

**THE PERCEPTION OF ENGLISH DEPARTMENT STUDENTS
ON TOEFL-LIKE ACHIEVEMENTS OF IAIN PALANGKA RAYA**

THESIS



By

SITI FATIMAH

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2019 M / 1441 H**

**THE PERCEPTION OF ENGLISH DEPARTMENT STUDENTS
ON TOEFL-LIKE ACHIEVEMENTS OF IAIN PALANGKA RAYA**

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MOTTO AND DEDICATION
“Keep Spirit to be Betters”

Yesterday Studied, Today is Try, Tomorrow will Effort”

(Al-Hasyr: 18)



This Thesis is dedicated to:

My beloved father and mother, my brothers and my big family for the support, suggest, and happiness in conducting this research and also all of my friends of English Education Study Program academic year 2013 with their support and help. Thank a million!

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has been written in collaboration with any other person.
3. If at a later time it is found that thesis a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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Yours Faithfully



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ABSTRAK

Fatimah, Siti 2018. *The Perception of English Department Students on TOEFL-Like Achievements of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum, (II) Aris Sugianto, M.Pd.

Keywords: Perception, TOEFL-Like

The purpose of this study is to know the perception of English Department students on TOEFL-Like achievement of IAIN Palangka Raya.

The design of this study is descriptive survey research. The sample of the study was consisted of 23 students of 2013 from the English study program at IAIN Palangka Raya. The instruments that used to obtain data was questionnaire, where there were 20 items administered to the students who have taken the TOEFL test.

The finding shown before students take the TOEFL-Like students to prefer listening to music and reading the English book about nature. When the listening session the students listen carefully even though the speaker speaks quickly, so they can catch what they hear. During the session structure, students are more likely to analyze sentences and students prefer to follow sentences. In the reading comprehension, students read the text carefully and read the questions carefully, so students are easy to answer questions and students feel confident about the student's answers.

The result of measure of students' perception on TOEFL-Like achievement based on the most options to the fewest options among them in the following order. Item 9 Neutral (65.2%), item 11 Agree (65.2%), item 6 Agree (60.9%), item 7 Agree (60.9%), item 19 Neutral (60.9%), item 1 Agree (56.5%), item 4 Neutral (56.5%), item 5 Agree (56.5%), item 8 Agree (56.5%), item 12 Agree (56.5%), item 14 Neutral (56.5%), item 13 Neutral (52.2%), item 16 Agree (52.2%), item 17 Agree (52.2%), item 18 Neutral (52.2%), item 20 Neutral (52.2%), item 2 Agree (47.8%), item 10 Neutral (47.8%), item 3 Agree (43.5%) item 15 Agree (39.1%).

Base on the percentage above, the students perceive that by reading the text well where they should know the synonym or antonym the words or even the meaning of the vocabularies, so they will gain good comprehension. But they still face problem to the vocabularies.

ABSTRAK

Fatimah, Siti 2018. *Persepsi Siswa Jurusan Bahasa Inggris tentang Pencapaian TOEFL-Like IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Hj. Apni Ranti, M.Hum, (II) Aris Sugianto, M.Pd.

Kata Kunci: Persepsi, TOEFL-Like

Tujuan penelitian ini adalah untuk mengetahui persepsi mahasiswa Jurusan Bahasa Inggris tentang *TOEFL-Like* pencapaian IAIN Palangka Raya.

Desain penelitian ini adalah penelitian survei deskriptif. Sampel penelitian ini terdiri dari 23 siswa tahun 2013 dari program studi bahasa Inggris di IAIN Palangka Raya. Instrumen yang digunakan untuk memperoleh data adalah kuesioner, dimana ada 20 item yang diberikan kepada siswa yang telah mengambil tes *TOEFL*.

Temuan yang ditunjukkan sebelum siswa mengambil siswa *TOEFL-Like* untuk lebih suka mendengarkan musik dan membaca buku bahasa Inggris tentang alam. Ketika sesi mendengarkan para siswa mendengarkan dengan seksama meskipun pembicara berbicara dengan cepat, sehingga mereka dapat menangkap apa yang mereka dengar. Selama struktur sesi, siswa lebih cenderung menganalisis kalimat dan siswa lebih suka mengikuti kalimat. Dalam pemahaman membaca, siswa membaca teks dengan cermat dan membaca pertanyaan dengan hati-hati, sehingga siswa mudah menjawab pertanyaan dan siswa merasa yakin dengan jawaban siswa.

Hasil persepsi siswa terhadap pencapaian *TOEFL-Like* berdasarkan opsi yang paling banyak hingga pilihan paling sedikit di antara mereka adalah urutan berikut. Butir 9 Netral (65,2%), butir 11 Setuju (65,2%), butir 6 Setuju (60,9%), butir 7 Setuju (60,9%), butir 19 Netral (60,9%), butir 1 Setuju (56,5%), butir 4 Netral (56,5%), item 5 Setuju (56,5%), butir 8 Setuju (56,5%), butir 12 Setuju (56,5%), butir 14 Netral (56,5%), butir 13 Netral (52,2%), butir 16 Setuju (52,2%), butir 17 Setuju (52,2%), butir 18 Netral (52,2%), butir 20 Netral (52,2%), butir 2 Setuju (47,8%), butir 10 Netral (47,8%), butir 3 Setuju (43,5%)) butir 15 Setuju (39,1%).

Berdasarkan persentase di atas, para siswa merasa bahwa dengan membaca teks dengan baik di mana mereka harus tahu sinonim atau antonim kata-kata atau bahkan arti dari kosakata, sehingga mereka akan mendapatkan pemahaman yang baik. Tetapi mereka masih menghadapi masalah dengan kosakata.

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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially.

Palangka Raya, October 23rd 2018

The Writer



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LIST OF ABBREVIATIONS

TOEFL	: Toefl of English as Foreign Language
EFL	: English as Foreign Language
IAIN	: Institut Agama Islam Negeri



CHAPTER I

INTRODUCTION

This chapter provides the background of study that describes why the researcher chooses this study. The first reasons or background of the study, Research Problem, Objective of the study, Scope and Limitation, Significance of the Study, Definition of Key Terms.

A. Background of the Study

Language is the system of sounds and words used by human to express their thought and feeling. Language is also particular way or style of speaking or writing signs, symbol, gestures etc. used for indicating ideas or feeling. The primary role words play in language is to convey meaning. English is considered as a difficult subject for the Indonesian students because English is completely different from Indonesian language looking at from the system of structure, pronunciation, and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skills above such as grammar, vocabulary, spelling, and pronunciation.

The need to master English is absolutely very crucial. Functioning as an international language for communication, people are expected to know English either for daily communication or for public use. The functions of English as a major tool for communication have been globally recognized. English is important not only in education but also in other public sectors in which people are interacting. English is used widely in the world and studied as a foreign language

or as a second language in several countries (Erdem-Keklik, 2011; Sindhedkar, 2012).

A study by (Sindkhedkar, 2012, p. 2) confirmed the position of English language as a major tool for communication in India and states that English “occupies the position of associate official language” and widely used as “a link language in offices and among the educated people”. It is further stated that English is “not only a compulsory subject at school, college and university but is also the medium of instruction to the large extent”. English has functioned as “the language of science and technology”. Erdem-Keklik (2011) also mentioned that English is the most popular foreign language taught in Turkish schools.

For the sake of developing and maintaining the English capabilities, plenty of efforts are required in teaching English. The success in teaching English is influenced by many factors, such as teachers, materials, and methods. That is the roles of the teachers in the classroom to integrate good materials and methods. In addition, factors from students should be highly considered. That is also the roles of the teachers to organize teaching materials and methods that are suitable for the needs and interests of the students.

Therefore, English becomes important subjects either in schools or in universities in every country. Indonesia, a country in Southeast Asia, also sets the important roles of English education. This brings the ideas that English should be taught from Junior high Schools to Universities, including in-state universities in Palangka Raya, Central Borne Middle of Indonesia.

One of the aspects of the teaching process is language testing. Issues in language testing had been the focus of research in educations in different

countries and different contexts. Pan (2009) examined the roles of the test as an exit requirement in China and Fahim et al. (2010) explored the test takers' ability in reading test of the TOEFL in relation to critical thinking. Another study by Zareva (2005) examined the new format for the TOEFL test. Arabsarhangi and Noroozi (2014) studied reading comprehension test types in relation to self-awareness and learners' performance. All of these studies indicate the pivotal functions of good language testing as instruments to measure the students' English proficiency. For that reason, it is necessary for the teachers to create reliable testing for the language proficiency of the students in order to evaluate the achievement of the students.

One of the types of language testing is TOEFL, which stands for 'Test of English as a Foreign Language'. This test is highly recognized as a standard language testing in English language and had been "internationally recognized and respected" (Warfield et al., 2013, p. 196). The grade of the TOEFL is mostly used as an indicator in academic life around the world. For example, when students want to continue their study to foreign countries, the university asks the applicants to submit their TOEFL grade as an indicator of their English language proficiency. Studying in foreign countries definitely, demands high English proficiency level that can be seen from the TOEFL grade.

The TOEFL test was introduced by the National Council on the Testing English as a Foreign Language in 1963. The test was developed to assess non-native English speakers who intend to pursue their study in medium English universities (ETS, 2013). Since 1963, the TOEFL test has evolved into three

formats, from a paper-based test (PBT) to a computer-based test (CBT) and to an Internet-based test, TOEFL IBT (Hill & Liu, 2012).

In Indonesia, the TOEFL test is originally conducted by English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like or a TOEFL-equivalent test, or a TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL test is locally administered by the university and only used for internal usages in order to examine the students' English proficiency.

In Indonesia, particularly in Palangka Raya, the TOEFL test is highly recommended for students who want to continue their education to a higher level, for example, from undergraduate level to graduate level. The test is also used for public usages such as to get a promotion to the higher level of the job. Since the test is measuring English proficiency covering many different skills such as listening, grammar and reading many students find it difficult to do the test. In fact, in Palangka Raya, taking TOEFL test is considered difficult. Consequently, many test takers failed the test and did not reach the standard passing grade.

This researcher examines the students' problems in answering the TOEFL test in IAIN Palangka Raya. Like other universities in Indonesia, IAIN Palangka Raya also has a specific institution for administering the English test proficiency such as TOEFL-Like, and Foreign Language Competence Test (TKBA). In the English education study program students, the TOEFL Test is used as an entrance test to be accepted as the requirement for the final exam. Students of IAIN Palangka Raya who want to take their final exam for their thesis are required to

pass the standard grade, for example, for ≥ 450 for non-English students and ≥ 500 for English students. To assist the students, TOEFL Preparation courses are also available. Nevertheless, the fact shows that many students failed the tests.

The main question brought into discussion in this research is about the problems encountered by the students in answering the TOEFL test. The findings from this study are very beneficial as input for the teaching of TOEFL, especially on the TOEFL Preparation courses. Exploring problems that students have may become guidelines in managing and preparing the good TOEFL lesson project.

Test of English as a Foreign Language (TOEFL) has become an inseparable thing in learning English. Those who would like to know their ability of English or to test their development can take the test. TOEFL measures the ability of non-native speakers of English to use and understand English as it is spoken, written, and heard in college and university settings (Stoneham Public School, 2011). Johan and Juwita (2011, p. 10) showed that “TOEFL includes at least three kinds of test which are listening test, structure and written expression, and reading comprehension”. The result of the test can be used to fulfill a certain requirement of scholarship or job fulfillment. Hence, because it is an internationally accepted standard of academic English proficiency and the test is administered under secure conditions and is highly reliable so that the scores can be used confidently to make high-stakes decisions (Botswana Examinations Council, 2013).

This kind of policy is expected to make a more conducive atmosphere for English learning and to motivate students in preparing their ability to pass the test so that the process of their preparation makes them learn English (Salam, 2012, p.15). Hence, every graduate ideally can be stated as those who have good enough

ability of English because their TOEFL score represents their abilities. It means their score is equal to the quality of their performance in performing English (Botswana Examinations Council, 2013). Students' respond to this language policy may vary. But however, the way students deal with the test such as their preparation, insight about this test and like or dislike will be determined by their perception towards the test, because the students' perception or point of view towards the test will influence their action in dealing with it (Horowitz, 1988; Sakui and Gaies, 1999; Victori and Lockhart, 1995 in Navarro and Thornton, 2011, p.291). Therefore, the precise perception or wrong perception towards the test will influence the students, whether the students will prepare themselves and pass the test well.

That is why the researcher sees that those various perceptions are very important to know, furthermore from the students of English Education Study Program who have taken and passed the test. Then, the way the students who have experienced the test consider this language policy can be gathered so that the students' experience such as their problem in dealing with the test, their tips in passing the test and benefits that students may have the test or students expectation for the test can be some useful information for the English Education Study Program and the students who still can't pass the test or have not taken the test yet.

Various different perceptions will be collected from the students of English education study program then these will be some useful information for the students in regarding TOEFL. Finally, this study is to analyze the perceptions of students of English Education Study Program of Teacher Training and Education

Faculty of IAIN Palangka Raya towards Test of English as a Foreign Language (TOEFL) achievement.

B. Research Problem

How is the Perception of English Department Students on TOEFL-Like Achievements of IAIN Palangka Raya?

C. The objective of the study

The purpose of this study is to measure the Perception of English Department Students on TOEFL-Like Achievements of IAIN Palangka Raya.

D. Scope and Limitation

This research, focus on the Perception of English Department Students on TOEFL-Like Achievement especially to the problems for giving a minimal score (500). The data will be taken from the students' who joined TOEFL-Like at IAIN Palangka Raya. The students will be limited to the academic year of 2013.

E. Significance of the Study

The significance of this research is expected to give information to improve TOEFL-Like Achievements in the field of education. This is for English Education Study Program of IAIN Palangka Raya.

F. Definition of Key Terms

1. Perception

Definition of perception can base on the definition in etymology and definition given by some experts. Etymologically, the word perception comes from the perception (England) comes from the Latin perception; thenprepare which meansreceiving or taking.

According to Shaleh (2009), Perception is defined as a process of combining and organizing data of our senses (sensing) to be developed in such a way that we can be aware of all around us, including ourselves aware, According to Sarwono (2009), Perception is to understand the information search process. Tool to obtain such information is sensing (vision, hearing, touch and so on). On the contrary, is a tool to understand consciousness or cognition.

2. English Department Students

English Department Students, students are taking English courses at IAIN Palangka Raya

3. TOEFL-Like

TOEFL (Test of English as a Foreign Language) is a type of language testing to reveal the students' English proficiency. The TOEFL-like or the TOEFL Prediction was used instead whose materials were taken from the TOEFL Preparation Books (Philips 2001).

4. Achievement

According to Padian (2013, p.19) "achievement is used for measuring the amount of success or achievement of any individual in a specific field or area of accomplishment". He further adds "Academic achievement is

usually measured by examinations or continuous assessment but there is no general agreement on how it is best tested".



CHAPTER II

REVIEW OF RELATED LITERATURE

A literature reviews as an outline and analysis of related literature that is conducted to provide insights into a study. In corroboration of this view, Johnson and Christensen see a literature review as an explanation of the theoretical underpinnings of the study related to the current topic.

A. Related Studies

In this chapter, the researcher tried to review some previous studies related to the area of the perception of English Education Study Program on TOEFL – Like Achievements of IAIN Palangka Raya generally. There are some previous studies discussed, which had a close similar topic with the researcher study.

An Analysis of Graduates' Perceptions Towards Test of English As A Foreign Language (TOEFL) - EryErmawan, Zainal Arifin, Urai Salam (2014). This is a case study of the graduates of English Education Study Program of Teacher Training and Education Faculty, Tanjungpura University Pontianak. This study aims to know the graduate's perceptions towards Test of English as a Foreign Language (TOEFL) and also gathers data about the graduates' TOEFL score attainment in the academic year 2012 and 2013. There were ten respondents who involved in this study. The data were collected through interviews and documentary methods. The research findings showed that from ten respondents of an interview whose score above the standard, nearly all the respondents with those good scores regard TOEFL positively and support this language policy. The respondents even conveyed the benefits of TOEFL including tips to pass the test.

Based on the research findings, it was concluded that in 2012 and 2013 there were more than 70% graduates had scores above the standard of English Education Study Program and the university but there were still a small number of graduates who had below the standard score in each year.

Murni Mahmud, (2014), *The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context*, The focus of this paper is to explore the students' problems in answering the TOEFL (Test of English as a Foreign Language). TOEFL is a type of language testing to reveal the students' English proficiency. This is a descriptive study based on in-depth semi-structured interview and classroom observation. The subject of this research was the students of the Graduate Program at one state university in Makassar, Indonesia. This study took three classes as a sample, namely one from English education department, one from Social Science, and one from Natural Science. To gain data, the three classes were observed and twelve (12) representatives of the three classes were interviewed. Findings showed that the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status. This paper has discussed the facts from the teaching of TOEFL in one of the state universities in Makassar, South Sulawesi, Indonesia. Based on the intensive interview and classroom observation, the main reasons were due to several conflicting factors, such as the less basic skills in English, less practice on the test, less motivation, and students' individual differences such as age and social status.

Nowreyah A. Al-Nouh, Muneera M. Abdul-Kareem & Hanan A. Taqi, (2014), EFL College Students' Perceptions of Classroom English Tests. Students' perceptions of their classroom English tests play a crucial role in affecting their performance. Hence, the present study is interested in soliciting college students' perceptions of their classroom English tests to find out the reasons behind test difficulties. Participants were 585 female college students chosen randomly from all grade levels enrolled in four years pre-service teacher education program at the CBE in Kuwait. The study employed a descriptive survey research design using Likert's five-point scale distributed into three categories: Linguistic reasons, psychological reasons, and other reasons. Independent variables measured were age, grade level, nationality, and GPA. Results revealed students' perceptions were at a medium level. Significant differences were found for nationality and GPA. Implications for ways of conducting classroom English tests as well as recommendations for future research were discussed. Researchers, policy makers, and educationalists have been interested in finding out about students' difficulties in learning a foreign language as a step towards enhancing students' performance on tests. Some questioned teachers' proficiency and teachers' practice and proposed in-service training (Ho, 2008); others examined tests and questioned their validity (Shi & He, 2012). The researcher uses Independent Variable. From the above study, we conclude that there are several factors that affect EFL college students' performance on classroom English tests. Although results showed students' perceptions were at a medium level, they also indicate that these factors play a crucial role in students' academic life. One of the main findings of the study is students need to know the question format before the test. This might be,

as Cummins (2000) argued, that academic language is less contextualized and more cognitively demanding. It further suggests students' dependence on rote memorization rather than comprehension.

Results also showed that psychological factors play a crucial role in learning. Students reported worrying before tests, feeling they could have done better afterward and motivated once they do well. This is consistent with several research findings (Yesilyurt,2006). However, the open-ended question revealed 'instructors' contribution to the difficulties encountered by students; 'test questions' come next followed by 'vocabulary knowledge', the 'amount and time of the test' and finally the 'testing environment' which need to be taken into consideration when preparing for tests.

However, interpretation of the results of this study should take into account several limitations. The primary limitation stems from the participants. Since the participants are female EFL students at the College of Basic Education (CBE), the results can't be generalized to students in other colleges or to students in primary/secondary education. Also, the results can't be generalized to male students. Second, this study is limited in scope to local classroom EFL tests rather than international standardized tests. Finally, the study used a questionnaire to collect quantitative data. Other data collection instruments would yield more reliable results.

In this research, the researcher is interested in conducting a study about The Perception of English Language Study Program on TOEFL – Like Achievements of IAIN Palangka Raya. In this research, focus on students' perceptions of their TOEFL-Like achievement, using questionnaire.

B. Definition of Perception

1. Concept of Perceptions

Definition of perception can base on the definition in etymology and definition given by some experts. Etymologically, the word perception comes from the perception (England) comes from the Latin perception; then prepare which means receiving or taking, According to Abdurahman Shaleh.

Perception is defined as a process of combining and organizing data of our senses (sensing) to be developed in such a way that we can be aware of all around us, including ourselves aware, According to Sarlito Sarwono, Perception is to understand the information search process. Tool to obtain such information is sensing (vision, hearing, touch and so on). On the contrary, is a tool to understand consciousness or cognition.

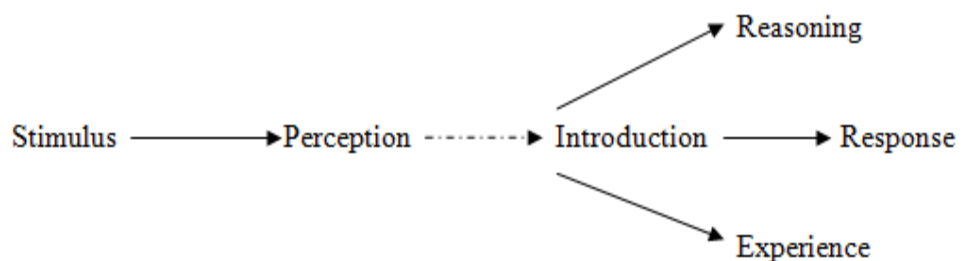
Baron and Byrne called it "social perception" which is the process through which we attempt to understand other persons. Attempt to obtain information about the temporary causes of others' behavior (for example, the emotions or feelings).

According to Joseph, Markus, & Tafari (1992. p 391–402.), Perception is how we look at others and the world around us. Because our total awareness of the world comes through our senses, they all have a common basis and a common bias, How we look at the world depend on what we think of ourself, and what we think of ourself will influence how you look at the world.

2. Process of Students' Perception

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there is sub process feeling and reasoning. As the statement above that, the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the researcher decides that experience is able than feeling to produce the opinion It can be seen in as the diagram below:

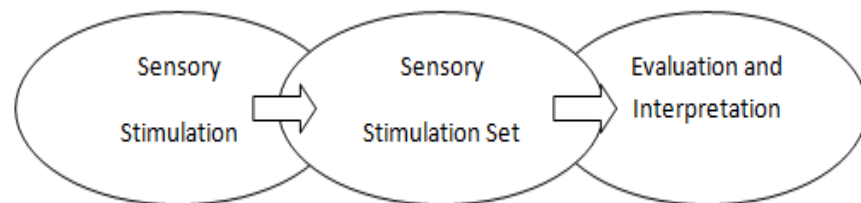
Figure 1.1



The process of students' perception through three stages. The first stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. The second stage is the stimulation sensory set. It means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation after the stimulus or set of

data is received and the student will interpret the data in various ways. It can be a draw as follow:

Figure 1.2 Students' Perception Process



From above, the researcher concludes that students will process the information by collecting the data and organizing it then produce their own opinion.

The factors related to the Perception of English Students on TOEFL–
Like Achievements of IAIN Palangka Raya.

C. EFL Students' Problems in Answering TOEFL

The first important factor will due to the less English proficiency among the students. As a matter of fact, this will influence by the low level of English skills.

Stated by Pan (2009, p. 132), “if lesson content or teaching methodology can be adapted to meet the students’ interest, needs, and level of English proficiency, students may be more interested in learning English and learning outcomes will accordingly much improve”

The less practice will the second problem. This will cause much by the less time committed to learning TOEFL. In this case, it is important for students to join a class to prepare them for the test. Pan (2009, p. 131) also noted that ‘testpreparatory classes or test related instruction in regular English need to be

offered so that students will have greater familiarization with the test and a clear direction as to what and how to prepare for it.

Less motivation be the third important problem for the students. The more motivation students get, the higher the student's achievement. This less motivation will cause by many factors. One of them will their limited time committed to the learning process. If the students had committed to the course and study well, the results of the tests may be improved.

Brown (2000, p. 60) argued that “the students’ personal investment of time, effort, and attention to the second language”. Influence the success of students. Indeed, teachers may not be needed if the learners are motivated to perform all of the tasks in the classroom.

Sindkhedkar (2012, p. 191) commented that it is important to motivate the students by “creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his goal”. In other words, teachers need to “employ various strategies aimed at enhancing student motivation” (Wong, 2013).

Brown (2000:60) commented as follows: “Successful mastery of the second language will be due to a large extent of a learner’s own personal ‘investment’ of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language”

The findings above show that problems occurred in the students’ achievement in answering the TOEFL Test were actually due to the ways the learners learn or their learning strategies.

Weinstein and Meyer (1986, cited in Macaro, 2001:17) stated that learning strategies are “the behaviors and thoughts that a learner engages in during learning that is intended to influence the learners’ encoding process”.

A study by Nikoopour et al. (2012) showed the important roles of language learning strategy as “one of the cognitive variables that are highly associated with success and achievement”.

D. Definition of TOEFL

TOEFL (Test of English as a Foreign Language) is a type of language testing to reveal the students’ English proficiency. The TOEFL-like or the TOEFL Prediction was used instead whose materials were taken from the TOEFL Preparation Books (Philips 2001).

Test of English as a foreign language (TOEFL) is a standardized test that measures students’ proficiency level in English. Standardized consist of different types of multiple-choice questions, given to a large number of people at the same time, graded by computer and timed.

The Test of English as a Foreign Language (TOEFL) is a major indicator of non-native speakers’ English ability. It is used worldwide to measure the English language aptitude of students.

TOEFL is a highly recognized language testing in English which is internationally recognized and respected (Warfield, Laribee & Geyer, 2013). TOEFL is used to evaluate the English proficiency of foreign language learners. With TOEFL test, one could know the English proficiency of students whose English is not their native language.

E. Kinds of TOEFL

There are three kinds of TOEFL: They are paper-based TOEFL (PBT), computer-based TOEFL (CBT) and Internet-based TOEFL (IBT).

There are three sections in the paper-based and computer-based test. They are listening, structure and written expression and reading comprehension. While in IBT, the test has the following order: reading, listening, speaking and writing. Structure section is excluded since it has been included in the speaking and writing section.

The most common type of the test is the PBT, which was also used by the subject of this research At IAIN Palangka Raya TOEFL-Like using PBT.

F. TOEFL-Like at IAIN Palangkaraya

TOEFL-Like at IAIN Palangka Raya as one of proficiency, test of English as a foreign language (TOEFL) is of standardized test that measure students' proficiency level in English. Standardized consist of different types of multiple-choice questions, given to a large number of people at the same time, graded by computer and timed. According to Madison (1983) states that the purpose of TOEFL is indicating English proficiency of a person to colleges and university and to government and other agencies for placement of students in universities. Besides, TOEFL is used in work as one of employer recruitment mechanism nowadays.

To have a good score of TOEFL, a person needs more knowledge of English and appropriate strategies in taking the test. The strategies can be used to ease students in answering the test. Every section of the test has different strategies to be employed. For example, in listening section, the examinee must look ahead to the next question in paper and pencil based test, listen carefully, read and think

about answer choice and answer each question before next question begins. Pyle and page (2002) state that it is best to glance at the possible answer choices before hearing the reading in order to get an indication of the topic of the reading.

TOEFL which stands for Test of English as a Foreign Language is a standard test for measuring students' English language capabilities. The students' TOEFL score of English Department Students is very important to know in order to have a general illustration about the attainments of TOEFL score that students could achieve. As the researcher has mentioned, the minimum score that students have to achieve in English Department of IAIN Palangka Raya is 500, however for non-English Study Program is 450 score.(No. 200, Y 2017).

G. Session of every section of TOEFL

1. Listening Comprehension measures the ability to understand English as it is spoken in North America. The oral features of the language are stressed, and the problems tested include vocabulary and idiomatic expression as well as special grammatical constructions frequently used in spoken English. The stimulus material and oral questions are recorded in standard North American English; the response options are printed in the test books.
2. Structure and Written Expression measures recognition of selected structural and grammatical points in standard written English. The language tested is formal, rather than conversational. The topics of the sentences are of a general academic nature so that individuals in specific fields of study or from specific national or linguistic groups have no particular advantage.

3. Reading Comprehension measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. Examinees read a variety of short passages on academic subjects and answer several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passage.

H. Habit

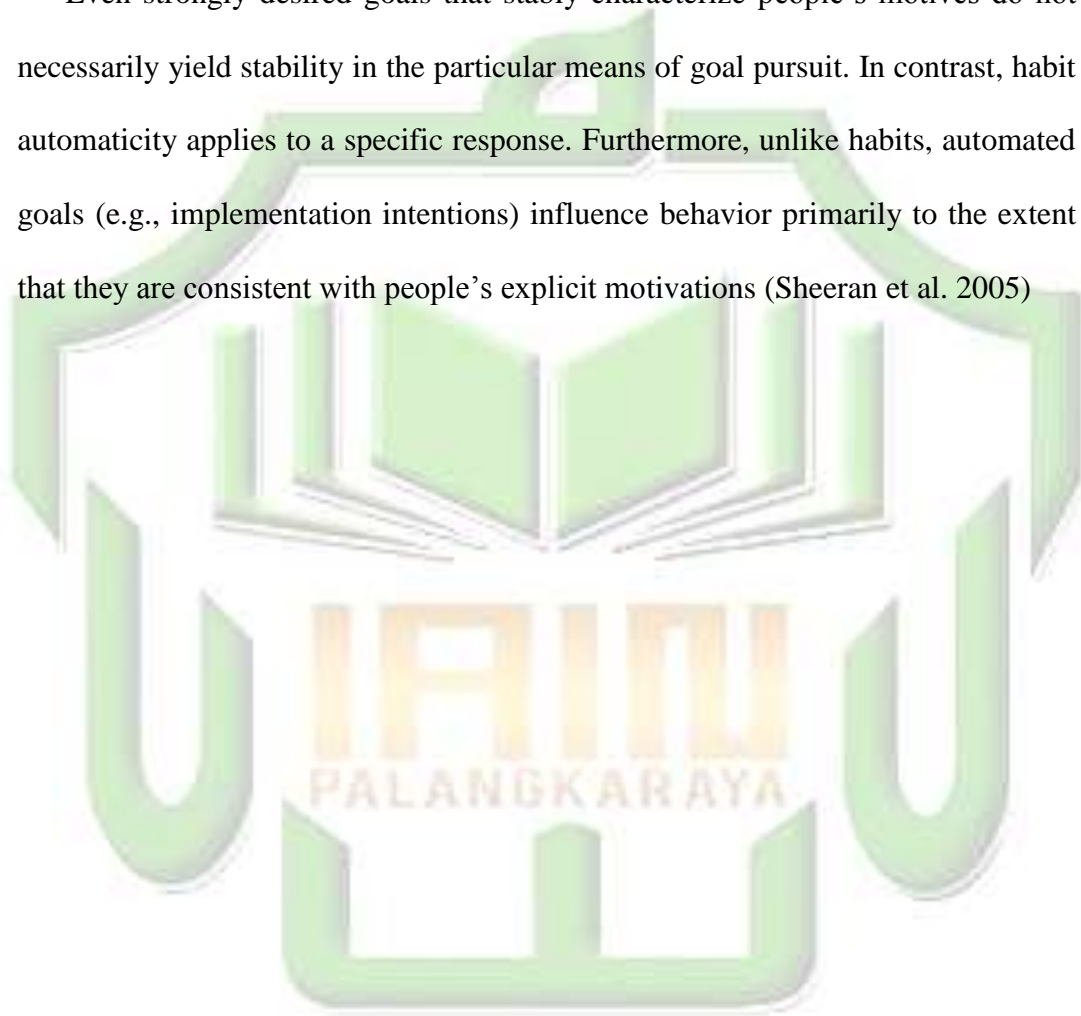
The terms habit and automaticity are sometimes used interchangeably. Like other automatic responses, habits are activated in memory in an autonomous fashion without requiring executive control (Evans & Stanovich 2013). Habits, however, are not synonymous with automaticity but are best understood as learned automatic responses with specific features (Wood et al. 2014).

Two defining features of habit automaticity are (a) activation by recurring context cues and (b) insensitivity to short-term changes in goals (a.k.a., not goal dependent), including changes in the value of response outcomes and the response-outcome contingency. Additional features that apply to most habitual responses include speed and efficiency, limited thought, rigidity, and integration of sequences of responses that can be executed as a unit (Seger & Spiering 2011, Smith & Graybiel 2013).

However, each of these additional features may not be assessed in all habit research paradigms. Instrumental learning studies, for example, often do not evaluate response speed, whereas learning of motor sequences in cognitive-experimental research is assessed primarily via changes in response latency.

Habits differ from other automatic, implicit processes including priming, classical conditioning, and nonassociative learning (Evans&Stanovich 2013, Squire&Zola-Morgan 1991). For example, the priming of goals, attitudes, or concepts can activate a range of responses, not only the repetition of a particular well-learned response (see Wood et al. 2014).

Even strongly desired goals that stably characterize people's motives do not necessarily yield stability in the particular means of goal pursuit. In contrast, habit automaticity applies to a specific response. Furthermore, unlike habits, automated goals (e.g., implementation intentions) influence behavior primarily to the extent that they are consistent with people's explicit motivations (Sheeran et al. 2005)



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed the research design, population, and sample, and approach which used in the study including data collecting procedure, instruments, and data collection and endorsement of the data, data analysis while explaining the stages and processes involved in the study.

A. Research Design

In this study, the researcher' design is descriptive survey research with the classification according to focus and scope as a census intangibles and the focus information as attitudinal information because of this research concerned with students' perception in the process. Attitudinal information, attitudinal questions seek to find out more about the opinions, beliefs, or interests of TOEFL Test. These questions are often used in needs analysis research when researchers want to gather information on such topics as what learning goals students have or what skill areas they are most interested. The data collected from the students' information. It means the data were statistic data and written.

That design has a purpose to know and explains about the Perception of English Department Students on TOEFL–Like Achievements of IAIN Palangka Raya. The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research question. This suggested a research design focuses on the methods with which data were collected and analyzed to investigate a research question in the most logical manner.

By the statements above, the researcher concluded that survey research was a process of collecting information about the respondents of the population. In this

research, the researcher also did not control for the independent variable as non-experimental research. Therefore the researcher used the quantitative and survey research to measure The Perception of English Students on TOEFL-Like Achievements at IAIN Palangka Raya.

B. Population and Sample

1. Population

According to Ary, et al (2010, p.148) indicates that a population is all members of any well-defined class of people, events, or objects.

While in this research, the population was the English students for the academic year 2013 of IAIN Palangka Raya, the student's criteria which students who joined TOEFL-Like Test are about 30 students. meanwhile, the small group that was observed is called a sample.

2. Sample

In this study, the researcher use a sample cluster sample will use in this sampling technique. A cluster sample is a probability sample in which each sampling unit is a collection or a group of elements. It is the best known of probability sampling procedures. According to Arikunto (2002, p.112) states that if the total population of less than 100 is better taken all. A sample is a portion of a population (Arikunto, 2002:104). However, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more (Arikunto, 2006: 134).

In this study, the researcher collected the data from English students who have taken TOEFL-Like Test in which the student consists of force 2013.

Based on the above explanation, the research sample counted 15 students. A total of 23 students were determined by a sample cluster technique.

Table 1.1
The number of students' Perception
TOEFL-Like at IAIN Palangka Raya

No	Students	Male	Female
1	Takers of TOEFL-Like	6	17
Total Number	23 Students		

C. Research Instrument

1. Research Instrument Development

The data is very important in the research. They are needed to support and prove the research itself. Sandra claims that language survey is a study "that gather data on the characteristics and views of informants about the nature of language learning through the use of ova interviews or written questionnaire".

In this research, the researcher will use questionnaires to collect the Perception of English Students on TOEFL – Like Achievements of IAIN Palangka Raya.

To get the data accurately, it was important to use the instrument, for it was the tool to get the data on the field. In collecting the data, questionnaire was used in this research to answer the problem of the study.

a. Questionnaire

According to Brown (2001: 6), questionnaires are any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

McKay (2006. P.35.) states there are two types of questions are open-ended and close-ended questions. For the research, the researcher used a close-ended question because McKay (2006. P.35.) state close-ended questions allow for more uniformity or responses and easy to answer, code and analyze. The questionnaire was constructed in the form of Likert scale which questionnaire used Indonesia language it makes respondent easy to understand. It according to McKay (2006. P. 35.) One way to deal with the problem is to write the questionnaire in the mother tongue if this feasible alternative.

The test, the questionnaire will utilize as instruments of this research. The test would be conducted to gather the data of the TOEFL score of the students. The questionnaire would be administered to the students to get the data about their strategies in answering each type of TOEFL questions.

In addition, the Likert scale is the most commonly used question format for assessing the participant's opinion of usability (Dornyei, 2010:20). Likert scale in this study is strongly agreed (SA), Agree (A), (N) Neutral (U), Disagree (D), and Strongly Disagree (SD). (Harris 1969:15) presented the sample that used 1–5 points. Below are the items of the questionnaire.

Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1–5 suggested by Likert Scale which consisted of 20 questions adapted from Nowreyah A Al–Nouh, Muneera M. Abdul–Kareem & Hanan A. Taqi (2014)

Table 1.2
Range Score of Statements

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Agree (SA)	1

2. Instrument Try Out

Before the test used as an instrument to collect the data, the researcher tried out the test instrument before it applied to the real sample in the study. The researcher analyzed the test instrument to gain information about the instrument quality that consists of instrument validity and instrument reliability. The try out will be administered to the different class.

Table 1.3
Item Specification of Questions

NO.	Indicators	Number of Items	Item Number
1	Students' perception while doing the test	9	1, 2, 4, 6, 11, 12, 30, 31, 32
2	Students' perception while in the exam room	3	7, 13, 14
3	Students' perception before doing the exam	7	5, 8, 9, 33, 34, 35, 36
4	Students' perception while doing part structure and written expression	8	10, 27, 28, 29, 37, 38, 39, 40

5	Students' perception during the listening comprehension section	5	15, 16, 17, 18, 19
6	Students' perception during the reading comprehension section	8	3, 20, 21, 22, 23, 24, 25, 26

Based on table 2.2 above. There was 40 total items number of the questionnaire. The critical value 0.367. There were 20 items of the questionnaire was valid $\geq_{table} 0.05$. There were 20 items of the questionnaire was invalid $\leq_{table} 0.05$. Item of questionnaire number 1 was 0.307. Item of questionnaire number 2 was 0.145. Item of questionnaire number 4 was 0.357. Item of questionnaire number 5 was 0.126. Item of questionnaire number 6 was 0.243. Item of questionnaire number 7 was 0.365. Item of questionnaire number 8 was -0.242. Item of questionnaire number 9 was 0.033. Item of questionnaire number 10 was 0.013. Item of questionnaire number 12 was -0.290. Item of questionnaire number 13 was 0.143. Item of questionnaire number 14 was 0.110. Item of questionnaire number 18 was -0.058. Item of questionnaire number 19 was 0.264. Item of questionnaire number 27 was 0.360. Item of questionnaire number 32 was 0.272. Item of questionnaire number 33 was 0.294. Item of questionnaire number 35 was 0.327. Item of questionnaire number 37 was 0.175. Item of questionnaire number 39 was 0.045.

3. Research Instrument Validity

Validity is the accuracy or accuracy of an instrument in measurement. In testing instrument data, the validity is differentiated into factor validity and item validity. Factor validity is measured when items are arranged

using more than one factor (one factor with each other in common). Validity of this factor by correlating the score factor (determinant factor) total factor. The item validity by correlating between item score with total item score.

If we use more than one factor, then continue by correlating the item with the total factor score (the sum of several factors). From the calculation results can be a statement that is used to measure the validity of an item and determine whether a good item is used or not. In determining whether or not a good is being used, a validity test is usually used if it correlates significantly with the total score. SPSS Testing Techniques are often used for validity tests using the Pearson Bivariate Concept (Pearson Moment Product) and Total Item-Total Correlation.

Pearson Bivariate (Pearson Moment Product Correlation)

This analysis is done by correlating each score with a total score. The total score is the sum of all items. The question items are significantly correlated with the total score indicating those items can provide support in uncovering what they want to reveal, the formula given the moment product of the persons used. The researcher used the formulation of product moment by a person as follows

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} [N \sum y^2 - (\sum y)^2]}}$$

Where:

- R_{xy} : Number of scores X dan Y
- ΣX : Number of X variable scores
- ΣY : Total Score of variable Y
- ΣXY : Number of subjects

(ΣX) : The sum of squares of the grain score

(ΣY) : the sum of squares the total score

N : Total population (Supriadi, 2011:110-111)

Criteria to look question give a significant correlation between a total number is if values of r of each question higher from r table its mean valid.

The rule is;

$r_{\text{value}} \geq r_{\text{table}} = \text{valid}$

$r_{\text{value}} \leq r_{\text{table}} = \text{Invalid. (Purwanto, 2004:139)}$

4. Research Instrument Reliability

Reliability the extent to which a test or procedure produces similar results under constant conditions on all occasions (Bell Judith, 2010, p.119). The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary et al, 2010, p. 236).

Suharimi Arikunto (2006: 154) states “reliability refers to an understand that an instrument is reasonable reliable to use as a data-gathering tool because the instrument is good”.

Reliability with regard to the degree of sharpness or determination of measurement results (Nana syaodih Sukmadinata, 2009). Questionnaire said to be reliable if it can provide relatively similar result (steady) during the measurement of return on different objects at different times or give consistn results.

To measure the reliability of the instrument the researcher will use Cronbach Alpha coefficients (r_{11}) ≥ 0.7 , it can be said is reliable instrument (Johnson & Christensen, 2012)

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where:

R_{11} : Reliability of test

K : Number of test items

$\sum \sigma_b^2$: variants score

Σt^2 : variants total

If the Cronbach Alpha coefficients (r_{11}) ≥ 0.7 , it can be said is reliable instrument (Johnson & Christensen, 2012).

With the criterion of reliability interpretation:

$0.80 \leq r_{xx} < 1.00$ = very high

$0.60 \leq r_{xx} < 0.80$ = high

$0.40 \leq r_{xx} < 0.60$ = medium

$0.20 \leq r_{xx} < 0.40$ = low

$0.00 \leq r_{xx} < 0.20$ = very low. (Slameto, 2001:215)

Table 1.4
Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

As it can be seen from Table 3.5 that 23 students rated the statement in the questionnaire. All of them were included the reliability analysis.

Table 1.5
Reliability Statistics

Cronbach's Alpha	N of Items
.898	20

Cronbach's Alpha value is shown in the reliability Statistic table. The value is,0.898 suggesting very high internal consistency reliability for the scale.

D. Data Collection Procedure

Data collection is carrying out an English Education Study program of IAIN Palangka Raya. In this research, the researcher used a questionnaire to get data related to the second research problem. There are eighteen statements in the questionnaire. The questionnaire used a Likert scale (Haris, 1969:31). In addition, the Likert scale is the most commonly used question format for assessing the participant's opinion of usability (Dornyei, 2010:20). Likert scale in this study is strongly agreed (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Harris (1969, p. 15) presented the sample that used 1 - 5 points.

To collect the objective data, this research had several steps as follows:

1. Preparing the questionnaire.
2. Giving the questionnaire to the respondents.
3. Collecting the responses.

4. Making list in the table

Another important in designing a survey is deciding what means of collecting information will be most effective. The most prevalent data-collection methods are questionnaires, interviews, and observation of language use. In this research, the researcher used the first technique as the technique for collecting the data by the respondents. The type of the questionnaire that the researcher used was directly administered questionnaires.

A directly administered questionnaire is given to a group of people assembled at a certain place for a specific purpose.

The instrument of the study was needed in the research. It was because the instruments were tools to get the data of the study. In which the data were the important things to help the researcher in answering the problem of study.

E. Data Analysis Procedure

1. Data Collection

Data collection is carrying out English Education Study program of IAIN Palangka Raya. In this research, the researcher used a questionnaire to get data related to the second research problem. There are eighteen statements in the questionnaire. The questionnaire used Likert scale (Haris, 1969:31).

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The questionnaire gives to the participants through some procedures from the prepare with the result that analyzes, the holistic was clearly in steps below:

1. The researcher prepared the questionnaire Adopted by Nowreyah A. Al-Nouh, Muneera M. Abdul-Kareem & Hanan A. Taqi. (2014)
2. The researcher gave the questionnaire to the respondents.
3. The researcher collected the respondents.
4. The researcher analyzed the data to obtain using SPSS
5. The researcher got the result of the questionnaire.

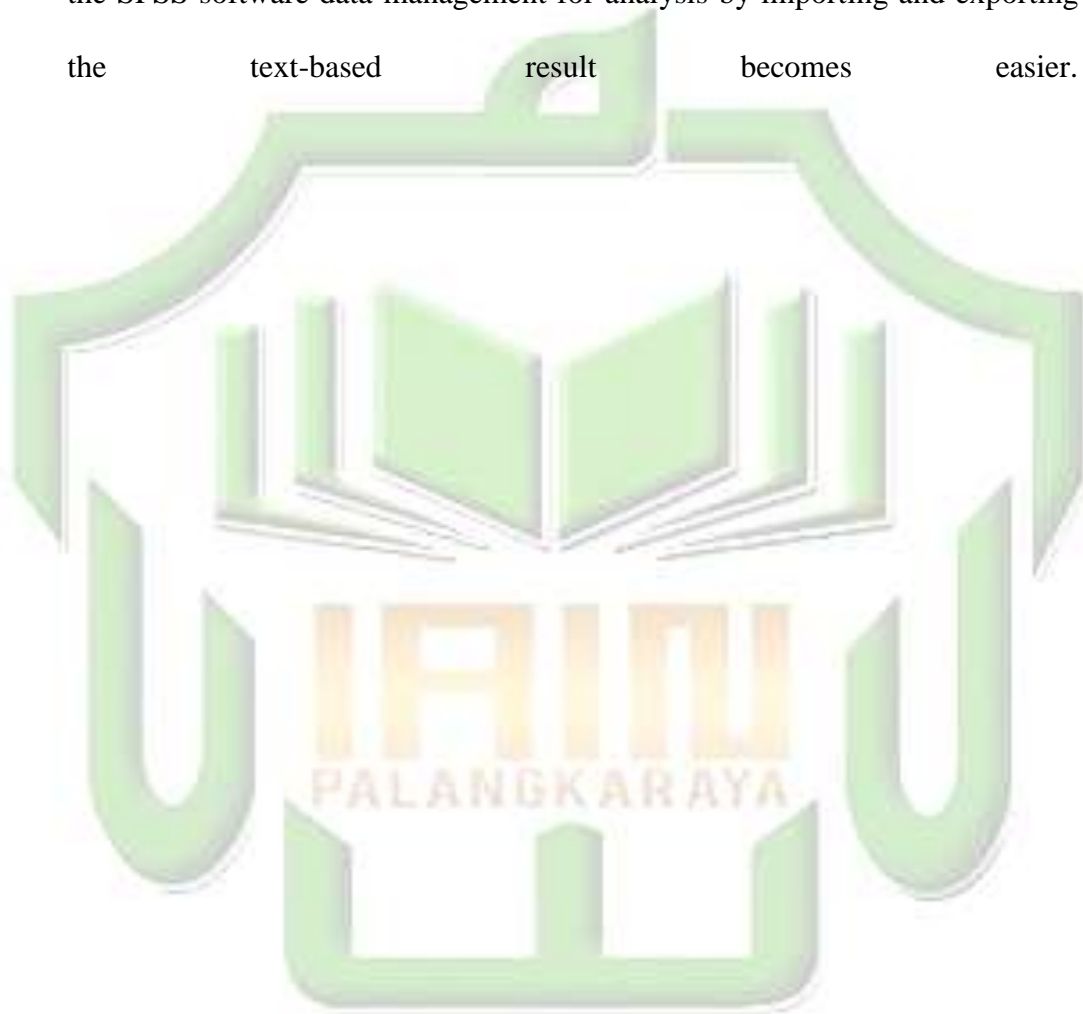
2. Data Analysis

In this study, the researcher used interval scale and collected the data by using the questionnaires both of the close-ended and liken type questions. This research was about students' perception which is known an Attitudinal information. Often attitude scales on a questionnaire are also treated as interval scales. For example, frequently when Likert-scales are used, each response is given a number (Strongly Agree = 5, Agree = 4, Neutal = 3, Disagree = 2 and Strongly Disagree = 1) and these numbers are treated as interval scales.

The researcher analyzed the data the using computer programs for processing questionnaire data. There are numerous statistical software packages that can be used to process quantitative questionnaire data.

Personally, using SPSS (Statistical Package for the Social Sciences) which is the market leader in this category. for the process analyzes open-ended in

this survey, the researcher use SPSS 16, because in the process analysis this program make possible not only to provide statistic-based method (i.e., frequency of term and phrases) but also linguistics- based methods (i.e., grouping terms with similar meaning and identifying semantic network smoothly) in addition, because it strongly linked with the statistic modules of the SPSS software data management for analysis by importing and exporting the text-based result becomes easier.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the result of the study and discussion. The finding designs to answer the research problem are the questionnaire. This section covers data finding or the students' response of English Department Students on TOEFL-Like Achievements and discussion.

A. Data Presentation

For the main data, the researcher took from the students' questionnaire try out. There are 40 questions in the questionnaire. Questions number one, two, four, six, eleven, twelve, thirty, thirty-one, and thirty-two to find out the student's perception while doing the test. Questions number seven, thirteen and fourteen, to find out the students perception while in the time in the exam room. Questions number five, eight, nine, thirty-three, thirty-four, thirty-five and thirty-six to find out the student's perception before doing the exam. Questions number ten, twenty-seven, twenty-eight, twenty-nine, thirty-seven, thirty-eight, thirty-nine, and forty to find the student's perception while doing part structure and written expression. Questions number fifteen, sixteen, seventeen, eighteen, and nineteen to find out students perception during the listening comprehension section. Questions number three, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five and twenty-six to find out the student's perception during the reading comprehension section.

After try out the questionnaire, the researcher got 20 valid questionnaire, question number three, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five and twenty-six to find out the student's perception during the

reading comprehension section, question number eleven, thirty and thirty-one to find out the student's perception while during the test, question fifteen, sixteen, seventeen, to find out the student's perception during the listening comprehension section, question number twenty-eight, thirty-eight and forty to find to find the student's perception of part structure and written expression, question number thirty-four, thirty-six to find out the student's perception while before doing the exam.

B. Research Findings

The result of the research on the Perception of English Department Students on TOEFL-Like Achievements of IAIN Palangka Raya by using questionnaire as the instrument for collecting the data. There are 23 students from the academic year of 2013 selected as sample.

1. Result of Questionnaire

For analyzing the results of the questionnaire the writer used the data displaying as follow:

Table. 2.1
Result of Questionnaire

Item	Number/ Percent	Scale					Total	Mean	Median	Mode	SD
		SA	A	N	DA	SDA					
		5	4	3	2	1					
1	Number	10	13	0	0	0	23	4.4348	4.0000	4.00	0.507
	Persent	43.5%	56.5%	0	0	0	0				
2	Number	3	11	8	0	1	23	3.6522	4.0000	4.00	0.885
	Persent	13.0%	47.8%	34.8%	0	4.3%	0				
3	Number	2	10	10	0	1	23	3.5217	4.0000	4.00	0.846
	Persent	8.7%	43.5%	43.5%	0	4.3%	0				
4	Number	1	7	13	2	0	23	3.3043	3.0000	3.00	0.703
	Persent	4.3%	30.7%	56.5%	8.7%	0	0				
5	Number	7	13	3	0	0	23	4.1739	4.0000	4.00	0.650
	Persent	30.7%	56.5%	13.0%	0	0	0				
6	Number	2	14	6	1	0	23	3.7391	4.0000	4.00	0.689
	Persent	8.7%	60.9%	26.1%	4.3%	0	0				
7	Number	2	14	7	0	0	23	3.7826	4.0000	4.00	0,599
	Persent	8.7%	60.9%	30.7%	0	0	0				
8	Number	1	13	9	0	0	23	3.6522	4.0000	4.00	0.572
	Persent	4.3%	56.5%	39.1%	0	0	0				
9	Number	1	3	15	3	1	23	3.0000	3.0000	3.00	0.798
	Persent	4.3%	13.0%	65.2%	13%	4.3%	0				
10	Number	2	6	11	3	1	23	3.2174	3.0000	3.00	0.951
	Persent	8.7%	26.1%	47.8%	13%	4.3%	0				
11	Number	2	15	6	0	0	23	3.8261	4.0000	4.00	0.576
	Persent	8.7%	65.2%	26.1%	0	0	0				

12	Number	3	14	7	0	0	23	3.8261	4.0000	4.00	0.650
	Persent	13.0%	60.9%	30.7%	0	0	0				
13	Number	6	5	12	0	0	23	3.7391	3.0000	3.00	0.864
	Persent	26.1%	21.7%	52.2%	0	0	0				
14	Number	2	8	13	0	0	23	3.5217	3.0000	3.00	0.665
	Persent	8.7%	38.8%	56.5%	0	0	0				
15	Number	6	9	8	0	0	23	3.9130	4.0000	4.00	0.793
	Persent	26.1%	39.1%	38.8%	0	0	0				
16	Number	6	12	5	0	0	23	4.00435	4.0000	4.00	0.706
	Persent	26.1%	52.2%	27.1%	0	0	0				
17	Number	7	12	3	1	0	23	4.0870	4.0000	4.00	0.793
	Persent	30.7%	52.2%	13.0%	4.3%	0	0				
18	Number	3	6	12	2	0	23	3.4348	3.0000	3.00	0.843
	Persent	13.0%	26.1%	52.2%	8.7%	0	0				
19	Number	3	5	14	1	0	23	3.4348	3.0000	3.00	0.788
	Persent	13.0%	21.7%	60.9%	4.3	0	0				
20	Number	3	6	12	0	0	23	3.6957	3.0000	3.00	0.822
	Persent	13.0%	26.1%	52.2%	0	0	0				

Note:

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SDA = Strongly Disagree

MN = Mean

MDN = Median

Mo = Mode

SD = Standar Daviation

The Data above could be detailed as follows:

Table 2.2
The result of analysis survey item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	13	56.5	56.5	56.5
	5	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

Item 1, “*Saya membaca pertanyaan dengan cermat sebelum menjawab pertanyaan*”. There were 13 students who chose option Agree (56.5%). There were 10 students who chose option Strongly Agree (43.5%). It indicates that students read the question well before answer the questions.

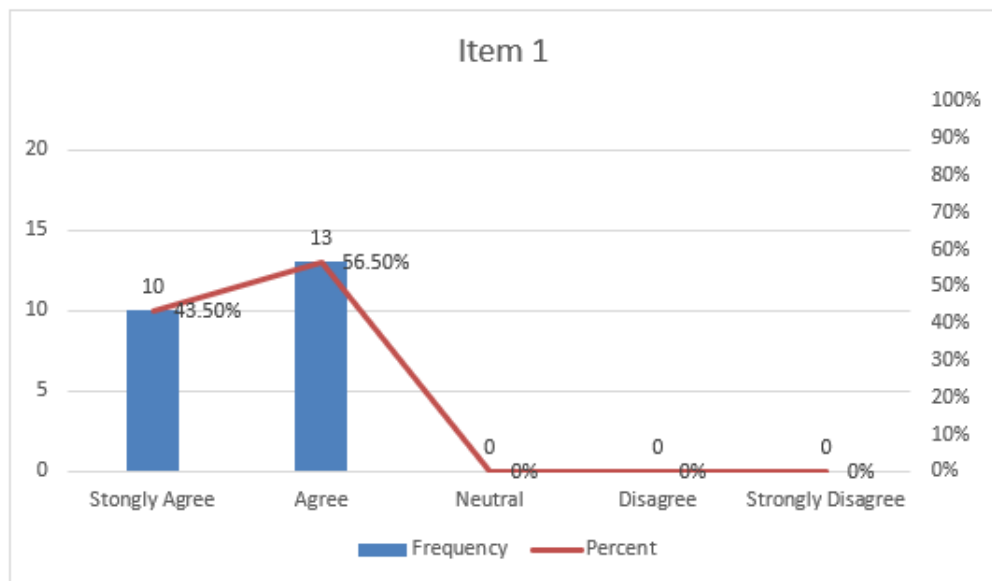


Table 2.3
The result of analysis survey item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.3	4.3	4.3
	3	8	34.8	34.8	39.1
	4	11	47.8	47.8	87.0
	5	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

Item 2, “*Saya merasa cukup yakin dengan jawaban yang Sayaberikan*”.

There was 1 student who chose option Strongly Disagree (4.3%). There were 8 students who chose option Neutral (34.8%). There were 11 students who chose option Agree (47.8%). There were 3 students who chose option Strongly Agree (13.0%). It indicates that students sure with they answer the questions.

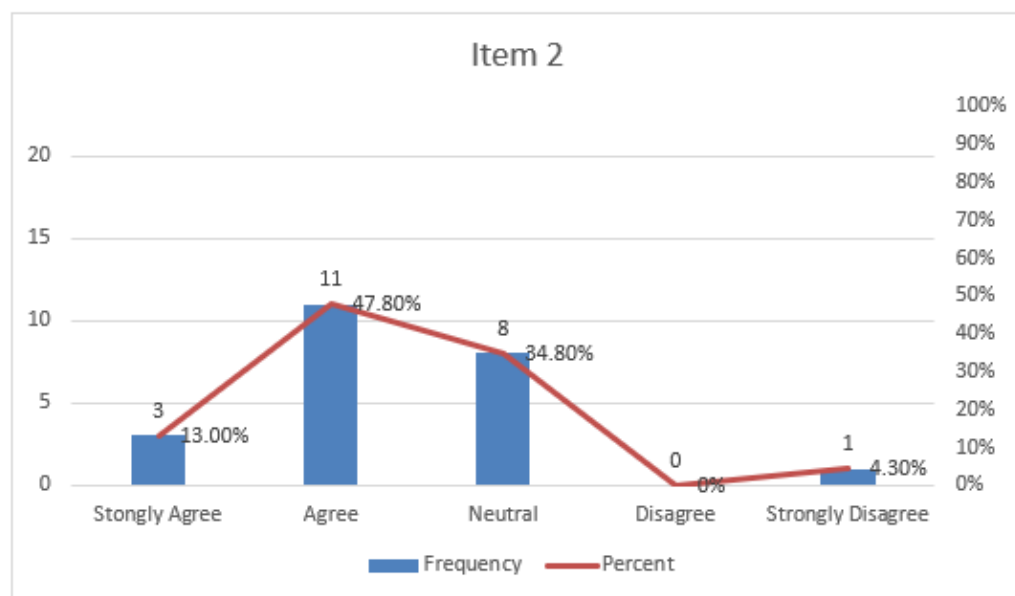


Table 2.4
The result of analysis survey item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.3	4.3	4.3
	3	10	43.5	43.5	47.8
	4	10	43.5	43.5	91.3
	5	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Item 3, “*Saya bagus dalam menangkap apa yang saya dengar*”. There was 1 student who chose option Strongly Disagree (4.3%). There were 10 students who chose option Neutral (43.5%). There were 10 students who chose option Agree (43.5%). There were 2 students who chose option Strongly Agree (8.7%). It indicates that students well capturing what they hear.

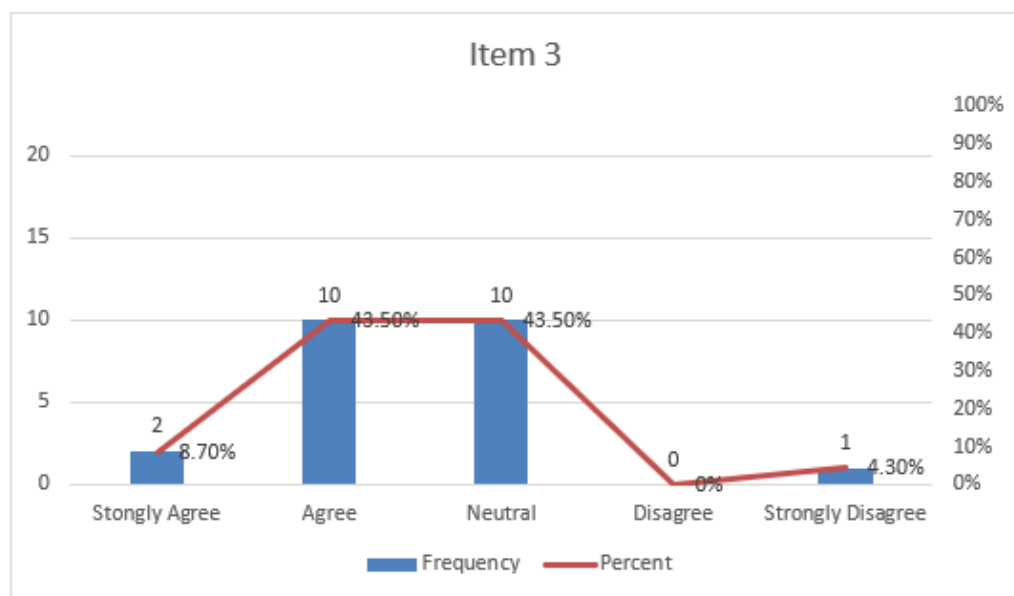


Table 2.5
The result of analysis survey item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.7	8.7	8.7
	3	13	56.5	56.5	65.2
	4	7	30.4	30.4	95.7
	5	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Item 4, “*Saya mudah memahami meskipun pembicara berbicara dengan cepat*”. There were 2 students who chose option Disagree (8.7%). There were 13 students who chose option Neutral (56.5%). There were 7 students who chose option Agree (30.4%). There was 1 student who chose option Strongly Agree (4.3%). It indicates that students easy to understand even though the speaker speaks quickly.

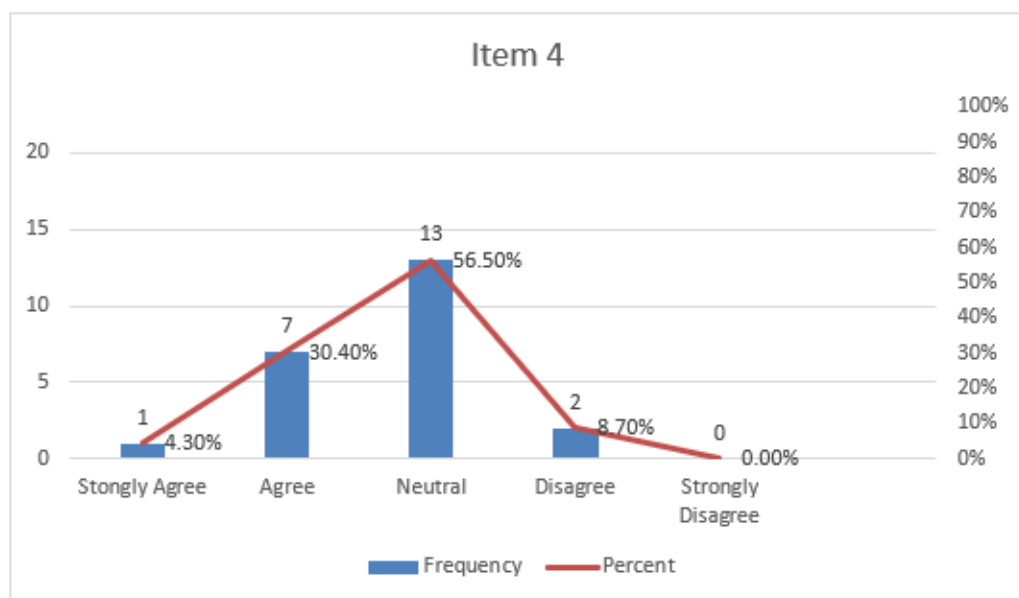


Table 2.6
The result of analysis survey item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	13.0	13.0	13.0
	4	13	56.5	56.5	69.6
	5	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

Item 5, “*Saya mendengarkan dengan seksama sebelum menjawab pertanyaan*”. There were 3 students who chose option Neutral (13.0%). There were 13 students who chose option Agree (56.5%). There were 7 students who chose option Strongly Agree (30.4%). It indicates that students listen well before answer the question.

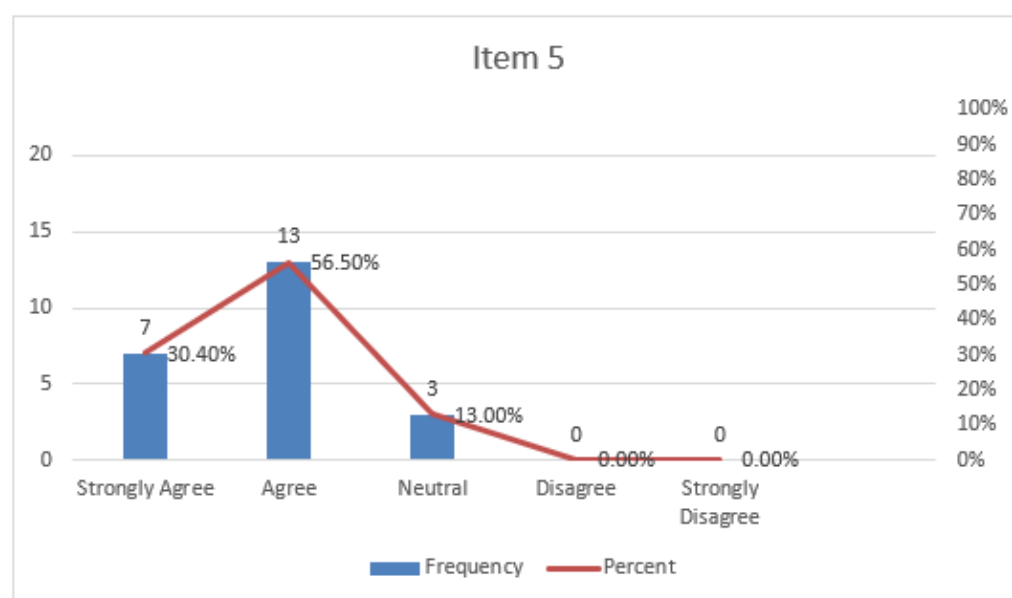


Table 2.7
The result of analysis survey item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.3	4.3	4.3
	3	6	26.1	26.1	30.4
	4	14	60.9	60.9	91.3
	5	2	8.7	8.7	100.0
Total		23	100.0	100.0	

Item 6, “*Saya bagus dalam membaca, sehingga mudah memahami pertanyaan*”. There was 1 student who chose option Strongly Disagree (4.3%). There were 6 students who chose option Neutral (26.1%). There were 14 students who chose option Agree (60.9%). There were 2 students who chose option Strongly Agree (8.7%). It indicates that students read well, so they easy to answer the question.

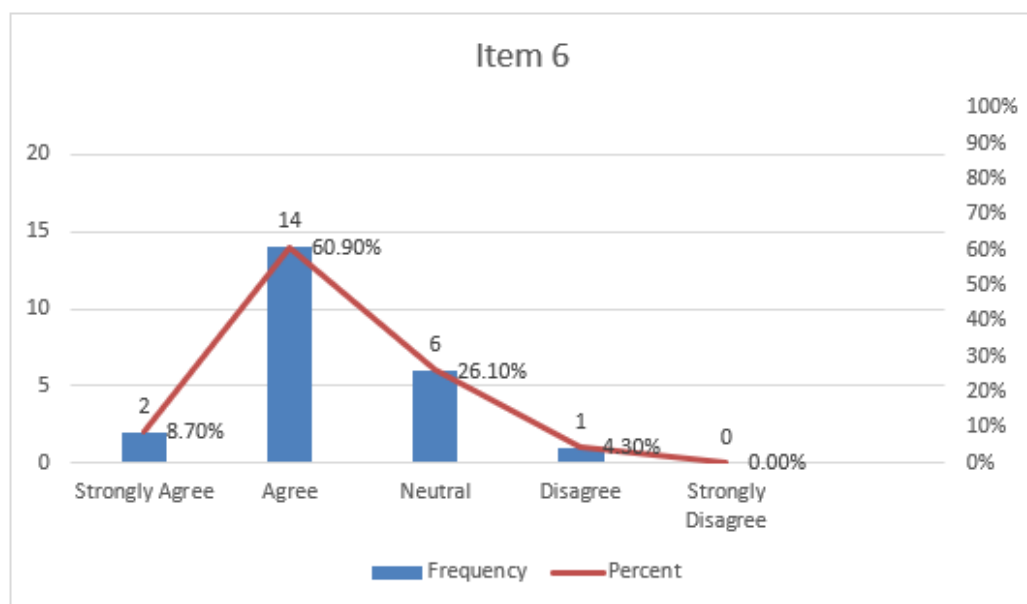


Table 2.8
The result of analysis survey item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	30.4	30.4	30.4
	4	14	60.9	60.9	91.3
	5	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Item 7, “*Saya membaca pertanyaan dengan seksama, jadi saya bisa menjawab dengan benar*”. There were 7 students who chose option Neutral (30.4%). There were 14 students who chose option Agree (60.9%). There were 2 students who chose option Strongly Agree (8.7%). It indicates that students read the question well, so students can answer correctly.

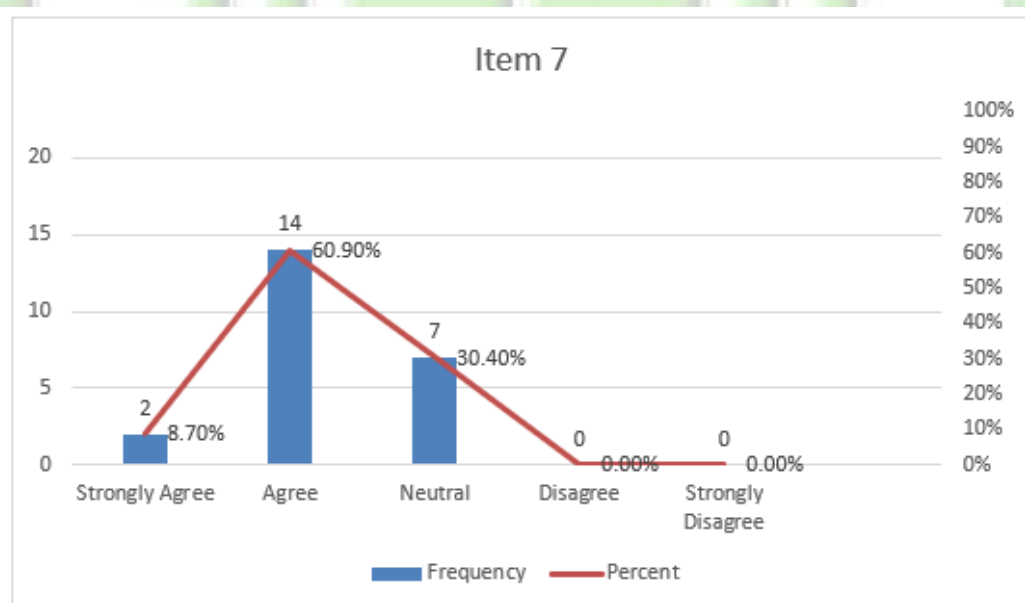


Table 2.9
The result of analysis survey item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	39.1	39.1	39.1
	4	13	56.5	56.5	95.7
	5	1	4.3	4.3	100.0
Total		23	100.0	100.0	

Item 8, “*Saya merasa mudah untuk memahami pertanyaan*”. There were 9 students who chose option Neutral (39.1%). There were 13 students who chose option Agree (56.5%). There were 1 student who chose option Strongly Agree (4.3%). It indicates that students felt easy to understanding the question.

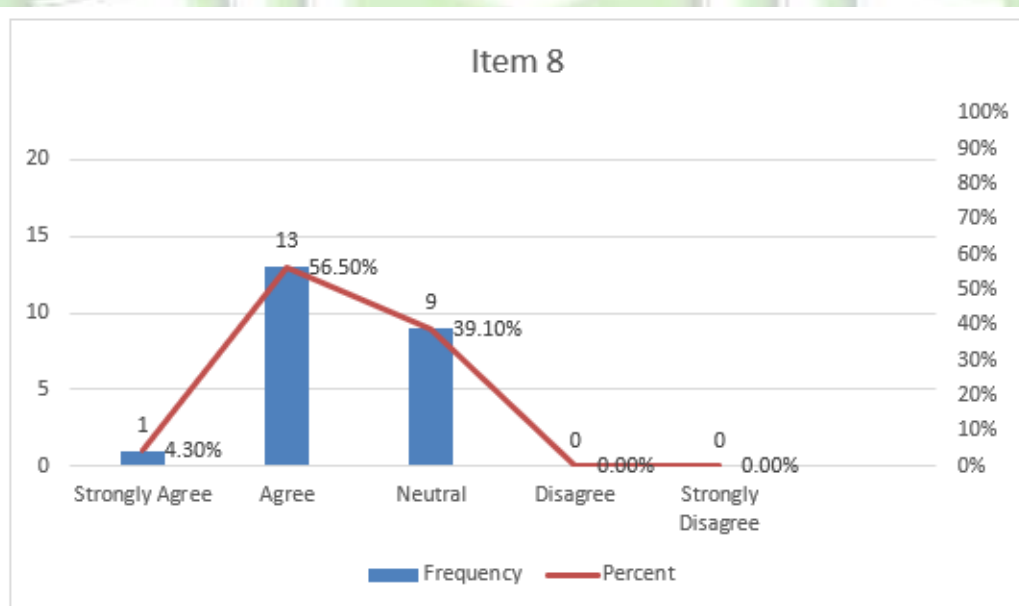


Table 2.10
The result of analysis survey item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.3	4.3	4.3
	2	3	13.0	13.0	17.4
	3	15	65.2	65.2	82.6
	4	3	13.0	13.0	95.7
	5	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Item 9, “*karena saya tahu cukup banyak sinonim, saya mudah untuk menjawab*”. There was 1 student who chose option Strongly Disagree (4.3%). There were 3 students who chose option Disagree (13.0%). There were 15 students who chose option Neutral (65.2%). There were 3 students who chose option Agree (13.0%). There was 1 student who chose option Strongly Agree (4.3%). It indicates that students know quite a lot of synonym, the students easy to answer the question

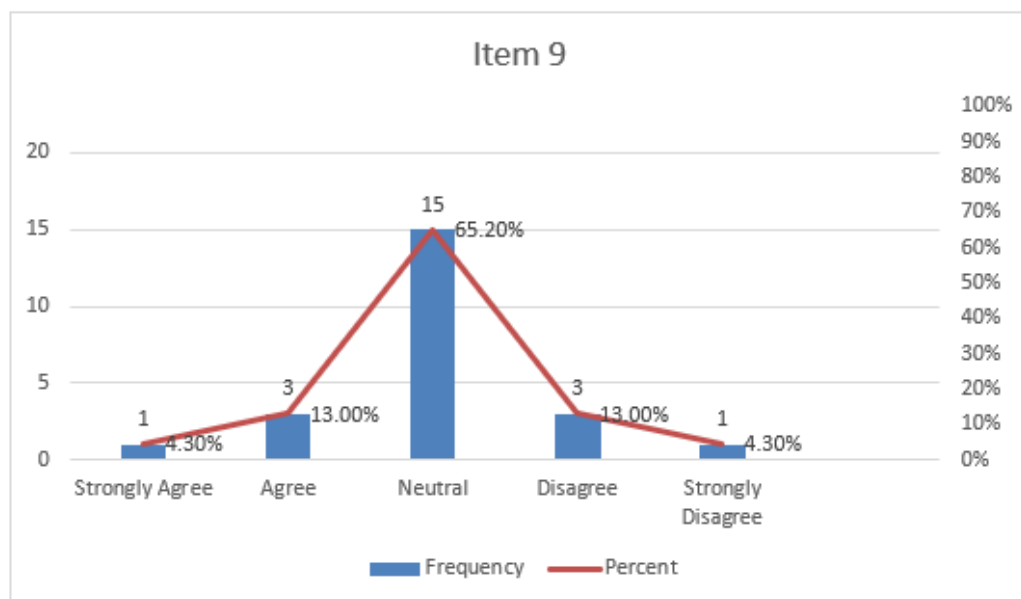


Table 2.11
The result of analysis survey item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.3	4.3	4.3
	2	3	13.0	13.0	17.4
	3	11	47.8	47.8	65.2
	4	6	26.1	26.1	91.3
	5	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Item 10, “*Saya tahu cukup banyak antonym, saya mudah untuk menjawab*”. There was 1 student who chose option Strongly Disagree (4.3%). There were 3 students who chose option Disagree (13.0%). There were 11 students who chose option Neutral (47.8%). There were 6 students who chose option Agree (26.1%). There was 2 students who chose option Strongly Agree (8.7%). It indicates that students know quite a lot of antonyms, the students easy to answer the question.

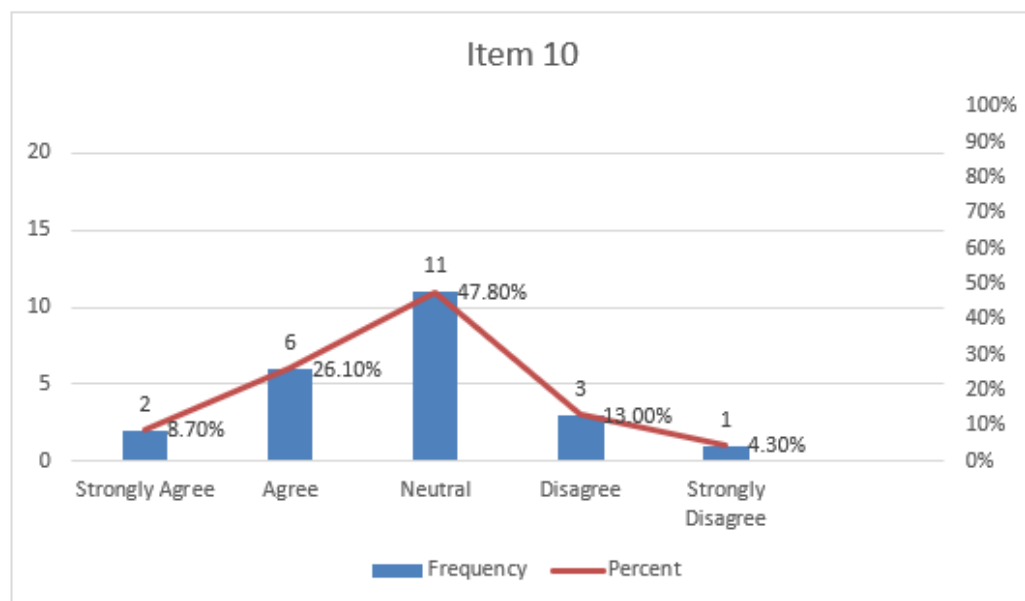


Table 2.12
The result of analysis survey item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	26.1	26.1	26.1
	4	15	65.2	65.2	91.3
	5	2	8.7	8.7	100.0
Total		23	100.0	100.0	

Item 11, “*Saya bagus dalam menangkap apa yang saya baca*”. There were 6 students who chose option Neutral (26.1%). There were 15 students who chose option Agree (65.2%). There was 2 students who chose option Strongly Agree (8.7%). It indicates that students are well capturing what the students read.

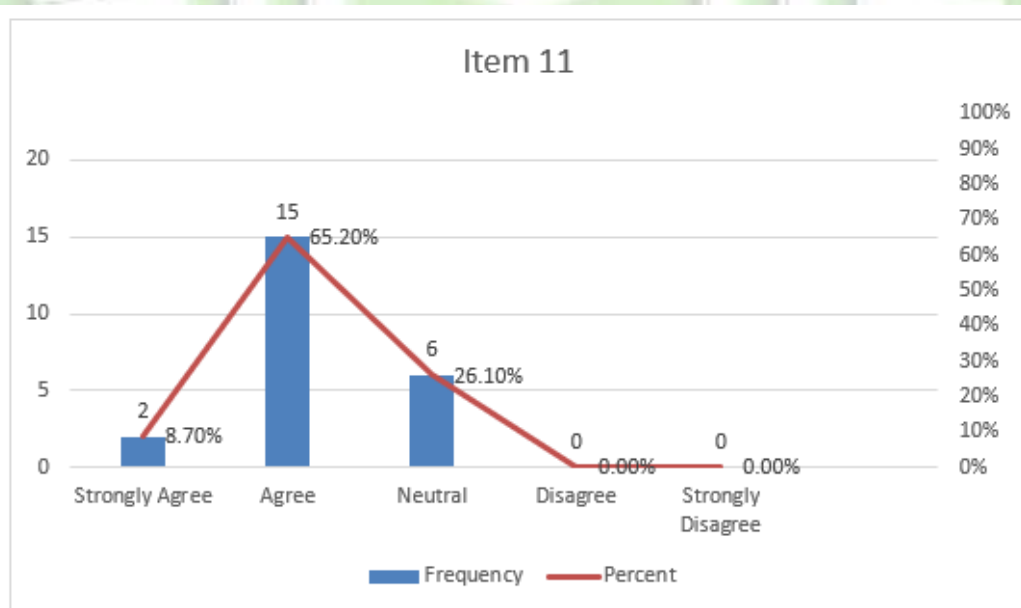


Table 2.13
The result of analysis survey item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	30.4	30.4	30.4
	4	13	56.5	56.5	87.0
	5	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

Item 12, “*Saya membaca teks dengan cermat sebelum menjawab pertanyaan*”. There were 7 students who chose option Neutral (30.4%). There were 13 students who chose option Agree (56.5%). There was 3 students who chose option Strongly Agree (13.0%). It indicates that students read the text well before answer the question.

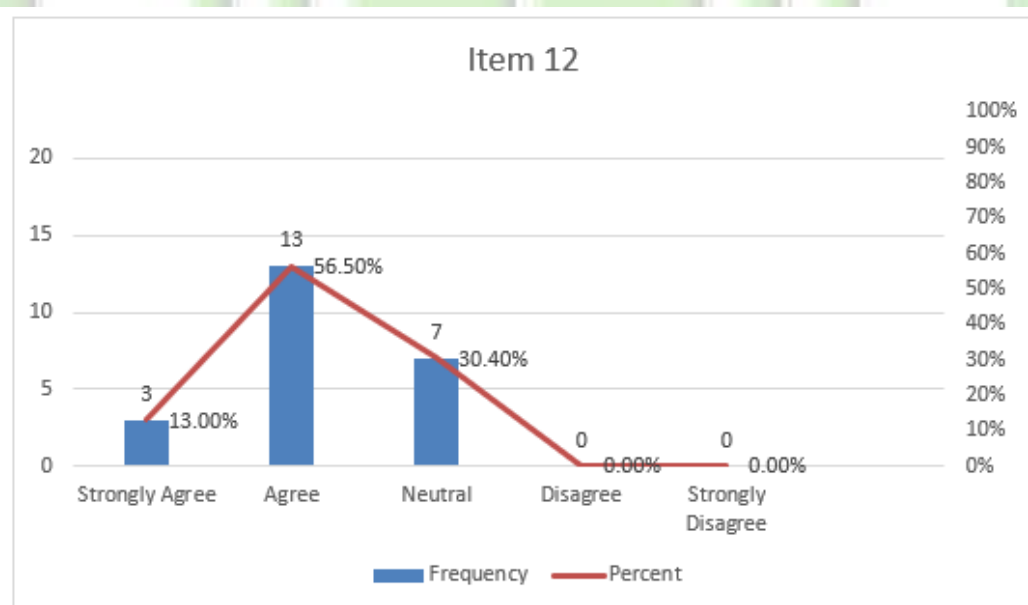


Table 2.14
The result of analysis survey item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	12	52.2	52.2	52.2
	4	5	21.7	21.7	73.9
	5	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

Item 13, “*Saya mengerti pertanyaannya dan saya mudah menentukan kata yang tepat untuk menjawabnya*”. There were 12 students who chose option Neutral (52.2%). There were 5 students who chose option Agree (21.7%). There was 6 students who chose option Strongly Agree (26.1%). It indicates that students understand the questions and students easily determine the right words to answer the question.

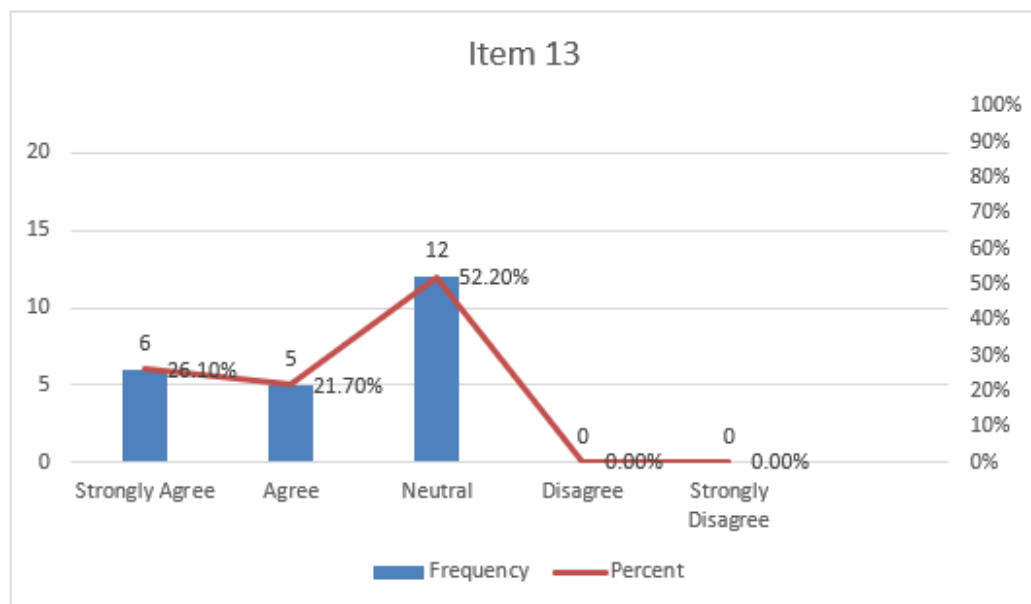


Table 2.15
The result of analysis survey item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	13	56.5	56.5	56.5
	4	8	34.8	34.8	91.3
	5	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Item 14, “*Saya tahu bagaimana menerapkan aturan tata bahasa selama ujian*”. There were 13 students who chose option Neutral (56.5%). There were 8 students who chose option Agree (34.8%). There was 2 students who chose option Strongly Agree (8.7%). It indicates that students how to apply the rules of grammar during the exam.

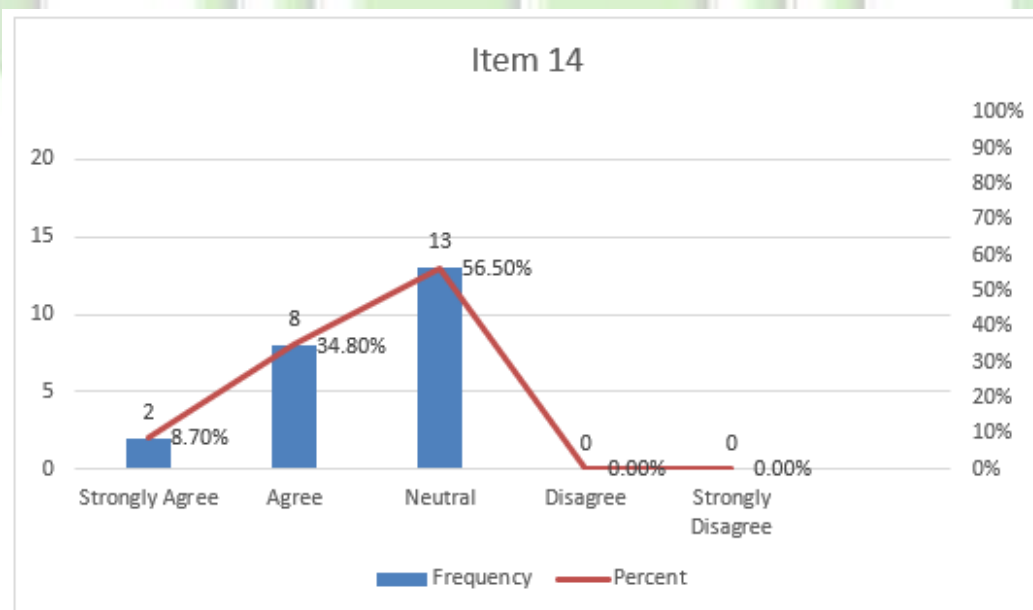


Table 2.16
The result of analysis survey item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	34.8	34.8	34.8
	4	9	39.1	39.1	73.9
	5	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

Item 15, “*Karena kosa kata yang mudah, saya bisa mendapatkan informasi*”. There were 8 students who chose option Neutral (34.8%). There were 9 students who chose option Agree (39.1%). There was 6 students who chose option Strongly Agree (26.1%). It indicates that because of easy vocabulary, students can get information.

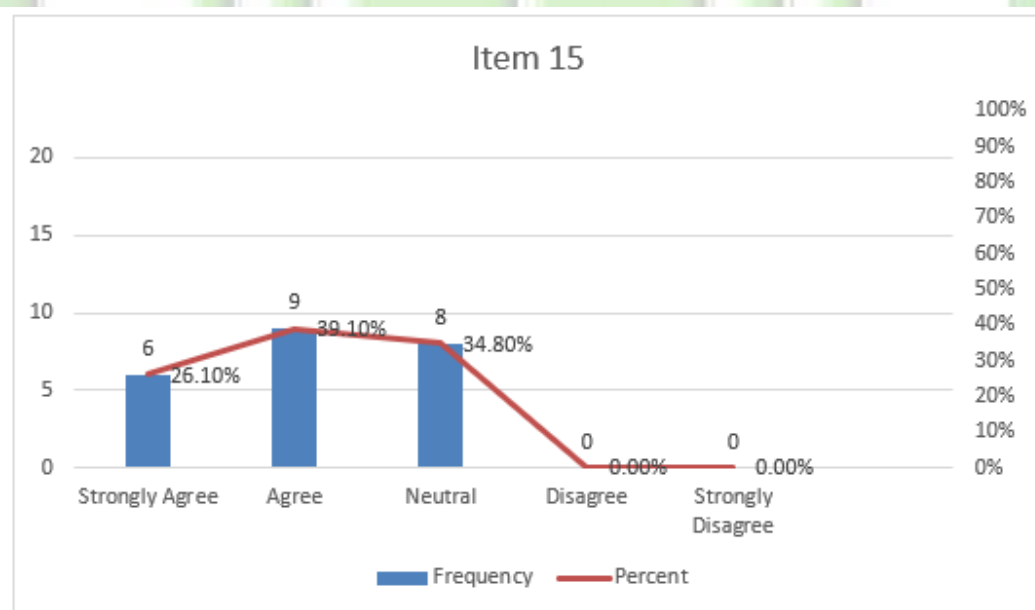


Table 2.17
The result of analysis survey item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	21.7	21.7	21.7
	4	12	52.2	52.2	73.9
	5	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

Item 16, “*Karena kata-kata yang mudah diketahui saya tidak ragu untuk menjawab pertanyaan tersebut*”. There were 5 students who chose option Neutral (21.7%). There were 12 students who chose option Agree (52.2%). There was 6 students who chose option Strongly Agree (26.1%). It indicates that because of the easy to know words the student does not feel hesitate to answer the question.

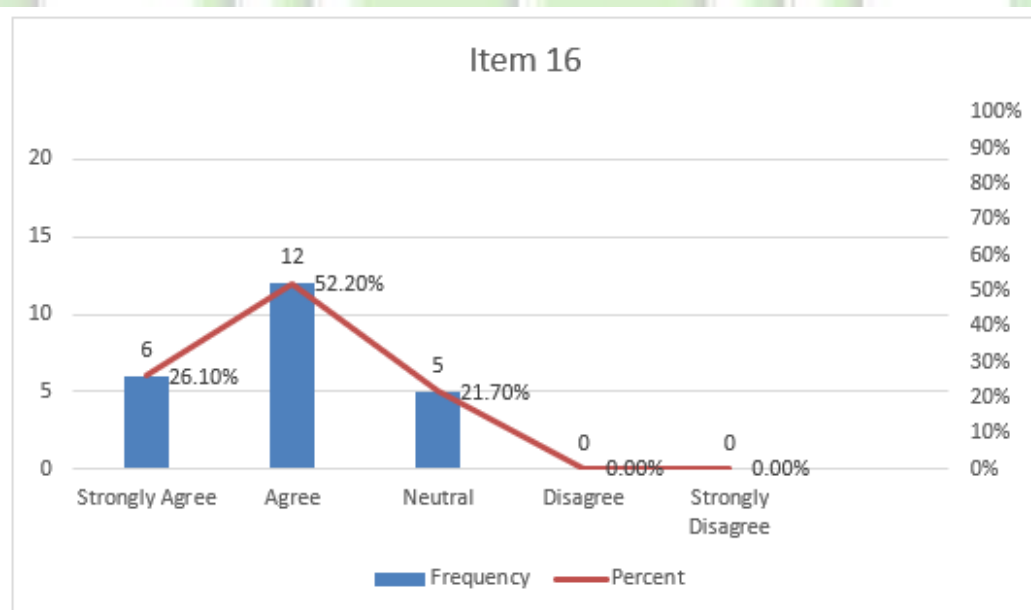


Table 2.18
The result of analysis survey item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.3	4.3	4.3
	3	3	13.0	13.0	17.4
	4	12	52.2	52.2	69.6
	5	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

Item 17, “*Saya suka mendengar musik berbahasa Inggris*”. There were 1 student who chose option Disagree (4.3%). There were 3 students who chose option Neutral (13.0%). There were 12 students who chose option Agree (52.2%). There was 7 students who chose option Strongly Agree (30.4%). It indicates that student listing to the music English song.

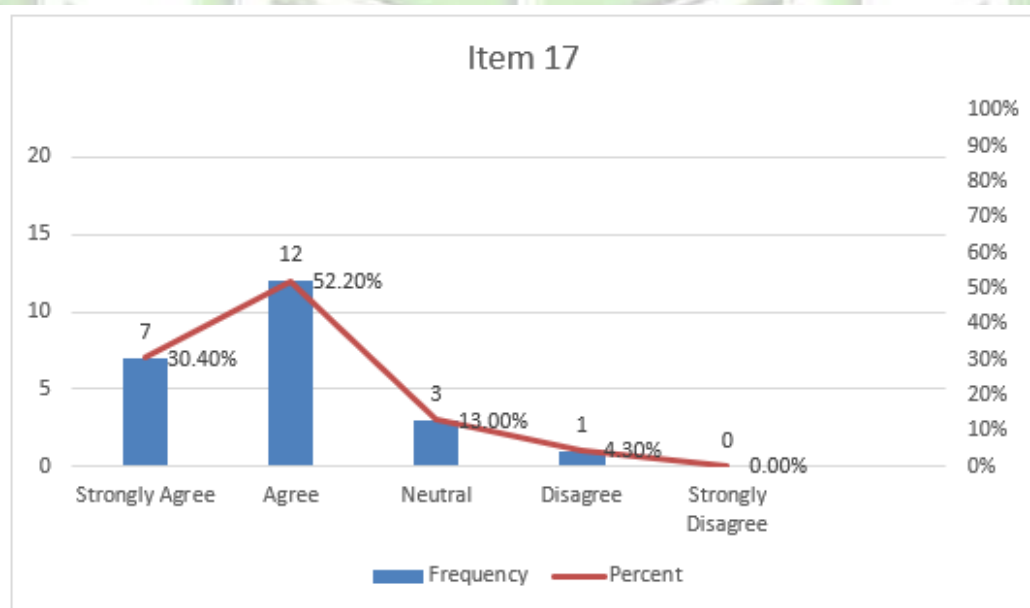


Table 2.19
The result of analysis survey item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.7	8.7	8.7
	3	12	52.2	52.2	60.9
	4	6	26.1	26.1	87.0
	5	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

Item 18, “*Saya suka baca buku berbahasa Inggris tentang alam*”. There were 2 students who chose option Disagree (8.7%). There were 12 students who chose option Neutral (52.2%). There were 6 students who chose option Agree (26.1%). There was 3 students who chose option Strongly Agree (13.0%). It indicates that students like reading English book about nature.

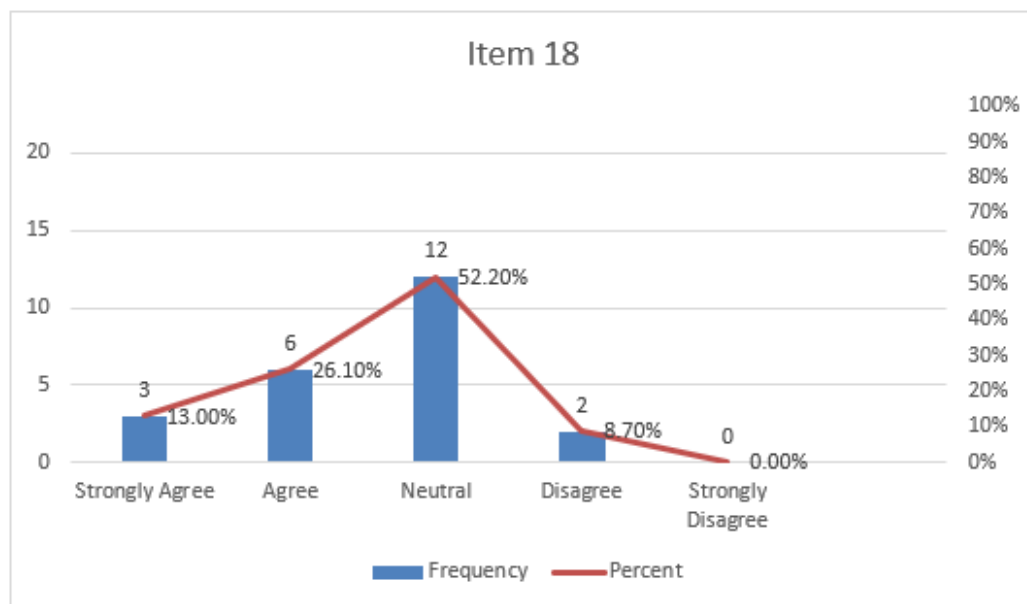


Table 2.20
The result of analysis survey item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.3	4.3	4.3
	3	14	60.9	60.9	65.2
	4	5	21.7	21.7	87.0
	5	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

Item 19, “*Saya suka menganalisa urutan kalimat*”. There was 1 student who chose option Disagree (4.30%). There were 14 students who chose option Neutral (60.9%). There were 5 students who chose option Agree (21.7%). There was 3 students who chose option Strongly Agree (13.0%). It indicates that students like analyze sentence sequence.

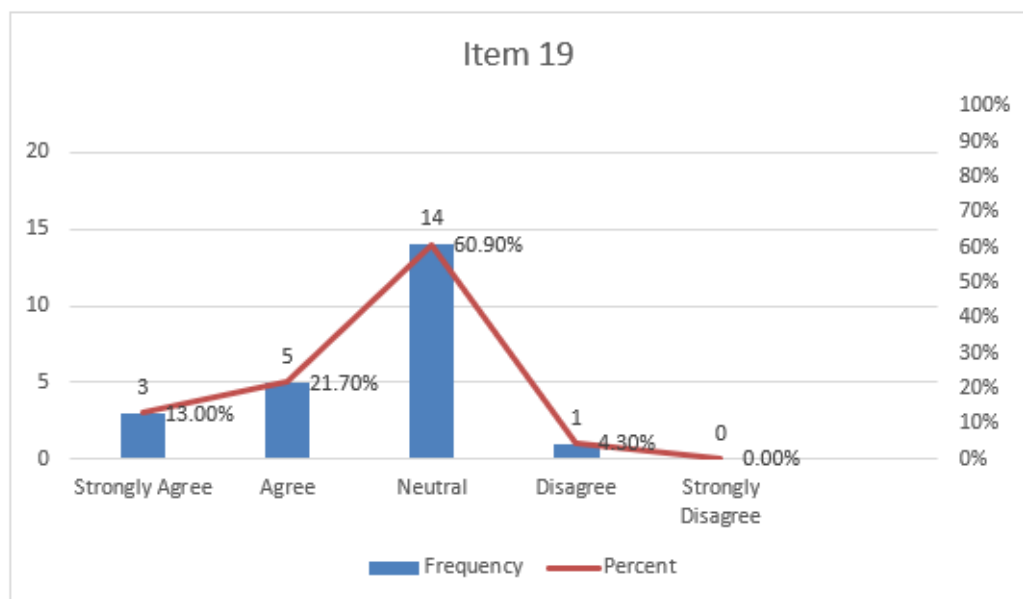
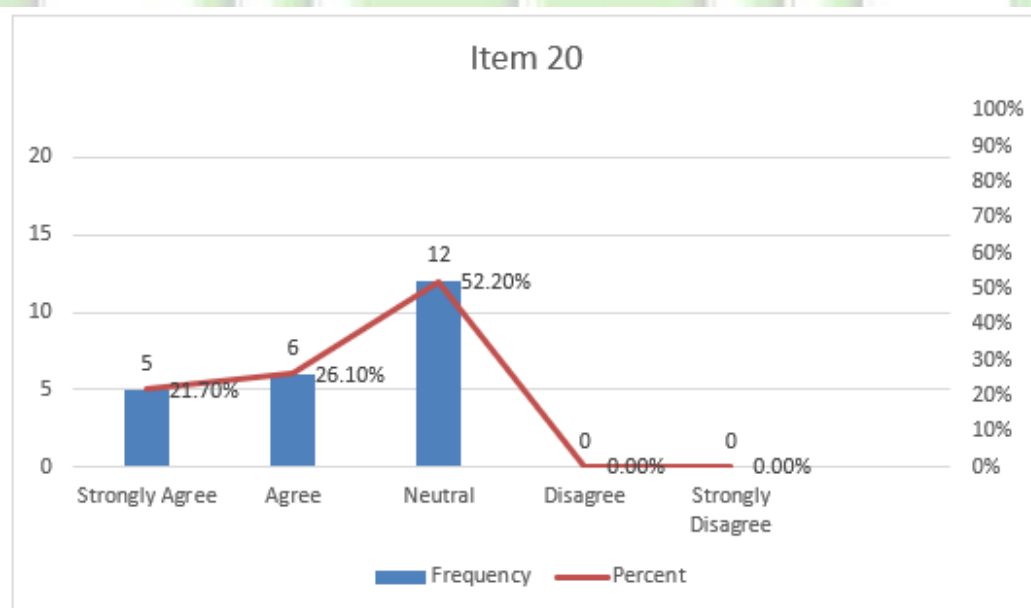


Table 2.21
The result of analysis survey item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	12	52.2	52.2	52.2
	4	6	26.1	26.1	78.3
	5	5	21.7	21.7	100.0
	Total	23	100.0	100.0	

Item 20, “*Saya suka mengikuti polakalimat yang ada dalam membuat kalimat*”. There were 12 students who chose option Neutral (52.2%). There were 6 students who chose option Agree (26.1%). There were 5 students who chose option Strongly Agree (21.7%). It indicates that students like follow the sentence pattern in making sentences.



C. Discussion

From the result of the research on the questionnaire, attaching on the result of Research above, the finding could be made in the chart to easily see The English Department Students on TOEFL–Like Achievements of IAIN Palangka Raya.

There are 5 indicators perception for specification of the questionnaire. The first of the indicator is students' perception is question number 1 asked about students some respondents believe that they read the questions carefully before answering questions. It was in line with the item number 6, 7, 8, 9, 10, 11, 12 and 13. In this result students most stated that they usually read questions carefully before answering questions and they are good at reading, so they are easy to understand questions, and they also read questions carefully, the students can answer correctly when they do test, they also find it easy to understand the question, because students know enough synonyms and antonyms, students can answer questions easily. Noroozi (2014) studied reading comprehension test types in relation to self-awareness and students' performance. All of these studies indicate the pivotal functions of good language testing as instruments to measure the students' English proficiency. The data were collected through questionnaire methods. The research findings showed that from 23 respondents of questionnaire whose score above the standard, nearly all the respondents with those good scores regard TOEFL positively and support this language policy. The respondents even conveyed the benefits of TOEFL including tips to pass the test.

The respondents even conveyed the benefits of TOEFL including tips to pass the test. Based on the research findings, it was concluded that in 2013 there were had scores above the standard of English Education Study Program and the

university but there were still a small number of graduates who had below the standard score in each year.

Question number 2 when carrying out TOEFL-Like, the students feel confident enough with the answers given by students. Some respondents said that they were confident in giving the correct answers. This is in line with item number 15 that is because of an easy vocabulary, students can get information and number 16 the students easy to answer because the words are easy to know students do not hesitate to answer the question. If the students had committed to the course and studied well, the results of the tests may be improved. Findings showed that the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status. This paper has discussed the facts from the teaching of TOEFL in one of the state universities in Makassar, South Sulawesi, Indonesia. Based on the intensive interview and classroom observation, the main reasons were due to several conflicting factors, such as the less basic skills in English, less practice on the test, less motivation, and students' individual differences such as age and social status.

Question 3 asked about the students is good at capturing what they hear, and item number 4 the students easy to understand even though the speaker speaks quickly, and item number 5 they can listen carefully before answering questions. Some questioned teachers' proficiency and teachers' practice and proposed in-service training (Ho, 2008); others examined tests and questioned their validity (Shi & He, 2012). The researcher uses Independent Variable. From the above study, we conclude that there are several factors that affect EFL college students'

performance on classroom English tests. Although results showed students' perceptions were at a medium level, they also indicate that these factors play a crucial role in students' academic life. One of the main findings of the study is students need to know the question format before the test.

Question number 14, 16 the students like to analyze sentence sequences and number 20 the students also like to follow the sentence pattern in making sentences. Similarly, Harrison and Morgan (2012) aimed to find out the effect of using simplified English to identify difficulties in the language of examinations and concluded that there are benefits of simplified English such as using familiar vocabulary, rewording, using simple sentence structure and clear test instructions. This might be, as Cummins (2000) argued, that academic language is less contextualized and more cognitively demanding. It further suggests students' dependence on rote memorization rather than comprehension.

Question 17 and 18 there are perception before students doing the test. That is about the students like to hear English music, and the students like reading English books about nature. Results also showed that psychological factors play a crucial role in learning. Students reported worrying before tests, feeling they could have done better afterward and motivated once they do well. This is consistent with several research findings (Yesilyurt, 2006). However, the open-ended question revealed 'instructors' contribution to the difficulties encountered by students; 'test questions' come next followed by 'vocabulary knowledge', the 'amount and time of the test' and finally the 'testing environment' which need to be taken into consideration when preparing for tests.

CHAPTER V

CLOSING

This chapter contained the conclusion of the findings and suggestion. The finding and suggestion were aimed at the students, specifically for the English student Department Students on TOEFL-Like Achievements of IAIN Palangka Raya.

A. Conclusion

This study showed the importance of The Perception of English Department Students on TOEFL-Like Achievements of IAIN Palangka Raya. The finding shown before students take the TOEFL-Like students to prefer listening to music and reading the English book about nature. When the listening session the students listen carefully even though the speaker speaks quickly, so they can catch what they hear. During the session structure, students are more likely to analyze sentences and students prefer to follow sentences. In the reading comprehension session, students read the text carefully and read the questions carefully, so students are easy to answer questions and students feel confident about the student's answers.

The result students' perception on TOEFL-Like achievement based on the most options to the fewest options among them is the following order. Item 9 Neutral (65.2%), item 11 Agree (65.2%), item 6 Agree (60.9%), item 7 Agree (60.9%), item 19 Neutral (60.9%), item 1 Agree (56.5%), item 4 Neutral (56.5%), item 5 Agree (56.5%), item 8 Agree (56.5%), item 12 Agree (56.5%), item 14 Neutral (56.5%), item 13 Neutral (52.2%), item 16 Agree (52.2%), item 17 Agree

(52.2%), item 18 Neutral (52.2%), item 20 Neutral (52.2%), item 2 Agree (47.8%), item 10 Neutral (47.8%), item 3 Agree (43.5%) item 15 Agree (39.1%).

B. Suggestion

1. For the students

Students must have the awareness to learn more about TOEFL. They need to be trained with the available TOEFL questions necessary. The results depict relative students indicating a high preference for TOEFL achievement. However, students should show almost the same preferences for all TOEFL achievement perceptions to bring progress in TOEFL achievement and become proficient language learner in general.

2. For the lecturer

It was recommended to English teachers that in teaching foreign languages or TOEFL-Like to provide understanding or motivation for each exercise to adjust to the conditions when attending the next TOEFL-Like courses.

3. For the Other Researcher

This design of this thesis was used survey research. It recommended for the other researcher to do the research used the other design.

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Construction, Administration, and Processing" London: University of

Nottingham, Lawrence Erlbaum Associates, Publishers, p.6.

APPENDIX

Tabel. 2.2 The Result of Try Out

Item	Total Corrected Item-Total Correlation/ r total	r table	Criteria
1	0.307	0.367	Invalid
2	0.145	0.367	Invalid
3	0.590	0.367	Valid
4	0.357	0.367	Invalid
5	0.126	0.367	Invalid
6	0.243	0.367	Invalid
7	0.365	0.367	Invalid
8	-0.242	0.367	Invalid
9	0.033	0.367	Invalid
10	0.013	0.367	Invalid
11	0.531	0.367	Valid
12	-0.290	0.367	Invalid
13	0.143	0.367	Invalid
14	0.110	0.367	Invalid
15	0.578	0.367	Valid
16	0.513	0.367	Valid
17	0.641	0.367	Valid
18	-0.058	0.367	Invalid
19	0.264	0.367	Invalid
20	0.488	0.367	Valid
21	0.741	0.367	Valid
22	0.447	0.367	Valid
23	0.660	0.367	Valid
24	0.666	0.367	Valid
25	0.561	0.367	Valid
26	0.625	0.367	Valid
27	0.360	0.367	Invalid
28	0.564	0.367	Valid
29	0.649	0.367	Valid
30	0.634	0.367	Valid
31	0.441	0.367	Valid
32	0.272	0.367	Invalid
33	0.294	0.367	Invalid
34	0.674	0.367	Valid
35	0.327	0.367	Invalid
36	0.429	0.367	Valid
37	0.175	0.367	Invalid
38	0.499	0.367	Valid
39	0.045	0.367	Invalid
40	0.443	0.367	Valid

KUESIONER
THE PERCEPTION OF ENGLISH DEPARTMENT STUDENTS
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A. Petunjuk Pengisian

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3. Baca dan jawablah semua pernyataan secara teliti.
4. Berilah tanda *checklist* (✓) pada pilihan yang telah disediakan di dalam pernyataan daftar kuesioner.

B. Profil Responden

1. Nama :
2. NIM :

C. Kriteria Penilaian

SS	:	Sangat Setuju
S	:	Setuju
KS	:	Kurang Setuju
TS	:	Tidak Setuju
STS	:	Sangat Tidak Setuju

D. Daftar Kuesioner

Adopted by Nowreya A. Al-Nouh, Muneera M. Abdul-Kareem & Hanan A. Taqi.

NO	PERTANYAAN	SS	S	KS	TS	STS
1	Saya tidak merasa gugup saat ujian berlangsung					
2	Saya tidak merasa takut saat ujian berlangsung					
3	Saya membaca pertanyaan dengan cermat sebelum menjawab pertanyaan					
4	Saat ujian saya berkonsentrasi dan tidak memikirkan hal-hal yang tidak ada kaitannya dengan materi ujian					
5	Saya selalu belajar materi toefl sebelum ujian					
6	Saya berpikir bahwa yang lain akan lebih baik dari					

	saya					
7	Saya merasa nyaman udara di ruangan laboratorium ini bersih.					
8	Saya akan sangat baik bila saya mengikuti pelatihan sebelum mengikuti ujian					
9	Saya akan belajar dan membaca buku yang berhubungan dengan TOEFL sebelum mengikuti ujian					
10	Saya tidak dapat menyimpulkan pertanyaan dengan baik karena kosakata yang sulit					
11	Saya merasa cukup yakin dengan jawaban yang saya berikan					
12	Saya terburu-buru dalam menjawab pertanyaan					
13	Bentuk kursi di laboratorium ini nyaman untuk ujian					
14	Saya menjawab dengan nyaman dengan kondisi kebersihan laboratorium ini					
15	Saya bagus dalam menangkap apa yang saya dengar					
16	Saya mudah memahami meskipun pembicara berbicara dengan cepat					
17	Saya mendengarkan dengan seksama sebelum menjawab pertanyaan					
18	Suara yang saya dengar dari <i>loudspeaker</i> ruangan jarang mengalami gangguan					
19	Saya bisa mendengar jelas suara dari <i>loudspeaker</i>					
20	Saya bagus dalam membaca, sehingga mudah memahami pertanyaan.					
21	Saya membaca pertanyaan dengan seksama, jadi saya bisa menjawab dengan benar					
22	Saya merasa mudah untuk memahami pertanyaan					
23	karena saya tahu cukup banyak sinonim, saya mudah untuk menjawab					
24	Saya tahu cukup banyak antonim, saya mudah untuk					

	menjawab					
25	Saya bagus dalam menangkap apa yang saya baca					
26	Saya membaca teks dengan cermat sebelum menjawab pertanyaan					
27	Saya bagus dalam tata bahasa, saya mendapatkan nilai bagus saat ujian.					
28	Saya mengerti pertanyaannya dan saya mudah menentukan kata yang tepat untuk menjawabnya					
29	Saya tahu bagaimana menerapkan aturan tata bahasa selama ujian					
30	Karena kosa kata yang mudah, saya bisa mendapatkan informasi					
31	Karena kata-kata yang mudah diketahui saya tidak ragu untuk menjawab pertanyaan tersebut					
32	Saya mencermati kosa kata sebelum menjawab pertanyaan					
33	Saya suka mendengar siaran berita bahasa Inggris					
34	Saya suka mendengar musik berbahasa Inggris					
35	Saya suka menonton film berbahasa Inggris tanpa membaca <i>running text</i>					
36	Saya suka baca buku berbahasa Inggris tentang alam					
37	Saya suka menebak arti kosa kata					
38	Saya suka menganalisa urutan kalimat					
39	Saya suka membuat kalimat dengan kosa kata baru					
40	Saya suka mengikuti polakalimat yang ada dalam membuat kalimat					

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3. Baca dan jawablah semua pernyataan secara teliti.
4. Berilah tanda *checklist* (✓) pada pilihan yang telah disediakan di dalam pernyataan daftar kuesioner.

B. Profil Responden

1. Nama : Teguh Irwansyah
2. NIM : 1301170916

C. Kriteria Penilaian

SS	:	Sangat Setuju
S	:	Setuju
KS	:	Kurang Setuju
TS	:	Tidak Setuju
STS	:	Sangat Tidak Setuju

D. Daftar Kuesioner

Adapted by Nowreyah A. Al-Nouh, Muneera M. Abdul-Kareem & Hanan A. Taqi.

NO	PERTANYAAN	SS	S	KS	TS	STS
1	Saya tidak merasa gugup saat ujian berlangsung		✓			
2	Saya tidak merasa takut saat ujian berlangsung		✓			
3	Saya membaca pertanyaan dengan cermat sebelum menjawab pertanyaan	✓				
4	Saat ujian saya berkonsentrasi dan tidak memikirkan hal-hal yang tidak ada kaitannya dengan materi ujian			✓		
5	Saya selalu belajar materi toefl sebelum ujian					✓

6	Saya berpikir bahwa yang lain akan lebih baik dari saya				✓	
7	Saya merasa nyaman udara di ruangan laboratorium ini bersih.		✓			
8	Saya akan sangat baik bila saya mengikuti pelatihan sebelum mengikuti ujian		✓			
9	Saya akan belajar dan membaca buku yang berhubungan dengan TOEFL sebelum mengikuti ujian			✓		
10	Saya tidak dapat menyimpulkan pertanyaan dengan baik karena kosakata yang sulit		✓			
11	Saya merasa cukup yakin dengan jawaban yang saya berikan	✓				
12	Saya terburu-buru dalam menjawab pertanyaan		✓			
13	Bentuk kursi di laboratorium ini nyaman untuk ujian		✓			
14	Saya menjawab dengan nyaman dengan kondisi kebersihan laboratorium ini	✓				
15	Saya bagus dalam menangkap apa yang saya dengar			✓		
16	Saya mudah memahami meskipun pembicara berbicara dengan cepat			✓		
17	Saya mendengarkan dengan seksama sebelum menjawab pertanyaan		✓			
18	Suara yang saya dengar dari <i>loudspeaker</i> ruangan jarang mengalami gangguan		✓			
19	Saya bisa mendengar jelas suara dari <i>loudspeaker</i>					✓
20	Saya bagus dalam membaca, sehingga mudah memahami pertanyaan.		✓			
21	Saya membaca pertanyaan dengan seksama, jadi saya bisa menjawab dengan benar		✓			
22	Saya merasa mudah untuk memahami pertanyaan			✓		
23	karena saya tahu cukup banyak sinonim, saya mudah untuk menjawab				✓	

24	Saya tahu cukup banyak antonim, saya mudah untuk menjawab				✓	
25	Saya bagus dalam menangkap apa yang saya baca		✓			
26	Saya membaca teks dengan cermat sebelum menjawab pertanyaan	✓				
27	Saya bagus dalam tata bahasa, saya mendapatkan nilai bagus saat ujian.				✓	
28	Saya mengerti pertanyaannya dan saya mudah menentukan kata yang tepat untuk menjawabnya	✓				
29	Saya tahu bagaimana menerapkan aturan tata bahasa selama ujian			✓		
30	Karena kosa kata yang mudah, saya bisa mendapatkan informasi	✓				
31	Karena kata-kata yang mudah diketahui saya tidak ragu untuk menjawab pertanyaan tersebut	✓				
32	Saya mencermati kosa kata sebelum menjawab pertanyaan		✓			
33	Saya suka mendengar siaran berita bahasa Inggris				✓	
34	Saya suka mendengar musik berbahasa Inggris		✓			
35	Saya suka menonton film berbahasa Inggris tanpa membaca <i>running text</i>				✓	
36	Saya suka baca buku berbahasa Inggris tentang alam				✓	
37	Saya suka menebak arti kosa kata		✓			
38	Saya suka menganalisa urutan kalimat				✓	
39	Saya suka membuat kalimat dengan kosa kata baru			✓		
40	Saya suka mengikuti polakalimat yang ada dalam membuat kalimat			✓		

KUESIONER

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B. Profil Responden

1. Nama : Kurniawati
2. NIM : 1301120052

C. Kriteria Penilaian

SS	:	Sangat Setuju
S	:	Setuju
KS	:	Kurang Setuju
TS	:	Tidak Setuju
STS	:	Sangat Tidak Setuju

D. Daftar Kuesioner

Adapted by Nowreyah A. Al-Nouh, Muncera M. Abdul-Kareem & Hanan A. Taqi.

NO	PERTANYAAN	SS	S	KS	TS	STS
1	Saya tidak merasa gugup saat ujian berlangsung			✓		
2	Saya tidak merasa takut saat ujian berlangsung		✓			
3	Saya membaca pertanyaan dengan cermat sebelum menjawab pertanyaan		✓			
4	Saat ujian saya berkonsentrasi dan tidak memikirkan hal-hal yang tidak ada kaitannya dengan materi ujian			✓		
5	Saya selalu belajar materi toefl sebelum ujian			✓		

6	Saya berpikir bahwa yang lain akan lebih baik dari saya			✓		
7	Saya merasa nyaman udara di ruangan laboratorium ini bersih.			✓		
8	Saya akan sangat baik bila saya mengikuti pelatihan sebelum mengikuti ujian			✓		
9	Saya akan belajar dan membaca buku yang berhubungan dengan TOEFL sebelum mengikuti ujian		✓			
10	Saya tidak dapat menyimpulkan pertanyaan dengan baik karena kosakata yang sulit				✓	
11	Saya merasa cukup yakin dengan jawaban yang saya berikan		✓			
12	Saya terburu-buru dalam menjawab pertanyaan			✓		
13	Bentuk kursi di laboratorium ini nyaman untuk ujian		✓			
14	Saya menjawab dengan nyaman dengan kondisi kebersihan laboratorium ini		✓			
15	Saya bagus dalam menangkap apa yang saya dengar			✓		
16	Saya mudah memahami meskipun pembicara berbicara dengan cepat			✓		
17	Saya mendengarkan dengan seksama sebelum menjawab pertanyaan		✓			
18	Suara yang saya dengar dari <i>loudspeaker</i> ruangan jarang mengalami gangguan				✓	
19	Saya bisa mendengar jelas suara dari <i>loudspeaker</i>			✓		
20	Saya bagus dalam membaca, sehingga mudah memahami pertanyaan.		✓			
21	Saya membaca pertanyaan dengan seksama, jadi saya bisa menjawab dengan benar			✓		
22	Saya merasa mudah untuk memahami pertanyaan		✓			
23	karena saya tahu cukup banyak sinonim, saya mudah untuk menjawab				✓	

24	Saya tahu cukup banyak antonim, saya mudah untuk menjawab				✓	
25	Saya bagus dalam menangkap apa yang saya baca		✓			
26	Saya membaca teks dengan cermat sebelum menjawab pertanyaan		✓			
27	Saya bagus dalam tata bahasa, saya mendapatkan nilai bagus saat ujian.			✓		
28	Saya mengerti pertanyaannya dan saya mudah menentukan kata yang tepat untuk menjawabnya			✓		
29	Saya tahu bagaimana menerapkan aturan tata bahasa selama ujian		✓			
30	Karena kosa kata yang mudah, saya bisa mendapatkan informasi			✓		
31	Karena kata-kata yang mudah diketahui saya tidak ragu untuk menjawab pertanyaan tersebut			✓		
32	Saya mencermati kosa kata sebelum menjawab pertanyaan	✓				
33	Saya suka mendengar siaran berita bahasa Inggris				✓	
34	Saya suka mendengar musik berbahasa Inggris				✓	
35	Saya suka menonton film berbahasa Inggris tanpa membaca <i>running text</i>	✓				
36	Saya suka baca buku berbahasa Inggris tentang alam			✓		
37	Saya suka menebak arti kosa kata					✓
38	Saya suka menganalisa urutan kalimat		✓			
39	Saya suka membuat kalimat dengan kosa kata baru		✓			
40	Saya suka mengikuti polakalimat yang ada dalam membuat kalimat	✓				

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B. Profil Responden

1. Nama : Herniwati
2. NIM : 1801120079

C. Kriteria Penilaian

SS	:	Sangat Setuju
S	:	Setuju
KS	:	Kurang Setuju
TS	:	Tidak Setuju
STS	:	Sangat Tidak Setuju

D. Daftar Kuesioner

Adapted by Nowreyah A. Al-Nouh, Muneera M. Abdul-Kareem & Hanan A. Taqi.

NO	PERTANYAAN	SS	S	KS	TS	STS
1	Saya tidak merasa gugup saat ujian berlangsung		✓			
2	Saya tidak merasa takut saat ujian berlangsung		✓			
3	Saya membaca pertanyaan dengan cermat sebelum menjawab pertanyaan		✓			
4	Saat ujian saya berkonsentrasi dan tidak memikirkan hal-hal yang tidak ada kaitannya dengan materi ujian			✓		
5	Saya selalu belajar materi toefl sebelum ujian		✓			

6	Saya berpikir bahwa yang lain akan lebih baik dari saya			✓		
7	Saya merasa nyaman udara di ruangan laboratorium ini bersih.		✓			
8	Saya akan sangat baik bila saya mengikuti pelatihan sebelum mengikuti ujian		✓			
9	Saya akan belajar dan membaca buku yang berhubungan dengan TOEFL sebelum mengikuti ujian		✓			
10	Saya tidak dapat menyimpulkan pertanyaan dengan baik karena kosakata yang sulit		✓			
11	Saya merasa cukup yakin dengan jawaban yang saya berikan		✓			
12	Saya terburu-buru dalam menjawab pertanyaan			✓		
13	Bentuk kursi di laboratorium ini nyaman untuk ujian		✓			
14	Saya menjawab dengan nyaman dengan kondisi kebersihan laboratorium ini		✓			
15	Saya bagus dalam menangkap apa yang saya dengar			✓		
16	Saya mudah memahami meskipun pembicara berbicara dengan cepat			✓		
17	Saya mendengarkan dengan seksama sebelum menjawab pertanyaan			✓		
18	Suara yang saya dengar dari <i>loudspeaker</i> ruangan jarang mengalami gangguan		✓			
19	Saya bisa mendengar jelas suara dari <i>loudspeaker</i>		✓			
20	Saya bagus dalam membaca, sehingga mudah memahami pertanyaan.		✓			
21	Saya membaca pertanyaan dengan seksama, jadi saya bisa menjawab dengan benar			✓		
22	Saya merasa mudah untuk memahami pertanyaan			✓		
23	karena saya tahu cukup banyak sinonim, saya mudah untuk menjawab			✓		

24	Saya tahu cukup banyak antonim, saya mudah untuk menjawab			✓		
25	Saya bagus dalam menangkap apa yang saya baca		✓			
26	Saya membaca teks dengan cermat sebelum menjawab pertanyaan			✓		
27	Saya bagus dalam tata bahasa, saya mendapatkan nilai bagus saat ujian.			✓		
28	Saya mengerti pertanyaannya dan saya mudah menentukan kata yang tepat untuk menjawabnya			✓		
29	Saya tahu bagaimana menerapkan aturan tata bahasa selama ujian			✓		
30	Karena kosa kata yang mudah, saya bisa mendapatkan informasi			✓		
31	Karena kata-kata yang mudah diketahui saya tidak ragu untuk menjawab pertanyaan tersebut			✓		
32	Saya mencermati kosa kata sebelum menjawab pertanyaan			✓		
33	Saya suka mendengar siaran berita bahasa Inggris			✓		
34	Saya suka mendengar musik berbahasa Inggris		✓			
35	Saya suka menonton film berbahasa Inggris tanpa membaca <i>running text</i>		✓			
36	Saya suka baca buku berbahasa Inggris tentang alam			✓		
37	Saya suka menebak arti kosa kata		✓			
38	Saya suka menganalisa urutan kalimat			✓		
39	Saya suka membuat kalimat dengan kosa kata baru			✓		
40	Saya suka mengikuti polakalimat yang ada dalam membuat kalimat			✓		

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Eka Nur Kamilah, 2015

Pengaruh keterampilan mengajar guru terhadap hasil belajar siswa pada mata pelajaran Akuntansi

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RESEARCH SCHEDULE

No	Day/Date	Research Activity
1	April 18 th 2017	Writing Proposal
2	November 29 th 2017	Seminar Proposal
3	December 25 th 2017	Collected Data
4	April 01 st 2018	Analyzed Data
5	June 05 th 2018	Analysis Data (Continue)
6	June 2018-August 2018	Writing Thesis



CURRICULUM VITAE

1. Name : Siti Fatimah
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9. EDUCATION BACKGROUD
 - a. SDN 1 HARAPAN JAYA : Graduated 2007
 - b. SMP NEGERI 5 MANTANGAI : Graduated 2010
 - c. SMA NEGERI 1 MANTANGAI : Graduated 2013
 - d. IAIN PALANGKA RAYA : Graduated 2019
10. Organization Experience
 - a. OSIS
 - b. Scout Activities



Palangka Raya, October 10th 2019
The Writer,

Siti Fatimah