequently influenced their reluctance to retake the examination. This reluctance often went unnoticed, and they unknowingly found themselves in their final semesters. Additionally, Mahmud (2014) identified similar challenges among students in Makassar, where they encountered difficulties in passing the TOEFL assessment and subsequently failed to meet the required minimum score. This, in turn, led to delays in fulfilling their academic requirements, such as the comprehensive examination and their graduation.

Perception represents an individual's subjective interpretation of the world, shaped by a multitude of sociocultural factors. It is noteworthy that each person can be exposed to the same environmental information, yet their responses to this information may diverge (McDonald, 2012). Furthermore, Chen (2003) underscores the critical importance of students' perceptions in assessing teaching effectiveness.

In a university context, the learning objectives for each department are distinct, and students are evaluated through multiple final exams to gauge their progress in their respective courses. However, in a broader institutional framework, such as a university campus, standardized testing methods are commonly employed to assess students' overall proficiency in foreign languages. The TOEFL examination is a widely recognized example of such a standardized assessment.

Several previous studies on the topic under investigation have been carried out in various locations. For instance, Alek (2019) conducted a study focusing on students' perceptions of TOEFL as a graduation requirement in Jakarta. The study revealed that the majority of participating students held a positive view of the policy.

Another study by Karjo and Ronaldo (2019) explored students' perspectives on TOEFL as a college entry requirement, and it was found that most students agreed with its utility for college admissions. However, regarding its role as a graduation requirement, there was a general consensus that it needed revision to better align with students' needs.

Rahayu (2019) conducted a previous study, which similarly indicated that most students comprehended and supported the policy of implementing TOEIC and TOEFL as graduation requirements. In contrast, Aziz (2016) conducted a study where participants expressed negative perceptions of the policy. However, it's worth noting that they believed that preparing for the test would be beneficial for improving their English skills.

The existing studies have primarily concentrated on the significance of the TOEFL test as a graduation requirement, with little attention given to the characteristics of student preparation for the test. This research gap is further exacerbated by the fact that the TOEFL test variant employed in the location of our study differs from the TOEFL test types examined in their studies. The absence of such focus on student preparation has limited our comprehension of the pivotal role it plays in supporting students' readiness.

This study is designed not only to investigate students' general perspectives on the policy but also to delve into their preparations for the test. This research is indispensable due to the differences in TOEFL test types. The previous studies predominantly explored the conventional TOEFL test, while our study specifically addresses the TOEFL prediction test. As such, this study is imperative to offer insights into students' perspectives regarding the provision of different test types. Furthermore, this research is essential because students' perceptions of these regulations can serve as an invaluable source of evaluation for institutional stakeholders.

## METHOD

This study was undertaken with the participation of students enrolled in the English Study Program at the university, situated on Bina Widya Street in Simpang Baru, Pekanbaru. The study encompassed students in their fifth, fourth, and third years during the academic year 2022/2023. Data collection for this study spanned from December 2021 to September 2022.

The research methodology employed was a descriptive-quantitative approach. A quantitative study involves the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest, as articulated by Gay, Mills, and Airasian (2012). In this study, the findings obtained from the data were elucidated descriptively.

The research design used in this study was a survey. Ary (2010) asserts that a survey design allows researchers to gain insights into the characteristics of different groups or to assess their attitudes and opinions on a specific topic.

In pursuit of our study objectives, we employed a cross-sectional survey methodology, involving the collection of data from the sample at a single point in time. The data were obtained through questionnaires and structured interviews. Our intention was to make inferences from the sample to the broader population, as outlined by Babbie (1990).

The population under investigation in this study consisted of students enrolled in the English Study Program from the classes of 2018, 2019, and 2020. To select a representative sample from this population, we employed a proportionate stratified random sampling approach. This method is utilized when the population exhibits heterogeneity and requires stratification to ensure proportional representation (Malik, 2018).

In determining the sample size, we referred to Isaac and Michael's (1995) table, considering a 5% significant error. The table indicated a sample size of 172 for a population of 342. However, we opted for a sample size of 171 since our total population was slightly below 340.

For the data collection, a questionnaire was utilized as the primary instrument. The indicators of perception were derived from Walgito (2010) as cited in Wardana et al. (2018), which posits that perception can be measured through three key indicators: "Absorption of Stimulus," "Meaning and Understanding," and "Evaluation." In this study, the sole indicator used was "Evaluation" since the objects of students' perception were related to circumstances they had personally experienced and encountered.

The questionnaire was adapted from the works of Karjo (2019) and Alek et al. (2019) as references. Karjo (2019) delineates that perception can be measured through three aspects: the relationship between TOEFL and academic achievement, the benefits of taking preparation classes, and the advantages of attaining the minimum TOEFL Prediction test score. To collect the data, respondents completed a questionnaire consisting of 29 items, using a 5-point scale for their responses. The specific indicators of the questionnaire are provided below.

**Table 1.** The Indicators of Questionnaire

Variable	Indicator	Sub-indicators	The Numbers	Item	Total Questions
Students' perceptions toward TOEFL prediction test as one of the graduation requirements at university	Evaluation	Relation between TOEFL and academic achievement	1,2,3,4		4
		The benefit of taking preparation class	5,6,7,8,9,10,11,12,13		9
		The benefit of reaching the minimum score of TOEFL Prediction test	14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29		16
<b>Total questions</b>					<b>29</b>

In this study, the questionnaire underwent a validity check with a sample of 30 respondents. With an error significance level of 5% (0.05), and for a sample size of  $n = 30$ , the critical  $r$ -value from the table was determined to be 0.361. The actual  $r$ -values for the questionnaire items in this study ranged from 0.371 to 0.695. The validity test results indicated that all items in the questionnaire were valid.

To assess the reliability of the questionnaire, Cronbach's Alpha Coefficients were employed. A commonly accepted threshold for reliability is 0.6 or higher. In this study, the Cronbach's Alpha Coefficient for the questionnaire was calculated at 0.917, which significantly exceeds the acceptable level of 0.6. Therefore, the questionnaire can be deemed reliable.

The data collected in this study were processed using Microsoft Excel. Subsequently, the data were analyzed using SPSS version 26, employing descriptive statistical analysis to calculate the mean and standard deviation. The results of the mean scores were then compared with the table of interpretations for mean scores as provided by Hadiyanto (2019). The findings were elucidated through descriptive explanations.

## FINDINGS

The findings of this study focused on students' perceptions, the data gained according to the indicators of the questionnaire are shown in a few tables below.

**Table 2.** The Relation between TOEFL and Academic Achievement

No	Statements	Mean	STD	Interpretation of Mean Score
1	TOEFL prediction test score reflects my ability in four English skills	3.96	0.796	High
2	TOEFL prediction test score reflects my GPA/IPK	3.23	0.973	Medium
3	Taking the TOEFL prediction test increased my motivation to learn English	4.00	0.884	High
4	As an English student with most of the classes in the English language, it helps me to pass the TOEFL prediction test easier.	3.88	0.897	High

In this indicator, three statements were classified as falling within the high-level category, with mean scores ranging between 3.41 and 4.20. The statement with the highest mean score of 3.96 corresponds to statement number two. This observation indicates that a significant portion of the students held positive attitudes toward the correlation between the TOEFL prediction test and their proficiency in the four English language skills. As TOEFL tests are typically constructed based on these four skills, it suggests that students recognize the link between the test and their language abilities.

The other two statements with high mean scores were recorded at 4.00 and 3.88, signifying that the majority of students also agreed with these statements. Specifically, they concurred that taking the TOEFL test served as a motivational factor for enhancing their English language skills and that, as students majoring in English, they found it relatively easier to respond to the test. These findings suggest a generally positive disposition among students towards TOEFL and its potential benefits.

In terms of the percentage of respondents, approximately 52% expressed agreement with statement number 1, while 44.4% agreed with statement number 3, and 42.7% concurred with statement number 4. These percentages highlight the varying levels of agreement among the student population regarding these statements.

**Table 3.** The Benefit of Taking TOEFL Preparation Class

No	Statements	Mean	STD	Interpretation of Mean Score
5	In TOEFL preparation class, coaching/leading from the lecturer is necessary	3.92	0.911	High
6	Topic instruction of doing the TOEFL given by the lecturer is important	4.03	0.825	High
7	Reviewing topics, doing some exams, and practising the test-taking technique are important in TOEFL preparation class	4.31	0.715	Very high
8	Taking the TOEFL preparation class is the most time-efficient method	3.82	0.792	High
9	Taking preparation class helped me pass the TOEFL prediction test easily	3.87	0.875	High
10	TOEFL preparation class helped me to know about the system of TOEFL preparation	4.08	0.843	High
11	TOEFL preparation class is important to support my TOEFL examination	4.03	0.832	High
12	TOEFL preparation class in my major is well designed	3.74	0.833	High
13	TOEFL preparation class can help me to reduce the difficulties answering the TOEFL prediction test	3.91	0.821	High

This section comprises nine statements, with the highest mean score attained by statement number 7, which was classified as "very high." In contrast, none of the other statements fell into the "medium" or "low" categories, as evidenced by their mean scores, which ranged between 3.42 and 4.20.

The prevalence of high mean scores in this table reflects that students generally hold a positive perspective regarding the necessity of taking TOEFL Preparation courses to enhance their preparedness before sitting for the test. In particular, statement number 7 garnered significant support, with 45.6% of students expressing strong agreement and an additional 40.9% in agreement. This indicates a strong consensus among the students about the importance of TOEFL Preparation courses in bolstering their readiness for the test.

**Table 4.** The benefit of reaching the minimum score of TOEFL Prediction test

No	Statements	Mean	STD	Interpretation of Mean Score
14	TOEFL prediction test is necessary as a graduation requirement	4.18	0.833	High
15	TOEFL prediction test is important for my future career	4.05	0.909	High
16	TOEFL prediction test is important for my academic success	3.84	0.978	High
17	The policy of using the TOEFL prediction test as a graduation requirement gives many benefits to students	3.93	0.834	High
18	TOEFL prediction test can be used to measure my English proficiency	3.98	0.829	High
19	TOEFL prediction test can enhance my English proficiency	3.92	0.823	High
20	TOEFL prediction test motivates me to learn English	4.01	0.897	High
21	The minimum score to pass the TOEFL prediction test for English major is not too high	3.36	0.986	Medium
22	The policy of using the TOEFL prediction test as a graduation requirement doesn't delay my graduation	3.71	0.965	High
23	TOEFL prediction test is an easy test for non-English major students	3.00	1.137	Medium
24	TOEFL prediction test is an easy test even for English major students	3.36	0.963	Medium
25	TOEFL prediction test can help me to apply for CPNS	3.64	0.897	High
26	TOEFL prediction test can help me to apply for a scholarship	3.97	0.978	High
27	TOEFL prediction test can help me to study abroad	3.96	1.039	High
28	The policy of taking the TOEFL prediction test as one of the graduation requirements should not be revised	3.70	0.860	High
29	TOEFL prediction test can help me to get a job easily.	3.66	0.989	High



In this section, the majority of the mean scores fall into the "high" level. Among the 16 statements, statement number 14 obtained the highest mean score and was classified as "high." This statement is pivotal to the research topic, as it reveals that most students have a positive stance regarding the significance of the TOEFL Prediction test as a graduation requirement. Quantitatively, 40.9% of the respondents strongly agreed with this statement, and an additional 40.4% agreed, indicating a strong consensus among students about the importance of the TOEFL Prediction test for graduation.

The remaining statements within this section received mean scores that placed them in both the "medium" and "high" categories. In the "medium" category, it is observed that students tend to have mixed opinions, falling between agreement and disagreement. For example, students did not entirely agree that the minimum TOEFL score at their institution is reasonable, and they also did not universally perceive the TOEFL Prediction test as an easy test, whether they are English or non-English majors. This suggests that while students generally agree with the graduation requirement, there are certain aspects of it that they may find debatable or less straightforward.

## **Discussions**

The findings of this study have shed light on students' perceptions of the inclusion of the TOEFL Prediction test as a graduation requirement at the University. The results predominantly emphasize the students' positive views regarding the advantages of holding a TOEFL certificate. This positive perception extends to the belief that passing the TOEFL Prediction test should be a graduation requirement.

This alignment with the value of the TOEFL certificate is in accordance with the insights offered by Murray (2016), who posits that successful completion of the TOEFL test can open doors to job opportunities, higher earning potential, and academic admissions or graduations. These results underscore the students' recognition of the practical advantages associated with TOEFL certification, which, in turn, reinforces their support for its inclusion as a graduation requirement.

The results of the questionnaire reveal a number of aspects where students' opinions fall into the "medium" level, indicating a degree of indecision or mixed perspectives on these issues. Notably, these aspects include: The belief that the TOEFL Prediction test score reflects students' GPA, where 35.7% chose "agree" and 36.8% chose "neutral", the perception that the minimum TOEFL score set by the university (500 for English major students) is considered too high, with 33.3% agreeing and 39.2% remaining neutral, the view that the TOEFL test provided by the Language Centre in the campus is regarded as an easy test, with 34.5% choosing "neutral" and 23.4% choosing "disagree"

These findings are intriguing and distinctive. Even as English major students, who are generally assumed to possess strong English skills, they perceive a score of 500 as challenging to achieve. Additionally, the questionnaire reveals that students consider the

TOEFL Prediction test, despite being a predictive test, as a challenging assessment. These results suggest that students perceive the TOEFL Prediction test as a rigorous test.

Regarding the aspect that TOEFL Prediction test scores reflect students' GPA, the "medium" level suggests that students are uncertain about the existence of a direct relationship between their TOEFL scores and GPA. This outcome contrasts with Sahragard et al.'s (2011) findings, which suggested a correlation between high TOEFL scores and high academic performance. However, it's important to note that GPA typically does not require high TOEFL scores, and TOEFL scores are not used as a benchmark for assessing overall English proficiency.

On a more positive note, students generally have a positive perception of the importance of TOEFL preparation classes. All items related to this aspect in the questionnaire received high mean scores, indicating strong support for the value of TOEFL preparation classes. This aligns with the findings of Jiang (2020), who highlighted the benefits of instructor support and structured preparation classes for TOEFL, including material review, practice instruction, and an engaging classroom environment among Chinese students. Comparing this study to previous research, such as Aziz (2016) and Karjo & Ronaldo (2019), it is evident that all three studies have found a positive perception among students regarding the inclusion of the TOEFL test as a graduation requirement. However, the key distinction lies in the type of TOEFL test used in each study. The TOEFL type employed in the current study differs from that of the previous studies.

Additionally, the results of this study reveal that students place a high level of importance on TOEFL preparation classes. This finding aligns with the research of Khathir (2015), which underscores the significance of the quality of TOEFL preparation programs. Khathir's study emphasized that the availability of TOEFL preparation programs does not necessarily correlate with effective preparation. Therefore, maintaining the quality and effectiveness of TOEFL preparation classes is crucial to ensuring students receive proper preparation before taking the TOEFL test.

The findings of this study effectively address the research question related to students' perceptions of TOEFL requirements. These perceptions are predominantly positive, highlighting the significance of the TOEFL Prediction test as a graduation requirement. The implications of these results underscore that the TOEFL Prediction test serves as an important component, contributing to students' English language proficiency development.

Furthermore, the results reveal a surprising aspect - students still perceive the TOEFL Prediction test as challenging, despite its relatively straightforward nature as a predictive test designed to help students estimate their results before the actual examination. The observation that the minimum score set for the test is considered relatively high further adds to this perspective. It is indeed unexpected that English major students, typically expected to excel in English proficiency, find this test to be challenging.

These findings provide insights into students' perceptions that may guide educational institutions in understanding how students view the TOEFL Prediction test and inform potential adjustments or support mechanisms. The findings from this study suggest an intriguing paradox in students' perspectives. While they support the policy of the TOEFL Prediction test as a graduation requirement, they simultaneously consider this predictive test to be challenging. This implies that, despite their endorsement of the policy, they acknowledge the difficulties posed by the test itself.

Moreover, the study reinforces the importance of TOEFL preparation courses in students' test readiness. Participants in the study have widely concurred on the vital role of TOEFL preparation courses in supporting their test preparation efforts. This underscores the significance of structured and effective preparation programs to help students meet the requirements and expectations associated with the TOEFL Prediction test.

## CONCLUSION

This study aimed to explore students' perceptions regarding the TOEFL Prediction test as a graduation requirement at the university. It involved 171 English Study Program students from three different academic batches. Based on the study's results and subsequent discussion, several conclusions can be drawn. The questionnaire responses indicate that students generally hold a positive perception of the implementation of the TOEFL Prediction test as a graduation requirement. This is evident from the high and very high mean scores recorded for 25 of the 29 statements in the questionnaire. These results suggest that English Study Program students view the inclusion of the TOEFL Prediction test as necessary and beneficial.

However, it's worth noting that nearly half of the students do not consider the TOEFL Prediction test an easy test, which challenges the assumption that English major students would find it easy. Moreover, some students are neutral or undecided about the TOEFL type provided by the language centre at the university and the benefits of the TOEFL Prediction test certificate. These findings point to areas where students may have varying or less definitive views. In summary, the majority of students hold positive perceptions of the TOEFL Prediction test as a graduation requirement. Nevertheless, there are nuances in their perspectives, and the study highlights areas where students may have less settled views or find certain aspects of the requirement more challenging. These findings provide insights into the complexities of students' perceptions of the TOEFL Prediction test.

This study opens avenues for further research in several areas. First, there is a potential for a more in-depth investigation into the effectiveness of TOEFL preparation classes or courses at the English Study Program to support students in their TOEFL readiness. While this study highlights the positive perception of such classes, a more detailed exploration of the specific benefits and areas of improvement within these courses could provide

valuable insights. Additionally, the study points to the need for research that delves into the reasons behind why some students perceive the minimum score of 500 for the TOEFL Prediction test as too high, especially when this type of TOEFL test is considered relatively easier. Understanding the factors that contribute to this perception could shed light on areas where adjustments might be beneficial.

Furthermore, there is a potential for research focused on the recognition and applicability of TOEFL certificates for purposes beyond graduation. Exploring how the TOEFL Prediction test type can be recognized for wider professional and academic needs could provide useful recommendations for enhancing its relevance and value. Overall, this study serves as a foundation for future research endeavors, offering insights into students' perceptions of TOEFL requirements and suggesting areas for further exploration and potential improvement.

## REFERENCES

- Alek, Farkhan, M., Nurlia, V., & Haucsa, G. M. (2019). University students' perception on TOEFL as a graduation requirement: A case in UIN Syarif Hidayatullah Jakarta. *Elite Journal*, 1(1), 51-64. <https://elitejournal.org/index.php/ELITE/article/view/12>
- Ali, S., Baharloo, A., Sahragard, R. (2011). A closer look at the relationship between achievement and language proficiency among iranian EFL students. *Theory and practice in language studies*, 1(12), 1740-1748. <http://dx.doi.org/10.4304/tpls.1.12.1740-1748>
- Ananda, R. (2016). Problems with section two ITP TOEFL test. *Studies in English language and education*, 3(1), 35-49. <https://doi.org/10.24815/siele.v3i1.3387>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education*. Canada: Thompson Wadsworth.
- Aziz, A. L. (2016). The implementation of minimum TOEFL score-obtaining as a graduation requirement in higher education: Students' perspective. *International Journal of Management and Administrative Sciences (IJMAS)*, 76-87. <https://www.ijmas.org/4-3/IJMAS-4309-2016.pdf>
- Babbie, E. (1990). *Survey research methods (2nd ed.)*. Belmont, CA: Wadsworth.
- Chen, Y., Jensen, S., Albert, L. J., Gupta, S., & Lee, T. (2023). Artificial intelligence (AI) student assistants in the classroom: Designing chatbots to support student success. *Information Systems Frontiers*, 25, 161-182. <https://doi.org/10.1007/s10796-022-10291-4>

- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competences for analysis and applications. Tenth edition*. New York: Pearson. <https://yuli-elearning.com/mod/resource/view.php?id=677>
- Gu, L., Lockwood, J., & Powers, D. E. (2015). *Evaluating the TOEFL junior standard test as a measure of progress for young English language learners*. ETS Research Report Series. <https://doi:10.1002/ets2.12064>
- Hadiyanto. (2019). The EFL students' 21st century skill practices through e-learning activities. *IRJE (Indonesian Research Journal in Education)*, 3(2), 461-473. <https://doi.org/10.22437/irje.v3i2.8036>
- Hambali, M. (2008). Shortcut strategies in analyzing sentence structures in TOEFL. *Lingua: Jurnal Bahasa dan Sastra*, 9(2), 82-88. <http://dx.doi.org/10.22373/ej.v7i1.5779>
- Inspira Research Center Team. (2015). *TOEFL Killer; Absolute Ways to Get TOEFL Score 600*. Yogyakarta: Inspira.
- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences (3rd ed.)*. EdITS Publishers.
- Jiang, X (2020). Chinese student perceptions on English test preparation courses in China. *Culminating Projects in TESL*. 27. [https://repository.stcloudstate.edu/tesl\\_etds/27](https://repository.stcloudstate.edu/tesl_etds/27)
- Karjo, C. H., & Ronaldo, D. (2019). The validity of TOEFL as entry and exit college requirements: Students' perception. In proceeding of the Eleventh Conference on Applied Linguistics (*CONAPLIN 2018*), 326-330 <http://dx.doi.org/10.2991/conaplin-18.2019.63>
- Khathir, R (2015). *Dilema TOEFL*. Retrived from <http://aceh.tribunnews.com/2015/03/28/dilema-toefl>
- Mahmud, M. (2014). The EFL students' problems in answering the Test of English as a Foreign Language (TOEFL): A study in Indonesian context. *Theory and Practice in Language Studies*, 4, 2581-2587. <http://dx.doi.org/10.4304/tpls.4.12.2581-2587>
- Malik, A. (2018). *Pengantar statistika pendidikan teori dan aplikasi (Introduction to educational statistic theory and application)* Yogyakarta: Deepublish Publisher. <http://digilib.uinsgd.ac.id/21828/1/buku%20statistika%20pendidikan.pdf>
- Mcdonald, S. M. (2012). Perception: A concept analysis. *International Journal of Nursing Knowledge*, 23(1), 2-9. <https://doi.org/10.1111/j.2047-3095.2011.01198.x>

- Murray, N. (2016). *Standards of English in higher education: Issues, challenges, and strategies*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9781139507189>
- Rahayu, N. (2019). Students' Perceptions on the Application of Standardized English Language Proficiency Test as Graduation Requirement in Tourism Higher Education in Indonesia (A Case Study at Trisakti School of Toursim). *Tourism Research Journal*, 3, 153-166. <http://dx.doi.org/10.30647/trj.v3i2.60>
- Walgito, B. (2004). *Pengantar Psikologi Umum*. Yogyakarta: Andi Yogyakarta. <https://docplayer.info/196035303-Pengantar-psikologi-umum-prof-dr-bimo-walgito.html>
- Wardana, A. N., Wibowo, S. E., & Hairunnisa. (2018). Pengaruh persepsi siswa SMAN 2 Samarinda terhadap minat dalam memilih Universitas Mulawarman (Studi pada siswa kelas 3) (The effect of SMAN 2 Samarinda students' perceptions toward their interest in choosing Universitas Mulawarna (study of 12 grade students)). *eJournal Ilmu Komunikasi*, 6(4), 327-341 <https://ejournal.ilkom.fisip-unmul.ac.id/>