
**DO COLLEGE STUDENTS STILL NEED THE TOEFL TEST AS ONE OF
GRADUATION REQUIREMENTS?**

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Abstract

For the last five years of conducting TOEFL as a graduation requirement, IAI Al Muhammad Cepu only focused on how to succeed in the test. Meanwhile, the students' perception of the TOEFL test tends to be ignored. Based on the phenomenon explained above, the writer intended to gain the pros and cons of students' perception on the TOEFL test as one of the graduation requirements, also whether the TOEFL preparation class is needed or not. This study became essential to be conducted since the findings will be beneficial for many universities considering the regulation for conducting TOEFL Test as one of the graduation requirements. The writer used a qualitative method in which questionnaire and interview as the instruments. From 68 participants who filled out the questionnaire and 12 participants involved in the interview; the findings showed that nearly all participants had pros perception on TOEFL as a graduation requirement. Most of the participants considered TOEFL motivated them to learn English better. Besides, few students had cons perception on the TOEFL test. The students encountered some challenges including little knowledge of the material, grammar mastery, and technical errors during the test. Moreover, the finding revealed that most students perceive that an intensive preparation class is strongly needed.

Keywords: Perception, TOEFL Test, Graduation Requirement

INTRODUCTION

Test of English as a Foreign Language (TOEFL) is nowadays held in many universities in Indonesia including as a graduation requirement. The TOEFL test serves a dual purpose, functioning not only as an instrument for assessing students' English proficiency but also as an essential graduation prerequisite. Ananda (2016) posits that the results of the TOEFL test stand as a pivotal criterion for both admission and graduation at Indonesia's renowned universities.

Warfield (2013) argued that TOEFL is sometimes used as an indicator of students' academic success and how well their performance is, during their study in the university. As the purpose of language is to communicate, for non-native speakers, the TOEFL test is used to measure their ability to communicate in English, especially in academic setting. The TOEFL test is considered accurate to find out how well the nonnative students use their English language skills in their college environment or in the classroom (ETS, 2016).

The TOEFL test is introduced by the National Council on the Testing English as a Foreign Language in 1963. Test of English as a Foreign Language (TOEFL) is a test that is already internationally recognized. TOEFL test has three types of tests. They are The Paper-Based Test (PBT), The Computer-Based Test (CBT), and The Internet-Based Test (IBT).

Muhammad (2019) the Paper-Based-Test (PBT) is a pencil-paper-used test. This type of TOEFL test is the first type and is still considered a traditional examination. Lots of Colleges or other institutions use PBT TOEFL test to test their students. Therefore, the score is not internationally valid. The score is only admitted or accepted in the colleges or institutions where the examinees took the test. Most of the PBT TOEFL test-takers are the students who are going to take their thesis final examinations.

Do College Students Still Need the TOEFL Test...

In Indonesia, the TOEFL test is originally conducted by the English Language System (ELS), a specific institution for TOEFL test, known as Institutional TOEFL. Universities in Indonesia may also employ a test similar with TOEFL or we call it as TOEFL like or a TOEFL equivalent test, or also TOEFL prediction. These TOEFL like tests such can be administered by the centre of language studies or by the language laboratory within the university. This TOEFL like tests are usually administered by the university and are used for internal usage to examine the students' English proficiency (Mahmud, 2014).

From the definition above, the writer summarizes that TOEFL is a test used to measure non-native speakers' ability (listening, reading, writing, speaking) to communicate in English. This TOEFL Test is administered and held by official institution which also provide a legal certificate for the test takers. Providing legal TOEFL certificate gives some benefits for the graduate students. Murray (2016) the students who possess good English proficiency would get a better opportunity in job hunting, promotion, get higher salaries, and school admission. In addition, Botswana Examinations Council (2013) in Silvia (2022) It is a fact that having a certificate of TOEFL test had been a necessity in this era. The score on that certificate indicates the quality of students' performance in performing English since it is to test English development.

Ananda (2016) posits that the results of the TOEFL test stand as a pivotal criterion for both admission and graduation at Indonesia's renowned universities. Bhakti and Marwanto (2014) stated that another importance of TOEFL is that TOEFL can be used as odne of the requirements of job admission in the government institutions as well as in the government and private companies. It also can be used as one of school admission as well as the graduation requirements. In IAI Al

Muhammad Cepu, TOEFL is also used as a requirement must be full filled before the students submit their final project proposal.

Many other colleges and universities in Indonesia also already hold and use the TOEFL test as a graduation requirement. For example, in Syarif Hidayatullah State Islamic University, TOEFL is used as one of requirements for graduation. The university has set a minimum score for undergraduate-level of English Department as 500. Meanwhile, for non-English major the minimum score is 450. Others, at University of Airlangga and State University of Surabaya (Prima, 2016; Musahadah, 2015) also make a decision for students who are going to do final project examination, have to pass in 425 (S1) and 375 (D3) TOEFL score. From this information, it can be concluded that the TOEFL test has been held all over the universities in Indonesia including IAI Al Muhammad Cepu as a graduation requirement. In IAI Al Muhammad Cepu itself, TOEFL test is taken by the students before conducting their final projects. The students are remained to take it at their 5th semester. The passing grade score set by IAI Al Muhammad Cepu is > 350.

Meanwhile, despite its benefits of holding a legal TOEFL certificate, some students at some colleges and universities still found many difficulties and unable to pass the minimum score set by the institution. Mahmud (2014) explained the reasons why some of the students are not success in TOEFL test as they did not pass the test, such as had no necessary skills in English, lack of TOEFL practice, lack of motivation for studying English, etc.

From the latest five years conducting TOEFL Test as a graduation requirement, IAI Al Muhammad Cepu only focused on how to implement that program and deal with providing certificates. Meanwhile, the students' responses and opinions on that program more tend to be ignored. On the other hand, the writer is sure that this regulation has built pros and cons toward the students'

Do College Students Still Need the TOEFL Test...

perception. This thought is supported by the fact that none of the departments in IAI Al Muhammad Cepu is majoring in English and many of the students still failed to complete the series questions in TOEFL and get a passing grade score > 350.

Based on the phenomenon explained above, and in an attempt to get a deeper understanding of the issue between the regulation and the real process of TOEFL Test in IAI Al Muhammad Cepu, a case study is conducted by the writer. This study focuses on the students' perception on TOEFL Test as a graduation requirement. As stated here, perception deals with psychology study, which relates to the study of behaviour and mental processes. All human beings are given five senses such as eyes as a sense of sight, nose as a sense of smell, ears as sense of hearing, skin as sense of touch, and tongue as sense of tasting. Those five senses, according to Belch (2004) in Kacung (2019), provide impressions of the world, which psychologists call perception.

To give better understanding of perception, some experts gave the definition for the term 'perception'. Schacter, et al (2009) in Kacung (2019) defined perception as the organization, identification, and interpretation of a sensation in order to form a mental representation. In other sides, Kasschau (2003) said that perception is the organization and interpretation of information from the senses into meaningful experiences. In addition, Wittig (2001) explained that perception is the interpretation of the information received. Based on all the definition above, the writer concluded that 'perception' is the human thought and belief of certain received information which influence his/her life experience.

Furthermore, related to the title of this study, the writer gains the pros and cons towards students' thoughts and believes in taking TOEFL test as a graduation requirement. This study deals with personal opinions and perspectives about the regulations, and their impact on students. In detail, the aims of this study are to

describe and explain clearly the pros and cons reveal toward the student's perception, their positive and negative opinions, their difficulties during the test, and their perception whether an intensive preparation class is needed or not. The findings of this study brought many benefits for the Language Centre of IAI Al Muhammad Cepu. First, the students' pros and cons perception about TOEFL Test will give analytical consideration for the decision makers. Second, the students' perception on conducting a preparation class will become a big deal for the institution, so that all the students will be success doing the TOEFL Test with high score for the following years.

There are some studies related to this topic. First, Yanto (2019) focused on the students' readiness to face the TOEFL Test. Based on the result of the research, TOEFL test had a good impact for medical students toward their achievement to get Bachelor degree. By using TOEFL test, this test makes them to study hard, so that they would be passed from the test. Indirectly, Medical students learnt to know and understand about English. The finding also showed that there were many ways that could medical students do to beat TOEFL test such as reading a book, joined in a course, or might be learning with friends as participants reported.

Second, Ale (2019) also conducted a survey study investigated what challenges and gains the students get from taking the test. Forty students from different major and status (graduated and not graduated yet) were chosen as the participants. The research findings showed that nearly all participants supported the policy of TOEFL as a graduation requirement. It indicated that most of the participants considered TOEFL as an essential requirement for graduation as this policy allowed them to enhance their English proficiency and motivate them to learn English. Furthermore, from the findings, it can also be seen that the challenges and gains encountered by the students are varied.

Do College Students Still Need the TOEFL Test...

The next previous study, Kacung (2019) intended to examine student perceptions on the implementation of the mandatory TOEFL test as a graduation requirement at university. Four topics were raised in this study, namely a) Perspective on test requirements, b) test preparation, c) attitude during the test, and d) expectation of test results. This study found that students agreed with the implementation of the mandatory TOEFL test as a graduation requirement. However, students varied in the cutting line scores. Some expected lower and some even higher. Generally, students had not given their best preparation for the test. Regardless their understanding on the importance of the test, many only prepared few days before the test day. While trying to perform optimally during the test, students could not escape from boredom and distraction during the test. Despite, they expected the best for the graduation requirements.

From all the related previous studies above, this study brings both the same and different point of view. The same point is that the writer focused on the students' perception (pros and cons perception) where TOEFL Test becomes one of graduation requirement. On the other hand, this study also differs from those previous studies since this topic also gain the students' perception about the demand of conducting intensive preparation class before the TOEFL Test. The second finding is needed for the institution reflection to commit the regulation for future practice.

RESEARCH METHOD

This study is a case study, a case study is considered as an appropriate method for this research. According to Ary et al (2010), case study is a kind of ethnographic research study that concerns on a single unit, such as one individual, one group, one organization, or one program. In addition, they also explained that

the goal of this method is to get a detailed description and to understand the entity (the "case"). Besides, Young in Singh (2006) explained that case study is an exploration and analyse of the life of a social unit. It can be a person, a family, an institution, culture group, or even an entire community. Those statements are in line with the writers' focus, to get detail description on how positive (pro) and negative (cons) perception towards the third-year students' perception when they are ruled to take TOEFL test before proposing their final project.

The result and findings in this study was presented in qualitative from with questionnaire and interview used by the writers to gain the data. McLaughlin, Robert & Eric (2012) define qualitative research as an approach that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon.

There were sixty-eight participants form six departments at IAI Al Muhammad Cepu who filled the questionnaire which was distributed in the form of Google-Form in WA group. The questionnaire was developed to obtain information about the pros and cons towards the students' perception of TOEFL as a graduation requirement. The items of the questionnaires were divided into several categories in order to know whether the participants have a positive (pros) or a negative (cons) perception towards TOEFL as a graduation requirement. The questionnaire employed 4-point Likert scale (1=strongly disagree, 2= disagree, 3= agree, and 4= strongly agree). The questionnaire consisted of seven questions which inquiring the pros and cons towards students' perception on taking TOEFL test. The questions addressed to know the students' personal thought about the benefit of TORFL test, the benefit of holding TOEFL certificate for applying jobs, the process during the test, their difficulties, the students' TOEFL score, and their perception whether TOEFL preparation class should be held or not before the test. The

Do College Students Still Need the TOEFL Test...

questionnaire was distributed by the writer right after the students took the TOEFL Test (the third semester).

Besides, there were also twelve participants (representative from six departments) who did the interview section. The interview was held by the writes in order to get more detail information and confirmation and to avoid misleading answers from the questionnaire. The interview was carried out face to face in the form of open-ended questions. The questions delivered in interview section were the same with the questions stated in the questionnaire. In the end of the interview section, the participants were asked to add their comments and suggestions or recommendation for the better TOEFL test in the next years. This interview section was carried out a week after the questionnaire section.

After distributing and conduction two instruments mentioned above, the data already gathered from then was analysed by using interactive model. As stated by Miles and Huberman (1994) in Haris (2019), interactive model consists of data collection, data display, data reduction, and conclusion.

RESULTS AND DISCUSSION

The results and discussion of this study are divided into three main parts. The first, it will explain and describe the student's pros or positive perception on TOEFL test as one of graduation requirements. Secondly. It will be about the students' cons or negative perception on TOEFL test as one of graduation requirements. At last, it will talk about the students' perception about conducting an intensive preparation class before the TOEFL test.

Students' Pros Perception on TOEFL as one of Graduation Requirement

Based on the questionnaire result and the interview section responses, the data showed that most of the students stated their pros (positive) perception on

TOEFL Test as one of the graduation requirements. The findings from both instruments confirmed that most of the students supported and agreed with TOEFL Test as one of the graduation requirements in IAI Al Muhammad Cepu. Those pros (positive) perceptions towards TOEFL test could be seen clearly at seven charts from the questionnaire response and also from the interview section transcripts below:

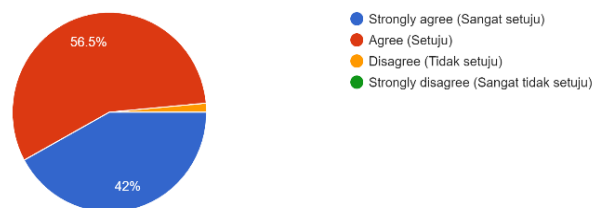
TOEFL Test motivated the students to learn English better

From 68 participants, 42% students strongly agreed and other 56.6% agreed that TOEFL Test motivated them to learn English better. The clear data could be seen by this following chart:

Chart 1.

TOEFL Test Motivates the Students to Learn English Better

1. TOEFL Test as a graduation requirement motivates me to learn English better Tes TOEFL sebagai syarat kelulusan memotivasi saya untuk belajar Bahasa Inggris lebih baik
69 responses



Moreover, in interview section also showed that some students were active before taking the TOEFL Test. At the interview section the students explained that they tried hard to find the sample of TOEFL Test trough online and offline by visiting the library. This positive perception could be inferred by the writer that the students learned some material about TOEFL Test before the due date. Here are some answers from the interview section:

"I together with my friends visit the library very often. Not only that, we also trained ourselves by downloading a free application in play store. There, we can practice

Do College Students Still Need the TOEFL Test...

many TOEFL tests in our free time. The result can be seen directly after finish doing the test.” (representative student from Islamic Education department).

Another response in interview section recorded also supported this matter. *“We learned the material from our English book and hand-out we got at the last semester. We review the materials. We do the exercises. We practice a lot.”* (representative student from Islamic Laws department).

“I bought a TOEFL guideline book in market place. With this book, I can do many practices before the test. As a result, I got high score.” (representative student from Islamic Childre Education department).

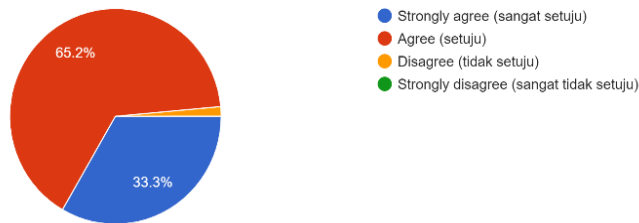
From the elaboration in point A above, it meant that most of the students agreed and supported that TOEFL test motivated them to learn English better, and made them work hard to prepare the test as well as possible. In other word, the students in IAI Al Muhammad Cepu had pros perception on this sentence, ‘TOEFL test motivates the students to learn English better’.

TOEFL Certificate is Beneficial for the Students to Apply Jobs

Based on the questionnaire result, 65.2% students agreed and 33.3% students strongly agreed that TOEFL certificate is beneficial for theme. This data represented that the students from 6 departments at IAI Al Muhammad Cepu believed that the TOEFL certificate would prove them when they already graduated and ready to find a job. The data can be seen in chart below:

Chart 2.
TOEFL Certificate is Beneficial

2. TOEFL Certificate is beneficial for me especially for applying a job Serifikat TOEFL memberi kebermanfaatan untuk saya dalam mencari pekerjaan
69 responses



The students believed that TOEFL certificate would give an identity if they were competence enough in English skills. Having a legal TOEFL certificate gives some benefits for the graduate students, as stated by Murray (2016) the students who possess good English proficiency would get a better opportunity in job hunting, promotion, get higher salaries, and school admission.

The data in questionnaire result was also supported by the following answers in interview section. The students delivered their positive opinion, that TOEFL certificate would help them to give better opportunities to find a job.

“I am myself confident that my score written in my TOEFL certificate will help me to find a job. Moreover, my score is categorised ‘high’. I am sure”. (representative student from Islamic Educational Management department).

“Having TOEFL certificate will prove me if I am good in English skill. We know that we have to attach some competence certificates in applying a job, so, I must thank to IAI Al Muhammad already provide the students with TOEFL certificate and other certificates.” (a representative student from Syariah Banking department).

“It is as a proof that someone is really competence in English. The management or HRD where we apply will look at the score. So, it is a must for us to prepare well the TOEFL Test”. (a representative student from Children Education department).

“I am planning to continue to my master degree program. One of the requiremenst I need is TOEFL certificate, so this certificate from IAI Al Muhammad Cepu will be useful for me to. (representative student from the Islamic Educational Management department).

From the discussion in point B here, the writer inferred that most of the students in IAI Al Muhammad Cepu had pros or positive perception on this matter, ‘TOEFL certificate is beneficial for them’. Especially for the graduate students, it would give more chance to apply some jobs and apply some scholarship program or master degree program.

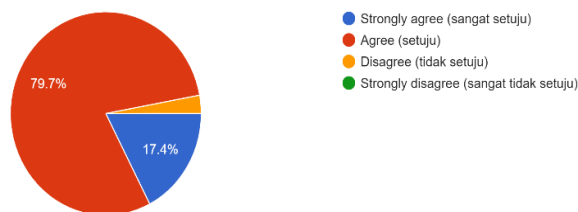
TOEFL Test is Linked with the Material Taught During English Class

The chart below is based on the questionnaire result. It could be seen that 79.7% students agreed and 17.4% students strongly agreed that the material tested in the TOEFL test was linked in their English subject.

Cart 3.

TOEFL Test is Linked with English Material

3. The questions at TOEFL Test are based on the material taught during English subject
Pertanyaan dalam Test TOEFL yang muncul berkaitan dengan m...ang diajarkan selama perkuliahan bahasa Inggris
69 responses



This data was also found in the interview section done by the writer. Many students from 12 representatives stated their perception that the TOEFL test were

Do College Students Still Need the TOEFL Test...

already taught and explained by the English lecturers during their English class. Here are some students' perception when the writer asked the question 'are the questions in the TOEFL test linked with the material you got in English class?':

"Alhamdulillah, most of the material already got from our English class. I could do the test." (representative student from Islamic Management department)

"Some materials were the same with the material I got in my English class. Ehmm.. but not all, I think." (representative student from Islamic Education department)

"Yaa, the questions tested in the TOEFL test were easy enough for me. Others were difficult. I reviewed some materials from my English lecturer before the test. It was really helpful." (representative student from Islamic Children Education department)

"There were some familiar questions, but not all. I still kept my English book, so I took a look it before joining the TOEFL test". (representative student from Islamic Laws department).

"I think I already did the questions in my English subject in the previous semester. I am familiar with some questions tested in the TIEFL test." (another representative student from Islamic Laws department).

"I still remember some material tested yesterday, but If I am not mistaken some others are not familiar for me. Because of that, I could answer some questions." (representative student from the Islamic Education department).

From the data in point C, the writer believed that many of the students in IAI Al Muhammad Cepu had pros perception on the statement that, 'questions in the TOEFL test are linked with the material you got in English class'.

The Students Could Achieve High Score

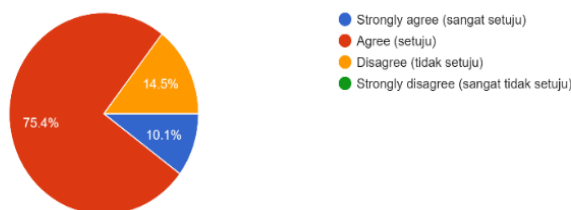
Chart 4 had a correlation with the chart C (the TOEFL test is linked with the material already given on English subject). by observing the chart 4, the data

Do College Students Still Need the TOEFL Test...

showed that 75.4% students agreed, and 10.1% students strongly agreed that the difficulties in the TOEFL test was affordable for the them. The percentage showed that almost all the students from 6 department at IAI Al Muhammad Cepu were success in the TOEFL test. In other word, most of them got higher score than the passing grade score (350).

Chart 4.
The Students Could Achieve High Score

4. It was easy doing the test and getting high score Saya dapat dengan mudah mengerjakan test tersebut dan mendapatkan skor yang tinggi
69 responses



This data was also in line with the data from the interview section result. Below are some answers delivered by the representative students from 6 departments in the interview section related to the case 'the TOEFL test is affordable and most of the students get high score':

"The test is quite easy. I got score 450. It is more than the passing grade score 350." (representative student from Islamic Elementary School Education department).

"I could answer the questions for about 70%, and others I still find the difficulties. So far as I know, almost all my friends from Islamic Elementary School Education department succeed the test and got high score" (another representative student from Islamic Elementary School Education department).

"Some questions are easy, but few of them are difficult enough, so I have to take a look them again just to make sure that my answers are correct. Thanks God I got high

score as I expected". (representative student from Islamic Children Education department).

The data and proof in point D above interpreted that many students at IAI Al Muhammad Cepu had pros or positive perception on the statement; 'the TOEFL test is affordable for the students and many of them got high score'.

As a result, the findings and discussion from point A to D above already proved the writer that most of the students at IAI Al Muhammad Cepu had pros (positive) perception on TOEFL test. Moreover, point A to D were already clear showing that the students from 6 different departments at IAI Al Muhammad Cepu supported the regulation in which TOEFL test is chosen as one of the graduation requirements with its some benefits.

Students' Cons Perception on TOEFL as one of Graduation Requirement

Based on the questionnaire result and the interview section responses, the data showed that still found few students at IAI Al Muhammad Cepu had cons or negative perception on TOEFL test as one of the graduation requirements. The findings from both instruments (questionnaire and interview) interpreted that few students still found some difficulties and threads on the TOEFL Test. The students' cons or negative perceptions on TOEFL test could be seen clearly at two charts from the questionnaire response and also from the interview section transcripts below:

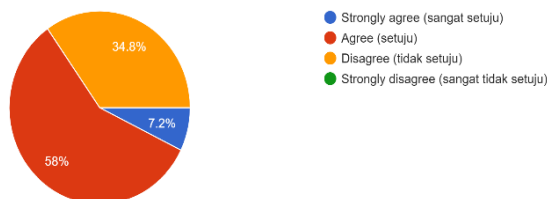
Students Found Many Difficulties During the Test

Below is the chart showing that 58% students agreed and 7.2% students strongly agreed that they still got many difficulties doing the TOEFL test. The students from 6 departments at IAI Al Muhammad Cepu stated that they had difficulties from some points.

Chart 5.

Students Found Many Difficulties During the Test

5. I got many difficulties for answering the questions in TOEFL Test Saya mendapati banyak kesulitan dalam menjawab soal dalam tes TOEFL
69 responses



This finding was also supported by some negative statements delivered during the interview section. Here are some statements according to the interview participants:

“Yes, as I mentioned before. Some questions seemed easy, and others were no familiar yet. I think it happened because some materials were already known, and some others were not taught yet.” (representative student of Islamic Education department).

“In my opinion, Language Unit at IAI Al Muhammad Cepu should have introduced the materials tested before the TOEFL test, so that it would help all the students succeed in the test.” (representative student from Islamic Management Education department).

“I myself got some difficulties to answer some questions. Especially some questions related to the grammar material. I think many students also got the same threads. We already forgot about some grammar materials.” (representative students from Syariah Banking department).

“The listening section was quite easy, but the grammar section was difficult enough.” (representative students from the Islamic Laws department).

“Listening was easy, grammar and reading section were difficult for me. Lucky me I still remember some grammar materials.” (representative students from Syariah Banking department).

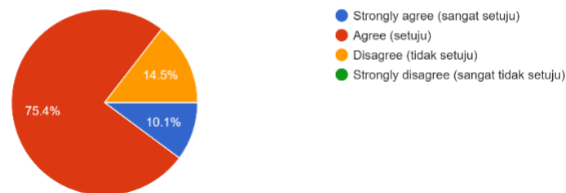
The elaboration in point A makes the writer believed that few students at IAI Al Muhammad Cepu still had cons perception on TOEFL test as one of graduation requirements. It was proved by few students declared that there were found some difficult questions on the TOEFL test.

Few Students Could Not Achieve High Score

Chart 6 is proof that 14.5% students could not achieve a passing grade score > 350. This finding was also supported by some con’s perceptions and comments in the interview section below:

Chart 6.
Few Students Could Not Achieve High Score

4. It was easy doing the test and getting high score Saya dapat dengan mudah mengerjakan test tersebut dan mendapatkan skor yang tinggi
69 responses



“My target score is more than 450, in fact I got only 400. It was because I did not answer several questions”. (Representative student of Islamic Management department).

“My score was not really high. I only got 380. I got some difficulties during the test, for example the audio played in the listening section was not clear enough for me. I missed some moment”. (representative student of Elementary School Education department).

Do College Students Still Need the TOEFL Test...

“Some of my friends and I from Syariah Banking department got difficulties to achieve the target score 350. First, we got difficulties to understand the long texts in reading section. Some dictions were not familiar for us. Besides, in grammar and listening section were clear enough.” (representative student of Syariah Banking department).

“I was not satisfied enough with my score. It should have been better that 420. When did the test, my computer was suddenly off. I turned into another device (smart phone). Fortunately, I still had enough time to finish my TOEFL test.” (representative student of Elementary School Education department).

The elaboration in point B ensured the writer that few students from 6 departments at IAI Al Muhammad Cepu were not success yet in doing the TOEFL test. It meant few students were not able to achieve their target score yet. In other words, their TOEFL score was lower that the score they had expected.

As a result, the findings in chart 5 and 6, and the discussion in point A and B above already proved the writer that few students at IAI Al Muhammad Cepu had cons (negative) perception on TOEFL test. Here, the data was already clear showing that few students from 6 different departments at IAI Al Muhammad Cepu were not success yet following the regulation in which TOEFL test is chosen as one of the graduation requirements. The improvement should be considered by the institution, so that this regulation on TOEFL test program will be better for the following years.

Students’ Perception on Conducting a Preparation Class before TOEFL Test is Held

Not only showing the data about pros and cons towards students’ perception on TOEFL, the questionnaire result and the interview section responses interpreted that most of the students at IAI Al Muhammad Cepu had a big hope to

have an intensive preparation class before the TOEFL class is held. Below is the chart 7 showing that 59.4% students agreed and 36.2% students strongly agreed if the language centre at IAI Al Muhammad Cepu conducted an intensive preparation class before the TOEFL test. Moreover, chart 8 also found that 63.8% students agreed and 33.3% students strongly agreed that it was a need to review the materials tested in TOEFL class.

Chart 7.
Students' Perception to Hold an Intensive Preparation Class

6. It is a need to hold an intensive preparation class before taking TOEFL Test Perlu diadakan kelas persiapan secara intensif sebelum TOEFL Tes dilaksanakan
 69 responses

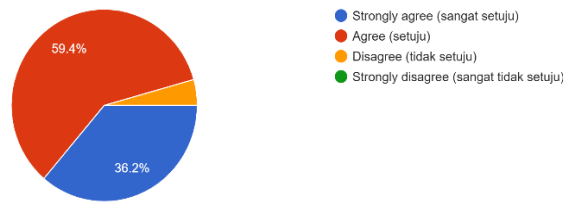
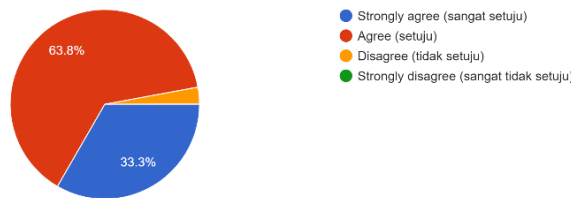


Chart 8.
Students' Perception on Reviewing the Materials

7. It is a need to review the material in preparation class before taking TOEFL Test Perlu dilakukan review materi dalam kelas latihan sebelum TOEFL Tes dilaksanakan
 69 responses



Those two charts above synchronised with the interview section. Here are some students' responses in the interview section related to reviewing materials before the TOEFL test:

“The language centre at IAI Al Muhammad Cepu should have given explanation and training to the students about the materials would be tested in the test. It would be much helpful for us”. (representative student from Islamic Management Education department). “The English lecturers should have helped us to prepare the materials. In fact, only some of the materials were already given in the previous semester”. (representative student from the Islamic Laws department).

“Next year program, the preparation class must be held. It will train the students with the questions very well’. (representative student from Islamic Education department).

“I myself already reviewed some English materials, but only few of them was tested in the test. As a result, I got my score 400”. (representative students from Elementary School Students Education department).

From this supporting data and chart 7 and 8, the writer inferred that most of students at IAI Al Muhammad Cepu perceived that it is a need to hold an intensive preparation class and to review the materials before doing the TOEFL test. The students explained that by conducting an intensive preparation class and reviewing the materials will help the students succeed the test and accomplished the passing grade score.

CONCLUSION

Based on the questionnaire and interview section which have been conducted by the writer, it can be concluded that most of the students at IAI Al Muhammad Cepu had pros (positive) perception on TOEFL test as one of graduation requirement. Nearly all participants from 6 different departments at IAI Al Muhammad Cepu support the policy and think that TOEFL gives many benefits to them, especially for finding a job.

However, there was still few students from 6 different departments at IAI Al Muhammad Cepu had cons (negative) perception on TOEFL test as one of the graduation requirements. It was found that few students still faced difficulties and challenges in taking the test. Challenges that the participants encountered related to preparation and technical. The difficulties related to the preparation included little knowledge of the material and topic being tested, the vocabulary and grammar mastery. The technical errors included poor connection during the test and trouble with devices.

Besides the pros and cons towards students' perception on the TOEFL test as one of the graduation requirements, this study also found that most of the students perceive that having training or intensive preparation classes before the test is strongly needed. It will help the students to prepare for the test better and as a result, the students will succeed in the TOEFL test with score.

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Vol. 1 No. 2, (2024)

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Page 131-155

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