

AN ANALYSIS OF THE VOCATIONAL HIGH SCHOOL  
STUDENTS' PROBLEMS IN ANSWERING TOEIC READING  
AND LISTENING TEST  
(*A Descriptive Qualitative Research at SMKN 3 Seluma in Academic  
Year 2020/2021*)

THESIS

Submitted as A Partial Requirements for Degree of S. Pd (Sarjana Pendidikan)  
in English Language Education



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Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention

Wassalamu'alaikum Wr.Wb

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**RATIFICATION**

This is certify the *Sarjana* thesis entitled "**AN ANALYSIS OF THE VOCATIONAL HIGH SCHOOL STUDENTS' PROBLEMS IN ANSWERING**

**TOEIC READING AND LISTENING TEST (A Descriptive Qualitative**

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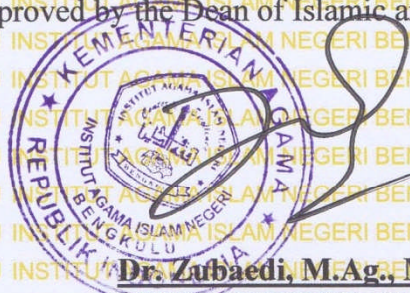
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**MOTTO**

"If you don't go after what you want, you'll never have it. And if you don't ask, the answer is always no. Also if you don't step forward, you're always in the same place." - Nora Roberts





## DEDICATION

I dedicate this thesis to:

Allah SWT is all good, most merciful and most gracious who always gives me health, strength, patience and sincerity in completing this thesis.

My parents who always provide support and prayers.

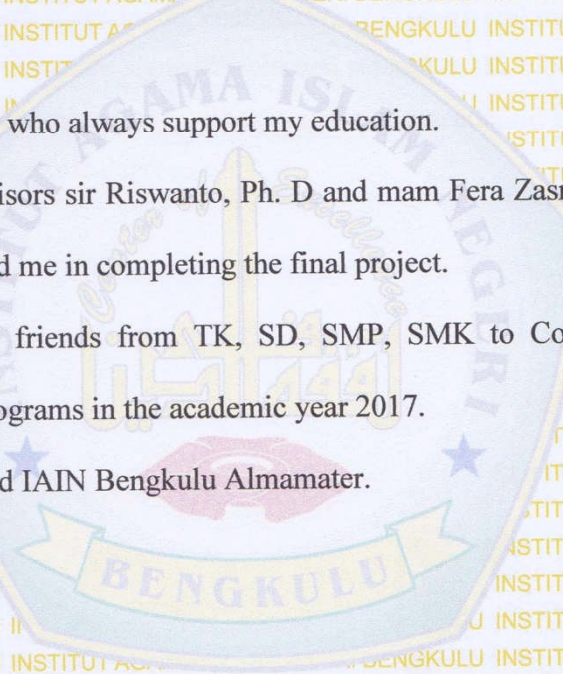
My father (ALM) who is currently happy in heaven "Dad, I have become a highly educated woman and I know my success is also a blessing from you"

My Family who always support my education.

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## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “ An Analysis of the Vocational High School Students' Problems in Answering TOEIC Reading and Listening Test ( A Descriptive Qualitative research at SMKN 3 Seluma in academic Year 2020/202)” is my real masterpiece. the things out of my masterpiece in this thesis are signed by citation refered in the bibliography. if later proven that my thesis has discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praise be to allah swt, the single power, the lord of The universe, master of the day of judgment, god all mighty, for all blessings and Mercies so that the researcher able to finish this thesis proposal entitled: *An Analysis the Vocational high school Students' Problem in Answering TOEIC Reading and Listening Test (A Study at SMKN 3 Seluma in Academic Year 2020/2021)*". Peace is upon prophet Muhammad saw, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis proposal would not be completed without the helps, supports, and suggestions from several sides. Thus, the Researcher would like to expresses her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis Proposal. This goes to:

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Finally, the researcher realized that this thesis was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, 2021

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## ABSTRACT

April Liya Wulan Dari. NIM 1711230120. 2021. An Analysis Of The Vocational High School Students' Problems in Answering TOEIC Reading and Listening Test (*A Descriptive Qualitative Research at SMKN 3 Seluma In Academic Year 2020/2021*).

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TOEIC is a test of English for communication skills developed by The Educational Testing Service (ETS). Currently, the Ministry of Education and Culture, through the Directorate of Vocational High Schools (DSMK), has opened opportunities for SMK throughout Indonesia to obtain international certification assistance through the SMK English Challenge 2020 program or facilitation of English language proficiency certification exams with TOEIC. The Aims of this study was to investigate the problems and provide solutions for the English teachers to overcome the students' problems in answering TOEIC reading and listening test. To analyze these problems, this study used descriptive qualitative approach and interview as a data collecting technique. The results of this study indicate that there were two factors that become students' problems in answering TOEIC reading and listening test, namely internal and external factors. To overcome these problems the researcher was conclude that the solution is prepare everything needed to take the TOEIC test in the form of learning resources, teaching staff, learning facilities and the most important is the mentality of the students who will take the test.

Key Words: TOEIC, Reading and Listening Test



## ABSTRAK

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TOEIC adalah tes bahasa Inggris untuk keterampilan komunikasi yang dikembangkan oleh The Educational Testing Service (ETS). Saat ini Kementerian Pendidikan dan Kebudayaan melalui Direktorat Sekolah Menengah Kejuruan (DSMK) telah membuka peluang bagi SMK di seluruh Indonesia untuk mendapatkan bantuan sertifikasi internasional melalui program SMK English Challenge 2020 atau fasilitasi ujian sertifikasi kecakapan bahasa Inggris dengan TOEIC. Tujuan dari penelitian ini adalah untuk menyelidiki masalah dan memberikan solusi bagi guru bahasa Inggris untuk mengatasi masalah siswa dalam menjawab tes membaca dan mendengarkan TOEIC. Untuk menganalisis permasalahan tersebut, penelitian ini menggunakan pendekatan kualitatif deskriptif dan wawancara sebagai teknik pengumpulan data. Hasil penelitian ini menunjukkan bahwa ada dua faktor yang menjadi kendala siswa dalam menjawab tes TOEIC reading dan listening, yaitu faktor internal dan faktor eksternal. Untuk mengatasi permasalahan tersebut peneliti menyimpulkan bahwa solusinya adalah mempersiapkan segala sesuatu yang diperlukan untuk mengikuti tes TOEIC berupa sumber belajar, tenaga pengajar, fasilitas pembelajaran dan yang terpenting adalah mental siswa yang akan mengikuti tes.

Kata Kunci : TOEIC, Reading and Listening Test



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## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

Foreign language is the basic skill that a person needs in the globalization era. As a basic skill that needs to be mastered a foreign language has received special attention from various academics, practitioners, entrepreneurs, and the government. According to UU No. 20 of 2003 (article 33) it is stated that foreign language can be used as the language of instruction in certain educational units to support students' foreign language skills. It means that the foreign language is important and compulsory to learn, there is even a constitution that strongly supports everyone, such as students, to learn and understand more about foreign languages, one of which is English.

English is one of the most widely used as international language in communicating between nations. This is in accordance with the role of English as a global language as stated by Crystal (2003, p. 3) that English plays a role as a global or world language because English is learned and is used as a means of communication in different countries either it is as a first language, second language, as well as a foreign language. The ability of English as an international language is one of the requirements that must be considered for someone who wants to find a job and continue his studies at home and abroad. These capabilities are measured and standardized internationally. Several international standard tests to measure English language proficiency are classified based on the objectives of the foreign country and the objectives of continuing to study or work abroad. These

standard tests include the TOEFL, TOEIC and IELTS. Each of these standardized tests is used for different countries and purposes. TOEFL is used for non-Americans who wish to pursue postgraduate studies in the USA. TOEIC focuses more on tests for communication and job search abroad and IELTS is used for further studies in the UK and Commonwealth. Basically, these tests examine basic skills materials, such as Grammar and Writing, Reading, Speaking, and Listening. The method of assessment also varies. Some tests use filling, multiple choice, essay or oral, depending on the type of material being tested.

Currently the Directorate of Technical Vocational Education has created a trial program to test the English communication skills of vocational High school students which is called a pilot project for the implementation of the Test of English for International Communication (TOEIC). Therefore, the government has created the English Challenge 2020 program to test the English language skills of vocational level students so that in addition to being able to train vocational skills, SMK graduates are also prepared to be able to communicate in English through the TOEIC.

TOEIC is one of the tests issued and developed by the educational testing service (ETS). It is a test to measure a person's ability in 4 language areas, namely speaking, writing, reading and listening, which are needed in the world of work with scores that have been mapped on CEFR. ETS on its official website states that The TOEIC test is an English-language proficiency test for people whose native language is not English. It measures the



everyday skills of people working in an international environment. The scores indicate how well people can communicate in English with others in business, commerce, and industry (ETS: 2008 Retrieved on November 29<sup>th</sup>, 2020). It means that TOEIC is an English test for all non-native English speakers. TOEIC is a measure of daily ability for people who work in an international work environment. The TOEIC score will show that a person is able to communicate with other people in the world of business, commerce and industry.

The TOEIC for vocational high school has been carried out since 2016 with the quota coverage for program recipients increasing from year to year. The government provides a quota of assistance of 75,000 TOEIC tests in 2020 with the hope that more vocational students in Indonesia will be certified internationally and will be able to benefit when they enter the world of work (SMK.Kemdikbud.go.id Retrieved on November 29<sup>th</sup>, 2020). In the midst of the Covid-19 pandemic, of course there will be challenges that must be faced when implementing the program so that the main focus is related to the quality of output of SMK graduates to be maintained and improved. Adjustments in various aspects of the implementation will be made during this program by utilizing the Computer Based Test (CBT) and Distance Learning technology which is currently being implemented by many educational institutions in Indonesia. The distribution of TOEIC International certification exam assistance for vocational students will go through the

selection stage to ensure vocational students who have English language excellence.

On the 2nd November, 2020 a preliminary research was conducted through an open interview to the teachers of SMKN 3 Seluma. The researcher did a preliminary research because SMKN 3 Seluma is the first school from Seluma regency in Bengkulu province to implement the TOEIC program. The teacher said on July 17th, 2020 she received a letter issued by the Directorate General of Vocational Education regarding Foreign Language Competency Improvement Examinations for Vocational School Students using TOEIC (Liza Mahalia Interview was conducted on November 2<sup>nd</sup>, 2020). It means that with the receipt of an official invitation from the directorate general of vocational education, the government truly believes in giving SMKN 3 Seluma the opportunity to become the first school from Seluma regency in Bengkulu province to implement TOEIC in 2020.

TOEIC in this school was done online by using CBT (UBK Standard). In the Interview, an English teacher as well as the TOEIC test coordinator also explained that there were two skills that were tested on the test namely reading and listening test. The students were required to take the viera selection before taking the TOEIC test, this selection was made by the school prior to taking the test, and it allowed the teacher and students to see the depth of their English language skills, particularly in reading and listening. The students that passed this selection had an ability level of intermediate or higher, and the questions used during the selection were standard questions



used in the TOEIC test. According to early research, 63 students from class XII representing a variety of majors participated in the viera selection. The selection process yielded 11 students who passed and were eligible to take the TOEIC test.

Based on the results of the preliminary study, the researchers found that the students' English abilities were very low prior to taking the TOEIC test where 97.25% or 52 students failed the selection. From this phenomenon, the researcher argues that there must be a cause or problem that occurred to the 52 students who did not pass when working on the problem and most likely the problem was also an obstacle for the 11 students who passed to take the TOEIC test while the questions tested only included two abilities, namely: reading and listening test. In fact, 11 students experienced this issue on Tuesday 20th November 2020, when they took the TOEIC test and the exam results revealed that no students scored higher than the intermediate level in terms of working proficiency in English.

Based on the description above, the researcher was interested in doing research related to the problem of students in answering TOEIC, particularly in reading and listening test. Therefore, the researcher wants to do research entitled *“An Analysis of the Vocational high school Students’ Problems in Answering TOEIC on Reading and Listening test, (a Descriptive Qualitative Research at SMKN 3 Seluma in Academic Year 2020/2021)”*

## B. Limitation of The Research

Based on the description above, the researcher limits the research only on the vocational high school students' problem in answering TOEIC on reading and listening test at SMKN 3 Seluma Students.

## C. Research Questions

The research questions of this research are:

1. What are the problems do vocational high school students' in answering TOEIC reading and listening test?
2. How do the English teachers overcome the students' problems in answering TOEIC reading and listening test?

## D. Research Objectives

The objectives of this research can be:

1. To investigate the vocational high school students' problem in answering TOEIC reading and listening test.
2. To provide the recommendations for the English teachers to overcome the students' problems in answering TOEIC reading and listening test.

## E. Significance of The Research

The following are the research's implications, as determined by the reason for its conduct:

- 1) First, the study was supposed to benefit students by emphasizing the necessity of being able to understand and communicate in English.



- 2) Second, this study is designed to provide a valuable solution and reference for students who are having difficulty solving TOEIC reading and listening assessments.
- 3) Finally, the researcher believed that this study would be valuable and may contribute to a clear conversation about how important it is to improve the capability of English Language Teaching and Learning for both teachers and students in order to improve the quality of English in vocational schools.

#### F. The Definition of Key Terms

In order to provide information linked to some key phrases, it is necessary to define specific terminology in this study. The following are the definitions:

1. *The Vocational High School Students' Problem* is a problem that affects SMK students and requires a solution.
2. *TOEIC (Test of English for International Communication)* is a standardized international test of English language competency for non-native speakers. It is specifically designed to assess the English skills of persons who work in an international setting on a daily basis.
3. *Reading and Listening Test on TOEIC* determines whether someone studying English as a foreign language can communicate effectively and proficiently in English by measuring beginner to advanced English listening and reading comprehension skills.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Definition of Language Test

A test is a way of determining a person's aptitude, knowledge, or performance in a certain topic. A procedure begins with a test. It is a device that consists of a series of techniques, products, or materials that must be performed by the test taker. Brown stipulates that a test must be explicit and structured in order to be considered a test (2006, p.3).

In a general sense, a test is something that reveals one's competence-incompetence, ability-inability, and one's position on a scale of variables such as fail, pass, average, satisfactory, good, and exceptional. The amount to which a test can provide scores that accurately reflect a candidate's aptitude in a certain area, such as reading, writing a critical essay, vocabulary knowledge, or spoken contact with peers, is an issue for language testers (Weir 2005). Language testing, like all other educational exams, is a complicated social phenomenon (Fulcher 2010). However, it is an important component of education that has an impact on people's life in society, such as promotion, job, citizenship, immigration, or asylum, all of which are contingent on passing a language test. Another important aspect of language testing in schools is that it determines what should be taught (McNamara & Roever 2006). So far, it appears that language tests play a significant part in the lives of many people (McNamara 2000). Many



people have emphasized the validity and reliability of language testing; for example, Fulcher and Davidson (2007) claimed that every book and article on language testing addresses test validity to some degree, which is the core concept of testing and assessment. As a result, several concepts are shown to be involved in language testing and evaluation, making it a promising field for educational research.

According to Alderson (1997) and others have argued that “Testers have long been concerned with matters of fairness and that striving for fairness is an aspect of ethical behavior, others have separated the issue of ethics from validity, as an essential part of the professionalizing of language testing as a discipline”.

In summary, a test is a component of assessment, therefore assessment is broader than the test itself, whereas the term assessment may be regarded as a component of the teaching and learning process, and both have the same goal: to identify and evaluate students' strengths and weaknesses. As a result, teachers should employ both testing and evaluation to evaluate pupils during the teaching and learning process.

## 2. The Reason For Testing

There are many reasons for testing which authors of different methodological books present and they divide them according to various criteria. Heaton (1990, p.9) divides teacher's reasons for testing into several categories:

- 1) Finding out about progress
  - 2) Encouraging students
  - 3) Finding out about learning difficulties
  - 4) Placing students
  - 5) Finding about proficiency
3. The Principle of Test

To be helpful and valuable, each test must meet certain criteria. There are a few things to consider when conducting a test:

1. Validity

Hughes (1989, p. 23) states that a test is valid if it accurately measures what it is supposed to measure. Hughes (1989, p. 23) highlights the following aspects of validity:

1) Content Validity

If the content of a test represents a representative sample of the language skills, structure, and so on with which it is purported to be concerned, it is said to have content validity. It is self-evident that a vocabulary examination, for example, must include items that assess knowledge or control vocabulary.

2) Criterion-related Validity

If a test's results can be used to compare them to those provided by an independent and highly dependent assessment of the candidate's ability, it is said to have criterion-related validity.

*Concurrent validity and predictive validity* are the two types of

criterion-related validity. When the test and the criterion are given at roughly the same time, concurrent validity is established. Predictive validity refers to the ability of a test to predict a candidate's future performance.

### 3) Construct Validity

If it can be proven that a test, portion of a test, or a testing technique measures exactly the ability that it is designed to evaluate, it is said to have construct validity. Any underlying ability (or feature) that is proposed in a theory of linguistic ability is referred to as a construct.

### 4) Face Validity

If a test appears to measure what it claims to measure, it is said to have face validity. For example, a test that claimed to measure pronunciation skills but didn't require the candidate to speak (and there have been few) may be deemed unreliable due to its lack of face validity.

## 2. Reliability

A crucial criterion against which each language exam must be judged, according to Anastasi in Weir (1990, p. 31) is its reliability. The question here is how much we can rely on the outcomes of a test, or, to put it another way, can the results be produced consistently. Three characteristics of reliability are frequently taken into account, according to Anastasi in Weir (1990, p.32). The first is a question of



scoring consistency across different markers. Correlating the scores received by candidates from marker A with those acquired by candidates from marker B determines the degree of inter marker dependability. It's also thought to be important to make sure that relevant sub-tests are internally consistent, meaning that all of the items in the subtest are regarded to be measuring the same thing. The third facet of dependability is parallel-forms reliability, which must be taken into consideration while developing future alternate forms of a test.

### 3. practicality

Practicality is another crucial characteristic for an effective exam, according to Thonbury (2002, p. 142). Every test, he adds, should be simple to mark and evaluate for the teacher. It implies that grading and correcting a test should be as straightforward as possible. Furthermore, there should not be much room for multiple task versions because it takes so much time for a teacher to think about each thing individually.

### 4. TOEIC

Mehrens and Lehmann (1975, p. 5) classify the test into three types, namely aptitude, achievement and proficiency test and TOEIC including the achievement test. The achievement test is a test of expertise in a particular field that is used to measure a person's achievement after studying a particular field. It means that the TOEIC test is the achievement test that will measure a person success.

The TOEIC certification exam was first launched in 1979 with the aim of measuring English language skills in the world of work. The last exam was revised in 2006 and in 2017 there was another change in the test format. Changes in existing formats reflect changing trends in the use of English and the way people communicate generally in everyday, social and work situations around the world. “The use of English is evolving and changing, as are the TOEIC test and its questions.” said Dr. Feng Yu, Executive Director of the TOEIC Program at ETS (Feng Yu 2018a, Retrieved from: *Http/ ITC-Indonesia.com* on November 30<sup>th</sup>, 2020).

To ensure that the TOEIC test reflects current language usage and measures the language skills required by individuals, ETS has updated the Listening and Reading section of the test. Although there are several test questions format that will change, ETS has conducted some research and norming from time to time to verify that there will be no changing in the difficulty level, total test time, method of assessment and the meaning of the score from the TOEIC Listening and Reading test which is now. The updated test questions first appeared in the administration of the TOEIC public exams held in Japan and Korea on May 29, 2016 and in Taiwan in early 2018. After success in Japan and Korea, the TOEIC test with a new question format will be implemented in Indonesia (Feng Yu 2018b, Retrieved from: *Http/ ITC-Indonesia.com* on November 30<sup>th</sup>, 2020).

## 5. The differences between TOEIC, TOEFL and IELTS

TOEIC, TOEFL and IELTS are types of tests carried out to measure a person's ability in English and are included in the achievement test. As for the difference:

### 1) TOEFL

TOEFL is a test generally required for entry requirements at almost all universities in the United States and Canada for both undergraduate (S-1) and graduate (S-2 and S-3) programs. The TOEFL test results are also used as material for consideration of the English language skills of prospective students who apply to universities in other countries, including universities in Europe and Australia. In general, the TOEFL test is more American English oriented. Usually this test takes about three hours and is conducted in 4 parts, namely: Listening comprehension, Grammar (structure and written expression), Reading comprehension and Writing

### 2) IELTS

IELTS is an English language test that is recognized internationally and is specially designed with a fair scoring system to test the ability of test takers in English. This test gives test takers the opportunity to demonstrate skills in listening, reading, writing and speaking. IELTS is administered by the University of Cambridge ESOL Examinations and the British Council, and IDP-IELTS Australia. The IELTS test is divided into four structures: Listening (30



minutes), Reading (60 minutes), Writing (60 minutes), and speaking (14-14 minutes).

The IELTS test is divided into two modules, namely academic and general training. There are four sections to the IELTS exam. All participants will get the same Listening and speaking tests, but participants can choose to take the Academic or General Training modules in the Reading and Writing tests. The Academic Module tests the participants' ability to use the English language required for study or training at an English-speaking university or institution. The results of academic tests are also a requirement to be able to take part in undergraduate and postgraduate studies abroad. The General Training module tests language skills more generally and is used for those who intend to continue with secondary or vocational schooling, non-academic training abroad for work, or evidence of competency in English proficiency as a requirement for immigration to Australia, Canada and New Zealand.

### 3) TOEIC

Like TOEFL, TOEIC is also managed by ETS (Educational Testing Service) as well as the copyright holder. The TOEIC test can measure English proficiency for individuals who work in an international environment on a daily basis. The grades show how well a person can communicate in English with other individuals in general communication, including in the sphere of education, business, trade

and industry. This test does not require special knowledge or unusual terms that people use in their daily activities.

The TOEIC test format is a multiple choice test. It consists of two sessions namely a listening session (listening) and a reading session (reading) with 100 questions for each session. The TOEIC test takes about 2 (two) hours, consisting of 45 minutes for a listening session (listening), and 75 minutes for a reading session (reading). TOEIC test questions are taken from various real conditions and situations in everyday life from banquets and entertainment, to travel and housing.

From the foregoing, it can be stated that the TOEFL, IELTS, and TOEIC are examinations used to measure a person's English proficiency. TOEFL and IELTS are examinations geared at people who want to continue their education at home and abroad, whereas TOEIC is more primarily at people who want to work at home or abroad.

#### 6. TOEIC in Indonesia

Currently in Indonesia, there are many institutions that apply the TOEIC test, such as agencies from the education sector, corporations and even government. Here are some agencies that implement the TOEIC test (Feng Yu 2018c, Retrieved from: *Http/ ITC-Indonesia.com* on November 30<sup>th</sup>, 2020):

1) The Government sectors

1. National Archives of the Republic of Indonesia
2. Riau Islands Provincial Education Office
3. Ministry of Empowerment
4. State Apparatus and Bureaucratic Reform
5. Bekasi Regency Government Regional Civil Service Agency
6. Directorate of Vocational Education, Ministry of Education and Culture.

2) The Corporate sector

a) Here are some of the Private Companies that implementing TOEIC

1. AIRFAST INDONESIA,PT
2. Asosiasi Asuransi Jiwa Indonesia
3. Asuransi TOKIO MARINE Indonesia
4. Bank Mizuho Indonesia
5. Bank of Tokyo-Mitsubishi UFJ

b) The BUMN Companies

1. Aerofood
2. Aerosystem
3. ANTAM
4. Askrindo
5. Bank Indonesia

3) The Education Sector

a) Secondary school



1. Sekolah Global Mandiri
2. Sekolah Menengah Analisis Kimia Bogor
3. SMKN 2 temanggung
4. SMKN 2 Karanganyar
5. SMKN 2 Mojokerto

b) Here are some of the major colleges implementing the TOEIC

1. Akademi Bahasa Asing BSI
2. Akademi Bahasa Asing (ABA) Balikpapan
3. Akademi Sekretari Budi Luhur
4. Politeknik Enjinering Indorama
5. Politeknik Jambi

c) Pilot schools that apply TOEIC

1. Aero Flyer Institute
2. Alfa Flying School
3. Apg International Aviation Academy
4. Flybest Flight Academy
5. Genesa Flight Academy

## B. TOEIC Test Format

The TOEIC reading and listening test are a valid assessment of English-language reading and listening skills for the global workplace. Employers worldwide use the TOEIC test to determine who can communicate effectively in the international workplace. The TOEIC test offers a common standard of measurement for comparing the language skills of current and potential

employees. Listening skills are important for face-to-face communication, meetings, videoconferencing, teleconferencing, podcasts and telephone conversation. Reading skills are necessary for e-mail, written reports, newsletter, memos, letters and other forms of business correspondence.

The TOEIC test questions are taken from various real conditions and situations in everyday life from banquets and entertainment, to travel and housing. The TOEIC test results are expressed in numbers 10 - 990 which are grouped into 5 levels, each differentiated by using the names of colors, starting from the highest level to the lowest: gold, blue, green, brown, orange (ETS 2008a, Retrieved from: *www.ets.org* on November 29<sup>th</sup>,2020). The 5 levels and language skills stated are described in the Table below:

Color	Score	General Description
Gold	860 – 990	<b>Professional proficiency in English.</b> Able to communicate effectively in any situation.
Blue	730 – 855	<b>Proficiency in English.</b> Able to satisfy most work requirements with language that is often, but not always, acceptable and effective.
Green	470 – 725	<b>Working proficiency in English.</b> Able to satisfy most social demands and limited work requirements.
Brown	220 – 465	<b>Intermediate Level in English.</b> Speaker has a functional, but limited proficiency. Able to maintain very simple face-to-face conversations on familiar topics.
orange	10 – 215	<b>Beginning Level in English.</b> Able to satisfy immediate survival needs.

(Table 2.1 The Levels of TOEIC)

The TOEIC Test consists of questions divided into two sections:

#### 1) Reading section

The reading section consists of 100 questions divided into three sections and in written format in a test book. In the explanation issued by ETS “You will read a variety of materials and respond at your own pace to 100 questions based on the content of the materials provided to you” (ETS

2008b, Retrieved from: *www.ets.org* on November 29<sup>th</sup>,2020). From this explanation, it can be concluded that in the reading comprehension section, test takers will read various kinds of texts and respond to 100 questions based on the content of the material presented. The TOEIC test taker must complete the whole question in the reading comprehension section for 75 minutes. There are three parts on reading comprehension, namely Incomplete Sentences, Error Recognition or Text Completion, and Reading Comprehension.

1) Incomplete Sentences

In this section there are 40 questions with 4 answer options. The test takers are asked to complete the sentence because each sentence contains a missing word or phrase. Four answer choices are given to the test taker to complete the sentences in the questions.

2) Error Recognition or Text Completion

In this section there are 20 questions with 4 answer choices. Each sentence in this section will have four words or phrases underlined and marked (A), (B), (C), and (D). The test taker is asked to identify one wrong word or phrase from the four underlined words or phrases which should be corrected according to the grammatical rules.

3) Reading Comprehension

In this section there are 40 questions with 4 answer options. The test taker will read a selection of texts such as magazine and newspaper

articles, letters, and advertisements. Each text will be accompanied by several questions related to what is described in the text.

## 2) Listening section

The listening section tests how well you understand spoken English. It consists of four parts and contains 100 questions administered by audiocassette or CD. The test-takers will be asked to answer questions based on a variety of statements, questions, conversations, and talks recorded in English. Total time in listening section is approximately 45 minutes (ETS 2008c, Retrieved from: [www.ets.org](http://www.ets.org) on November 29<sup>th</sup>, 2020).

### 1) Photograph

Photos In this section there are 20 questions with 4 answer options. For each question in this section, the test taker will hear four statements about the picture in the test book and this statement will only be pronounced once. When the test taker hears the four statements, the test taker must choose the one statement that best describes what the test taker sees in the pictures.

### 2) Questions and Response

In this section there are 30 questions with 3 answer options. The test taker will listen to the question or statement and will be asked to choose one of the three answers given. All spoken questions, statements and responses are not included in the exam book and will only be spoken once.



### 3) Short Conversation

The Short Conversation section of the listening comprehension test tests the test takers in understanding and responding to short conversations. To understand further about the Short Conversation, the writer explains the general description of the Short Conversation, the characteristics of the Short Conversation questions, the problems in doing the TOEIC Short Conversation questions, and the elements of the conversation tested in the Short Conversation.

### 4) Short Talks

In this section there are 20 questions with 4 answer options. The test taker will hear several utterances spoken by a speaker. The test taker will be given a statement to answer two to three questions about what the speaker said in each conversation.

## C. The Benefits of TOEIC test

There are several benefits if the test takers join the TOEIC test. Some of them are provided below (Adam Dwi Nugroho 2014a. P. 15):

- 1) Providing an objective assessment of workplace English proficiency.
- 2) It is a valuable credential for professionals.
- 3) It offers an internationally-accepted standard of performance.
- 4) It is highly reliable; scores are always accurate and consistent.
- 5) It is reasonably priced.
- 6) It provides rapid score results.
- 7) It provides a continuous scale that allows for monitoring of improvement.

- 8) It provides descriptions of typical candidate performance on work-related tasks.
- 9) Motivates individuals to improve their English proficiency.
- 10) Local scoring, reporting and customer service provide clients and test takers with local contacts and native language customer service.

#### D. Recognition of TOEIC Test

The TOEIC test is the internationally recognized standard for the measurement of workplace English proficiency. Companies, language schools and government agencies all over the world use the TOEIC test as a certification tool. The companies use TOEIC test to recruit and promote employees, to implement a common standard of measurement across corporate sites, and to assess employees' international mobility. Some companies such as Accenture, Airbus, Coca-Cola, Renault, EADS, Unilever, and NEC include minimum TOEIC score requirements to make recruitment and training decisions. Language training programs use the TOEIC test to place students in appropriate language learning courses, to demonstrate students' progress, and to evaluate program effectiveness (Adam Dwi Nugroho 2014b, p. 16).

#### E. Previous Study

Here are some previous studies related with vocational high school students' ability in TOEIC. The first is written by Riendrasiwi (2003) who conducted her research entitled "*A study on TOEIC Implementation at Vocational High school in Daerah Istimewa Yogyakarta*". The purpose of this

study was to find out what instructors and students thought about the TOEIC implementation in Yogyakarta's special region. In this study, a survey was used as the method. Thirty English teachers took part in the survey. The findings of this investigation revealed that pupils' TOEIC scores were not sufficient.

Ari Satria and Safra Apriani Zahra (2018) wrote the second, which is based on their study "*The factors Affecting TOEIC passing grades in TOEIC intensive course for third year students*". The purpose of this study was to look at the elements that influence students in the TOEIC Intensive Course at Politeknik Negeri Bengkalis' TOEIC passing grade. Internal factors had no effect on TOEIC passing grade of Politeknik Negeri Bengkalis students in the TOEIC Intensive Course, according to the findings of this study. The only data collection method used in this study was a questionnaire.

Adam Dwi Nugroho's research is the last one (2014). Who carried out his study, titled "*A Correlation Study between Students' TOEIC Test Score and Their TOEFL test Score in English Department at Eighth Semester the Academic Year 2013/2014*". The purpose of this study was to determine the correlation between TOEIC and TOEFL tests, and the researcher concluded that there was a positive and significant correlation between students' TOEIC Test scores and TOEFL Test scores in the eighth semester of Muhammadiyah University of Purworejo's English department in the academic year 2013/2014. The correlation coefficient was 0.52 and was classified as normal.

This study has similarities and contrasts with the three studies mentioned above. Because of the similarity, this study has the same focus as the three TOEIC studies. There are, nevertheless, some distinctions. First, Riendراسيwi (2003) focused on teachers' and students' perspectives on how to implement the TOEIC. Second, Ari Satria and Safra Apriani Zahra (2018) focused on the elements that influence the TOEIC passing score in their study. Finally, Adam Dwi Nugroho (2014) studied the link between the TOEIC and the TOEFL. This study, on the other hand, would analyze student problems associated to answering TOEIC on reading and listening tests, as well as propose the best way to reduce the problems discovered by the researcher at the end of the study. This study used a variety of methodologies, and the data and objects will be processed. This study used a variety of approaches, and the data and objects were processed in several locations.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study was carried out using descriptive qualitative research methods. Descriptive research focuses on describing situations and conditions in order to describe them in a study report (Suharsimi Arikunto 2010). According to Cevilla (1993, p. 3), qualitative descriptive research is a method for investigating the status of a group of humans in order to create an object, such as a painting or a photograph, that is descriptive in a systematic, factual, and accurate manner about the facts or phenomena being investigated.

Furthermore, qualitative research, according to Creswell (2009) is a way of studying and comprehending the meaning that individuals or groups attach to a social or human situation. Because the results are detailed in great depth and then provided in the form of research reports based on the facts, descriptive qualitative research methods are measurable, actual, and very accurate research methods. This method was utilized in this study to discover and examine the difficulties that vocational high school students have in responding TOEIC reading and listening tests at SMKN 3 Seluma.

#### B. Subject of the Research

The subject of the research was conducted on students of SMKN 3 Seluma. Purposive sampling was employed to choose informants for this research. Purposive sampling according to Sugiyono (2012) is a data sampling technique that takes into account specific factors. Certain factors,



such as the fact that these people are thought to know the most about what we expect or that he is a ruler, make it easier to investigate the object or social situation under investigation. The researcher employed a purposive sampling strategy to find the informants. The researcher chose this strategy because studying students' obstacles with the TOEIC test requires persons who are familiar with and have experienced the issues that arise when taking the test. The respondent can be seen as the following table:

SELECTION EXAMINATION RESULTS REPORT (VIERA)

Direktorat SMK, Direktorat Jenderal Pendidikan Vokasi, Kemendikbud

In Academic Year 2020 Periode: 20 Juli - 30 September 2020

SMKN 3 Seluma Provinsi Bengkulu, NPSN: 10703205

Count of NISN	Column Labels		
Row Labels	(blank)	Penerima Bantuan	Grand Total
Intermediate 2		5	5
Intermediate 1	4	6	10
Basic 3	46		46
Basic 2	2		2
Grand Total	52	11	63

(Table 3.1 Selection Examination Results Report (Viera))

The table above shows that 11 Intermediate Level students are eligible to take the TOEIC Test. They were the focus of this study's investigation. The researcher would examine them to learn more about their difficulties with the TOEIC reading and listening tests.

### C. Research Instrument

This study employed a qualitative approach, with the researcher serving as the research instrument. Researchers are the principal research instrument, as well as action planners, data collectors, data analysts, and broadcasters of research outcomes, therefore a qualitative approach necessitates their presence in the field. This is consistent with Sugiono's assertion in his book *Educational Research Methods*, which claims that qualitative researchers are human instruments. Researchers can also choose a research topic, choose informants to serve as data sources, collect data, check data quality, analyze and interpret data, and draw conclusions based on findings (Sugiono 2012a, p. 306).

### D. Data Collecting Technique

The data gathering technique used in this study was descriptive, with data collected in the form of words and pictures rather than numbers. Observations, interviews, and documentation studies provided the data. This is in keeping with Sugiono's belief that there are four methods for gathering data: observation, interview, questionnaires, documentation, and triangulation (Sugiono 2012b, p. 63).

#### 1) Observation

When the researcher experiences the data directly through observation, observation is the best method for gathering it. Asmami (2011, p.123) states, "observation is a systematic observation and recording of the symptoms that arise on the research object."

The type of observation used in this study is frank or disguised observation, in which the researcher declares openly that he is collecting data. As a result, those who were being studied were aware of the researchers' activities from the beginning to the end (Sugiono 2012c, p. 312).

## 2) Interview

Face-to-face interviews were used by the researcher. Interviews are known to be a conversation conducted by the interviewer in order to obtain information from the interview. Interviews were performed with respondents in order to learn more about them. Structured and unstructured interviews are the two types of interviews (Sugiono 2012d, p. 194-197). A structured interview is a data collection strategy used by the researcher if the researcher is aware of the information acquired and the data collector has prepared written responses to the questions. While unstructured interviews are data collecting strategies that prepare questions in the form of outlines of the problems to be asked, structured interviews are data collection techniques that prepare questions in the form of outlines of the problems to be asked. This strategy can be used to obtain more specific information on respondents. Because the researcher has no idea what data was collected, he or she must listen to the responses of the respondents in order to gather information and draw conclusions from them.

The researcher employed unstructured interviews in this study because the researcher wanted to learn more about the students' problems with the

TOEIC reading and listening tests. Furthermore, the respondents were given the opportunity to voice their thoughts about the object that the researcher was studying during the interview. They convey their own thoughts by refusing to fill in the answer possibilities that the researcher must determine. As a result, the researcher determined that unstructured interventions were used in this study's interview.

#### Interview Guidelines

No	Types	Component	Sub Component	Many Items
1	Reading Section	Incomplete sentences	The researcher asked how the respondent works on the type of incomplete sentence question.	1 item
2		Error Recognitions	The researcher asked how the respondent can work on the type of error-recognition questions	1 item
3		Reading Comprehension	The researcher asked how the respondent can do the type of reading comprehension questions	1 item
4		Questions covering all types of reading	The researchers provided additional questions in the form of strategies, obstacles	2 Item

		questions	or weaknesses or strengths of respondents in understanding material related to the TOEIC test reading	
5	Listening Section	Photograph	The researcher asked how the respondent works on the type of photograph question	1 Item
6		Question-Response	The researcher asked how the respondent answers questions related to the type of question-response	1 item
7		Short Conversations	The researcher asked how the respondent answers the type of short conversation question	1 item
8		Talks	The researcher asked how the respondent is in responding to the types of talk questions in the TOEIC	1 item
9		Questions covering all	Researcher provided additional questions in the	1 item



		types of listening questions	form of strategies, obstacles or weaknesses or strengths of respondents in understanding the material related to the TOEIC Listening test.	
10	Additional Interview Sessions	Additional Questions	<ul style="list-style-type: none"> <li>- Researcher asked about the benefits they get after taking the TOEIC test</li> <li>- Researcher asked the respondents to share their experiences a little from preparation to taking the TOEIC test.</li> </ul>	2 Item
				12 Item

(Table 3.2 Interview Questions Guidelines)

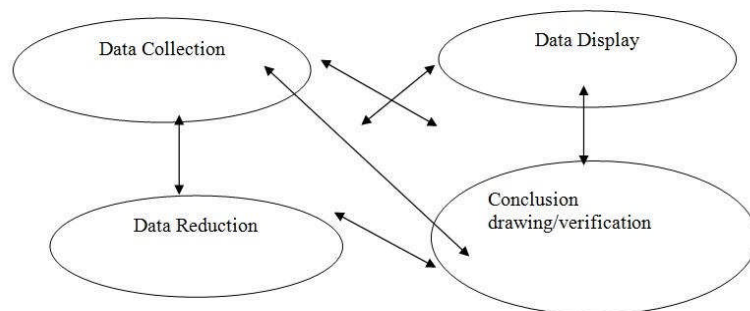
### 3) Documentation

The researcher required evidence for all documents related to supporting data in order to describe the research's data's legitimacy. Document refers to a wide range of written, tactile, and visual items in this study. They could take the shape of an interview result, personal writing, or materials relating to the students' difficulty in completing TOEIC

reading and listening questions. Furthermore, the photographs would serve as secondary documentation data. All of the documents and photographs that were utilized to back up the primary data gathered through observation and interview. Finally, to finalize the research report, the researcher relied on documents. "In most traditions of qualitative research, the phrase personal document is used generically to refer to any first-person narrative written by an individual that describes his or her own activities, experience, and belief," Bogdan says in this case (Sugiono 2012e: 329).

#### E. Data Analysis

The sources of qualitative data could be derived from: observation, face to face interview, and documentation. As a result, the researcher analyzed the data using Miles and Huberman's (1994, p. 174) interactive model. The following are the procedures:



*Figure 1:*

#### *Interactive Model of Data Analysis*

The figure above shows that the data analysis followed three steps of procedures, namely:

### 1. Data Reduction

By summarizing and clarifying the data collected from the results of field notes according to the problem under study, data reduction aims to make the data easier to understand. The problems that students have when taking the TOEIC Reading and Listening Test were lessened in this study.

### 2. Data Display

Data is presented in the form of narrative prose to provide an overview of the data collected as a whole or a specific component, and then categorization is performed. It will be easier to understand the description of the characteristics being investigated if the data is presented in a brief, clear, detailed, and comprehensive manner. The data in this study was presented more in the form of descriptions, which corresponded to the research findings.

### 3. Drawing and verifying conclusion

The third step was an effort to find meaning. The data that had been analyzed was explained by looking for important things. With reference to the research objectives, this conclusion was written in the form of a summary statement that was simple to grasp..

## F. Trustworthiness of the Data

In qualitative research, it's critical to ensure data validity. The researcher employed triangulation to assess the data's validity for this study. According to Cresswel (2009, p. 185), data was triangulated by collecting it from numerous sources. It indicates that for the verification process, the researcher

used various sources of data, multiple observers, and multiple procedures in order to ensure that the data acquired are consistent.

The researcher employed technique triangulation to assess the veracity of the data in a real-world application. To collect data, the researcher used a variety of methods. It indicates that in order to ensure the validity of the data in this study, the researchers not only conducted interviews but also observed and documented the findings. The researcher was able to compare the results of each strategy by applying those methods. The data acquired by the researcher must be the same using all three approaches.

Triangulation is a multimode strategy to data collection used by researchers to gain a better knowledge of research phenomena and achieve a greater level of truth (Mudjia Rahardjo. Retrieved from <https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html> on November 07, 2020). It indicates that triangulation is a mix of methods for measuring phenomena from various points of view or perspectives in order to verify the data truth or information obtained by the researcher from various perspectives in order to decrease bias in data collection and analysis.

Qualitative researchers in a variety of domains employ the Norman K. Denkin approach. According to him, triangulation entails four steps: (1) method triangulation, (2) researcher triangulation (if research is conducted in groups), (3) data source triangulation, and (4) theory triangulation. In this study, researchers employed two triangulations to ensure data validity. Method of triangulation and data source triangulation:

### *1. Triangulation Method*

By comparing information / data in various ways, the triangulation approach was used. Interviews, observation, and documentation were employed in this study to get accurate information on the data collected at SMKN 3 Seluma. The researcher attempted to combine three data sources (in-depth interviews) in this study, namely the principal, academic and curricular teacher, and the teacher who became the TOEIC test coordinator.

### *2. Triangulation of Data Sources*

In this case, the researcher used a variety of methods and data sources to investigate the information. In addition to interviews and observations, researchers used writing documentation and images in this study. These various methods created distinct data, which in turn provided different insights into the behaviors observed in the SMKN 3 Seluma, which in turn provided diverse insights into the phenomenon under study. As a result of these numerous points of view, information was gained in order to attain reliable truth.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Finding

This research was conducted on 1<sup>st</sup> March 2021 at SMKN 3 Seluma students. The research was conducted through observation, interviews and documentation with the research subjects. The research results were analyzed by researchers using descriptive qualitative method, which means that the researcher described, and interpreted all the data collected so that they were able to obtain a general and comprehensive situation.

##### 1. Description of SMKN 3 Seluma

SMKN 3 Seluma is one of the vocational high schools that has the mandate to educate the nation's children in developing the quality of human resources (HR) who have superior skills and piety which are in line with religious demands. As a vocational high school, SMKN 3 Seluma always trains students in the fields of Office (OTKP), Accounting and Financial Institutions (AKL), Motorcycle Engineering (TBSM), Light Vehicle Engineering (TKRO) and Computer and Network Engineering (TKJ). Based on the school profile, SMKN 3 Seluma was founded in 2009 located in a rural area precisely at Dermayu village kec. Air Periukan Kab. Seluma Jl. Raya Bengkulu-Tais KM. 34 postal code 38881. Currently, SMKN 3 Seluma has 51 educators and 16 staff, 806 students consisting of 350 female and 406 male students. This school has 22 classrooms and facilities such as 4 laboratories (AKL, OTKP, TKJ and IPA), 1 art room, 2

workshops (TBSM, TKRO), 1 mosque and 1 library. SMKN 3 Seluma has become a reference school and is accredited B.

SMKN 3 Seluma has vision and mission that supports the character education values of students. The vision and mission of SMKN 3 Seluma are as follows:

- a) The vision of SMKN 3 Seluma is "To become a professional educational institution to produce smart, competent and religious graduates".
- b) Mission of SMKN 3 Seluma
  - Carrying out a learning process that has a superior and religious perspective to produce quality graduates who are able to compete in the world of work.
  - Developing the potential, enthusiasm and creativity of the school community.
  - Encourage students to develop their potential, so as to produce intellectual and skilled human resources.
  - Fostering appreciation of the teachings of religion and culture of the nation so that they become creative in their actions.
  - Implementing participatory management by involving all school members and school committees.
  - Creating a conducive environment by prioritizing the spirit of kinship.

- Carrying out extra-curricular activities in the form of meditation, ESQ, spirituality, etc.
- Cooperating with the business world and industry to create competitive graduates.

## 2. Description of the subject

The subjects in this research were students of SMKN 3 Seluma class XII who passed the viera selection and had taken the TOEIC test in 2020. There were 11 students consisting of 4 male students and 7 female students and they came from different majors.

## 3. Description of the Research Results

After the researchers conducted research using the method observations, interviews and documentation related to the title of the research, namely "An Analysis of the Vocational High School Students" Problem in Answering TOEIC Reading and Listening Test". The researcher briefly described the research findings that had been carried out by the researcher. Based on the results of the research, it shows that in formal education institutions, namely SMKN 3 Seluma, especially students of class XII have actually taken the TOEIC test in 2020, but not all students could take the test because only students who have passed the VIERA selection could take the TOEIC test. Therefore, based on the data that the researchers found when conducting preliminary research, there were only 11 students out of 63 students who successfully passed the VIERA selection, meaning that there were problems that made it difficult

for them to answer the questions tested in the VIERA selection. After the researcher conducted interviews with 11 students who were the subjects of this research, the researcher found that this problem also occurred when they answered the TOEIC Reading and Listening test. The same thing could be seen from the TOEIC scores they got after completing the test. The students' TOEIC scores could be seen in the following table:

No	Name of Participant	Reading Test Score	Listening Test Score	Total Score
1	Respondent 1	170	255	425
2	Respondent 2	135	215	350
3	Respondent 3	135	145	280
4	Respondent 4	85	180	265
5	Respondent 5	120	130	250
6	Respondent 6	100	135	235
7	Respondent 7	90	140	230
8	Respondent 8	95	130	225
9	Respondent 9	105	95	200
10	Respondent 10	80	110	190
11	Respondent 11	80	95	175

(Table 4.1 Students' Score in TOEIC)

Based on the acquisition of scores obtained on 11 students who became participants in this research, the researcher knew that there were 9 students who score at the Intermediate in English level where the scores

were still in the range of 220-465 and it was assumed that the brown color was the differentiating level on the test. There were 2 students whose scores were still at the beginning level in English, which meant that the total score ranges from 10-215 and it was assumed that orange was the lowest level in the TOEIC test. Based on the reading and listening questions, it could be seen that listening questions were the easiest questions for them to do because it could be seen from the table that all participants got high scores on the listening compared to the reading test.

Based on the results of this study, the researcher found that the dominant problems faced by students when answering the TOEIC reading and listening test were as follows:

### 1. Reading Test

#### 1) Students did not understand the material being tested.

This was expressed by Respondent 1 who said that:

*"I guess the answer more because I don't understand and know the vocabulary and grammar"*

The same thing was said by Respondent 2 who said that:

*"I answer the questions by just guessing because I don't really understand the types of questions such as incomplete sentences and there are many words that I don't understand"*

This kind of problem was also said by Respondent 9 who said that:

*"I guessed the answer a lot on the test because I didn't understand it at all"*

There is also Respondent 11 saying honestly like:

*"Honestly, I really don't understand"*

- 2) Students did not understand the vocabulary used in the text and the questions tested in the reading test.

This was revealed by Respondent 11 who said that:

*"I didn't analyze the answers to the reading test questions because I didn't know what they meant"*

The same thing was said by Respondent 10:

*"There is no analysis because I don't know what it means"*

The same thing was said by Respondent 9:

*"It is difficult for me to analyze the answer because I do not know some of the vocabulary used"*

- 3) Students felt insecure about the answers they filled. It made them thought the answer too long and came back repeatedly in reading the questions, texts and also the answers on the test.

This was said by Respondent 3:

*"I read the discourse on the questions, after that I mark some important sentences in each paragraph and then I read the questions and go back to the discourse and each sentence that I have marked until I find an answer that I think is correct"*

- 4) Because they did not understand the material and vocabulary on the questions, students made more guesses than analyze the questions and answers.

This was said by Respondent 3:

*"I do more guessing what I think fits the question because I don't understand and know the meaning in English sentences"*

The same thing was said by Respondent 6:

*"I only guessed the answer according to my analysis was correct. Actually, one week before the test I studied but I didn't really understand it"*

The same thing was said by Respondent 9:

*"I'm just guessing because I don't really understand and understand the contents of the existing text"*

5) Of the three types of questions tested in the reading test, error recognition type questions were difficult for them to do because in answering these questions they must really understand the meaning of the questions and also the grammar.

This was expressed by Respondent 4:

*"Error recognition is the most difficult type of question in my opinion"*

The same thing was said by Respondent 11 XII AKL1:

*"The most difficult thing is Error recognition because I don't really understand the language level, so I'm just guessing so I don't really analyze the questions or the answers"*

The same thing was said by Respondent 5:

*"The type of question that is difficult in my opinion is Error Recognition"*

Respondent 2 also said the same thing:

*"In my opinion, what is difficult is the type of Error Recognition question because it is difficult for me to analyze the questions and answers"*

## 2. Listening Test

- 1) Students did not understand the content of the audio being played.

This was said by Respondent 10:

*"I don't understand the content of the audio because the accent of the person in the audio is different from the accent I learned and that I often listen to so that in listening to the audio there are some words that I don't know"*

The same thing was felt by Respondent 8:

*"I just guessed the answer because what I heard in the audio I didn't understand at all"*

The same thing was said by Respondent 5:

*"I analyze the question with the right one. If I think the answer is correct then that is what I will fill in"*

- 2) Students did not focus on listening to the audio being played.



This was said by Respondent 8:

*"I tried to listen to the meaning of the question but I couldn't understand what was being said in the audio. So, I just guessed the choice that I thought was right"*

- 3) Of the four types of listening test questions, the short conversation questions were questions that they thought were difficult to work on because when they listened to the audio, they dominant did not understand what was being discussed in the audio.

This was said by Respondent 2:

*"The most difficult question is short conversation because this type of question requires answering 3 answers from the same dialogue."*

The same thing was felt by Respondent 7:

*"Types of questions that are most difficult to do are questions whose audio contains a story or dialogue, such as talks and short conversations."*

Likewise, what was said by Respondent 6:

*"I think short conversation is the most difficult question in the listening test because sometimes I don't understand what is sbeing discussed in the audio""*

Not only the questions on the test were the problems of the students, the researchers also found other problems that also made it difficult for students to do the test, such as:

- 1) Students lack of learning resources to focus more on studying the types of questions, materials and how to answer the TOEIC test. Because based on the English learning curriculum, students in each department only learn English in general, not specifically according to their majors.

This was said by Respondent 2:

*"Learning English that we learn is a language for the general public, not English which has something to do with my major. So, the level of language and material used is the same as in other schools"*

- 2) The limitations of student facilities, such as the electric current used by the school to conduct online-based tests, were minimal because based on the results of the interview they also stated that they had a blackout in the middle of the test. Not only during the TOEIC test, during the VIERA selection, the electricity used had dropped in several times. The researchers found this problem when conducting research at school because when they used the lab simultaneously several times the electricity went out and not only that when they tested Respondent 6 also said that:

*"The electricity was completely dead so they ended up using their HP and downloading the application to download it to continue the test"*

- 3) Not only electricity, there were several computers and earphones were used did not work, this is also a problem for students to do the listening test.

This was felt by Respondent 6:

*"During the test, suddenly the earphones I used for the test failed to function and it became an obstacle for me to answer the listening test"*

## B. Discussions

Based on the research data that the researchers have presented previously to investigate what are the problems or obstacles students have in answering the TOEIC Reading and listening tests will be described in the following further discussion.

1. The Students did not understand the questions being tested.

The results showed that students' understanding of the material tested on the TOEIC test was very low. One of the respondent admitted that he did not understand all the questions being tested. This shows that to be able to pass the TOEIC test, every student should be able to understand every type of question that will be tested so that when the test takes place they are no longer confused in answering the question.

2. The students did not believe the answers they chose.

From the results of the study showed that there were some students who did not believe the answers they chose themselves. They analyzed the answers they chose themselves but they still doubted whether their

answer was right or wrong. This shows that the level of student confidence in the answers they choose is still lacking because if they have analyzed and answered the questions according to what they have learned and understood, the answer chosen is the correct answer.

3. The students guess too much compared to understanding the questions.

The results showed that many students completed the test by just guessing my answer. This proves that students don't know, don't want to think, don't want to be confused, and don't even want to understand what the contents of the questions are on the test so that the way they choose to complete the test is by guessing.

4. The students think that only luck makes them pass the selection and can take the TOEIC test.

The results of the study show that some students are really trying to pass the selection in order to take the TOEIC test, but there are also some students who only think that passing the selection is just luck because according to them just understanding the questions doesn't necessarily mean the answers chosen are all correct.

5. Lack of preparation for both students and schools.

The research data shows that students are less prepared to face the TOEIC test starting from lack of understanding, lack of understanding and even lack of confidence in their abilities. Not only students, but also the institution did not prepare facilities that can support students lacking in doing tests, for example during the selection or test there

are several computers and earphones that are turned off so they cannot be used totally.

Based on the description of the research data, it could be concluded that the dominant problems occur in students because of two factors, namely:

1. Internal Factors

Internal factors include things like pupils' inability to comprehend the subject, their lack of knowledge of current language, and their failure to prepare for the TOEIC test.

2. External Factors

External factors are those that arise outside of students' control, such as a lack of current facilities to assist students' test-taking fluency.

To reduce the challenges that students face when taking the TOEIC Reading and Listening test, the researchers have come up with the following recommendations:

- 1) To alleviate the students' problems caused by internal factor such as their test-taking style of guessing answers without grasping the content of the questions. Teachers should be allowed to incorporate additional information about selection and the TOEIC test into their teaching materials. Not only that, but they should use a more specialized English learning curriculum; for example, students majoring in accounting should

be taught English specifically for accounting. This demonstrates that in order to provide successful instruction, teachers must first grasp the needs for accounting graduates learning English.

- 2) To increase the TOEIC score. Not only teachers who play a role in this, but students must also prepare themselves and their knowledge so that they can earn good results on the upcoming TOEIC test.
- 3) To solve the students' problems caused by external factors such as power outages, malfunctioning computers, and earphone. Every teacher and even students in this school must work together to fix all existing facilities since good facilities can assist and support students in taking the TOEIC test, preventing the problems that occurred in the 2020 TOEIC test from reoccurring in the future TOEIC test.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the data obtained during this Research, it can be concluded that the ability of SMKN 3 Seluma students in taking the test are still low, because it can be seen from the total score that there were no students who have reached a score of 470 where the level was already in Working Proficiency in English. As the first school from Seluma Regency that implemented the TOEIC, the researcher considered this to be natural because there was no experience either from school exam coordinators, students or agencies in taking the TOEIC test. Therefore, in this research, the researcher described the problems that occurred to students in completing the TOEIC test at SMKN 3 Seluma. There were two factors that became obstacles for students in answering the questions in TOEIC namely internal and external factors. The internal factor occurred in students themselves where the students did not understand the questions, vocabulary, or material being tested. Meanwhile, external factors occurred beyond the ability of students, such as the facilities needed by students to take the test were still minimal, a real example was the power suddenly went out and some computers and earphones were not functioning.

As a result, the researcher suggests that the best way to solve this problem is to prepare everything needed to take the TOEIC test, including learning resources, teaching personnel, learning facilities, and, most importantly, the mentality of the students who will take the test.

## B. Suggestion

Based on the conclusion above the suggestion that can be given are as follows:

1. For the teachers, if the TOEIC test will be held again in 2021, the researcher hope that teachers can provide more learning resources to students, especially those related to the TOEIC test to support and prepare students themselves better.
2. For the school, the researcher hopes that the results of this research can help the institution to overcome students' problem in answering the TOEIC reading and listening tests.
3. For the students, the researcher hopes with the experience of their seniors who have taken the TOEIC test, they can provide an overview and motivation to study even harder to prepare themselves for the next TOEIC test until their get a satisfactory score.
4. For further researchers who wish to examine about TOEIC in this school, it is recommended that they study more deeply about how the TOEIC is implemented in this school starting from preparation to the end of the TOEIC implementation, and researchers hope that the results of this research can help all parties, especially in minimizing students' problems in answering the TOEIC reading and listening tests.



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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

DIREKTORAT JENDERAL PENDIDIKAN VOKASI

Jalan Jenderal Sudirman Gedung E Lantai 12-13 Senayan, Jakarta 10270  
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Laman: <http://psmk.kemdikbud.go.id>

Nomor : 5399/D2.3/BP/2020

17 Juli 2020

Lampiran : Tiga lembar

Hal : Pendaftaran Bantuan Ujian Peningkatan Kompetensi  
Bahasa Asing Peserta Didik SMK menggunakan *TOEIC*  
(*Test of English for International Communication*)

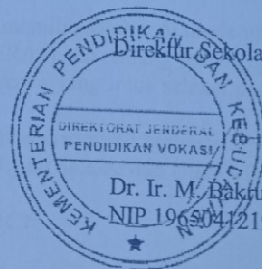
Yth. Kepala Dinas Pendidikan Provinsi  
Seluruh Indonesia

Dalam rangka pelaksanaan program Bantuan Ujian Peningkatan Kompetensi Bahasa Asing Peserta Didik SMK menggunakan *TOEIC* pada tahun 2020, Direktorat SMK bekerjasama dengan pemegang lisensi *TOEIC* Internasional di Indonesia akan memberikan bantuan uji kemampuan bahasa Inggris dengan *TOEIC* kepada seluruh Peserta Didik SMK di Indonesia.

Sehubungan dengan hal tersebut, kami mohon bantuan Saudara untuk menyebarkan informasi Bantuan Ujian Peningkatan Kompetensi Bahasa Asing Peserta Didik SMK menggunakan *TOEIC* kepada SMK di wilayah binaan Saudara.

Seluruh biaya yang berkaitan dengan program bantuan ujian Sertifikasi *TOEIC* ini akan dibebankan kepada Direktorat SMK melalui anggaran tahun 2020. Informasi lebih lanjut mengenai program bantuan ini dapat dilihat pada dokumen terlampir atau laman berikut: <http://psmk.kemdikbud.go.id>

Atas perhatian dan kerjasama Saudara, kami ucapkan terima kasih.



Dr. Ir. M. Baktun, M.M.  
NIP. 196304121990021002

Tembusan:

1. Dirjen Pendidikan Vokasi
2. Kasubbag Tata Usaha Dit. SMK





90433458\_SMKN 3 SELUMA

## LAPORAN HASIL UJIAN SELEKSI (VIERA)

DIREKTORAT SMK, DIREKTORAT JENDERAL PENDIDIKAN VOKASI, KEMENDIKBUD  
TAHUN ANGGARAN 2020

Periode: 20 Juli - 30 September 2020

Nama Sekolah	SMKN 3 SELUMA
Kota/Kabupaten	Seluma
Provinsi	Bengkulu
NPSN	10703205

Count of NISN	Column Labels (blank)	Penerima Bantuan	Grand Total
Intermediate 2		5	5
Intermediate 1	4	6	10
Basic 3	46		46
Basic 2	2		2
<b>Grand Total</b>	<b>52</b>	<b>11</b>	<b>63</b>

## Open Interview Questions

### A. Reading section

1. When you did an incomplete sentence type problem, did you answer the questions according to the structure that you learned or were you just guessing? Please explain!
2. Error recognition is a kind of problem related to grammar, do you really get it? If so, explain how you analyzed the questions and answers!
3. Reading comprehension is a type of question in the form of articles, letters, news, etc. so it takes a lot of time to read them. What is your strategy for avoiding a shortage of time so that you can analyze the questions and answers?
4. Of all the types of reading questions, which type of question do you think are the easiest and most difficult to solve? Give your reasons!
5. How do you analyze each reading item in order to get the right answer?

### B. Listening Section

1. Do you understand the material regarding photographs? Please explain how you analyzed the questions and answers regarding photography?
2. When you listen to the audio about the type of question-response questions, how do you analyze the questions in the audio so that the answers you think are the correct answers? Please explain!
3. In the type of question short conversations there will be dialogue automatically, how do you listen to and analyze the answers to the dialogue you hear?
4. In which type of talk questions is your main key in finding answers to these test questions?
5. Of all the types of Listening questions which part do you think are easy and difficult to do? Please give your reason?

### C. Additional Questions

1. What benefits do you get after taking the TOEIC test? Did you have any problems while taking the test?
2. Please share your experience in preparing to take the TOEIC test?



## Pertanyaan Wawancara Terbuka

### A. Reading Section

1. Saat mengerjakan soal tipe Incomplete Sentence, apakah Anda menjawab soal sesuai struktur yang Anda pelajari atau hanya menebak-nebak? Tolong jelaskan!
2. Error Recognition adalah sejenis masalah yang berhubungan dengan tata bahasa, apakah Anda benar-benar mengerti pertanyaan tersebut? Jika ya, jelaskan bagaimana Anda menganalisis pertanyaan dan jawabannya!
3. Reading Comprehension adalah jenis pertanyaan berupa artikel, surat, berita, dan lain-lain sehingga membutuhkan banyak waktu untuk membacanya. Apa strategi Anda untuk menghindari kekurangan waktu sehingga Anda dapat menganalisis pertanyaan dan jawaban tersebut?
4. Dari semua jenis pertanyaan bacaan, jenis pertanyaan manakah yang menurut Anda paling mudah dan paling sulit untuk diselesaikan? Berikan alasan Anda!
5. Bagaimana Anda menganalisis setiap item bacaan untuk mendapatkan jawaban yang benar?

### B. Listening Section

1. Apakah Anda memahami materi tentang Photograph? Tolong jelaskan bagaimana Anda menganalisis pertanyaan dan jawabannya?
2. Ketika Anda mendengarkan audio tentang jenis pertanyaan Question-response, bagaimana Anda menganalisis pertanyaan yang ada dalam audio tersebut sehingga jawaban yang ada pilih Anda anggap benar? Tolong jelaskan!
3. Pada tipe pertanyaan short conversation akan ada dialog secara otomatis, bagaimana Anda mendengarkan dan menganalisis jawaban dari dialog yang Anda dengar?
4. Dalam jenis pertanyaan Talks, Bagian manakah kunci utama Anda untuk menemukan jawaban atas pertanyaannya?
5. Dari semua jenis pertanyaan Listening, bagian manakah yang menurut Anda mudah dan sulit untuk diselesaikan? Tolong beri alasan Anda?

### C. Additional Questions

1. Apa Manfaat yang anda dapatkan setelah mengikuti tes TOEIC? Apakah Anda mengalami masalah saat mengikuti tes?
2. Ceritakan pengalaman Anda dalam mempersiapkan diri untuk mengikuti tes TOEIC?

Name of Partisipant : Respondent 1

Class : XII AKL1

### The Answers of open Interview

#### A. Reading Section

1. Ada yang saya jawab dengan menebak-nebak dan ada yang saya jawab sesuai dengan struktur.
2. Tidak begitu, saya mengerti tata bahasa dalam pertanyaan yang diberikan dengan cara saya menafsirkan salah satu kata dalam pertanyaan tersebut.
3. Strategi yang saya lakukan adalah dengan membaca dan memahami pertanyaannya terlebih dahulu baru saya membaca teks untuk menjawab pertanyaan
4. Menurut saya, pertanyaan yang lebih mudah saya untuk menjawabnya adalah di bagian reading comprehension. karna jawaban dari pertanyaan tersebut ada dalam teks yang diberikan. Soal yang paling sulit adalah incomplete sentences karena sulit bagi saya untuk mencocokkan pilihan kedalam kalimat pada soal.
5. Saya menjawab semua pertanyaan reading Dengan cara menafsirkan perkata dalam setiap bacaan

#### B. Listening Section

1. Ya, Saya memahami materi dalam photograph. saya menganalisis pertanyaan dan jawabannya dengan cara memahami gambar/poto yang diberikan
2. Dibagian ini saya kurang memahami. karna aksen orang yang membacakan berbeda dengan aksen yang saya pelajari. sehingga dalam penyebutan setiap katanya ada beberapa yang tidak saya ketahui.
3. Cara saya dengan mendengarkan secara teliti agar mengetahui kalimat apa yang dibicarakan.
4. Kunci utama saya adalah mendengarkan dengan saksama agar dapat menjawab pertanyaan tersebut

5. Menurut saya, dibagian inilah saya mengalami kesulitan untuk menjawab semua pertanyaan. karna aksen yang diberikan berbeda dengan aksen yang saya pelajari.

C. Additional Questions

1. Manfaat yang saya dapatkan adalah mengerti kosakata lain yang selama ini belum saya ketahui. Ya, masalah yg saya alami adalah memahami pertanyaan yang ada dalam bagian listening section.
2. Begitu berarti sekali pengalaman yang saya alami untuk mempersiapkan diri dalam mengikuti tes TOEIC ini. saya mengikuti kegiatan tambahan di sekolah agar dapat mengerjakannya dengan lancar. saya diberikan materi yang banyak agar pada saat menjawab pertanyaan tidak terlalu menghabiskan banyak waktu. saya belajar malam dan subuh dalam beberapa hari sebelum hari H tes TOEIC diadakan.

Name of Partisipant : Respondent 2

Class : XII TKJ 2 (Ganjil)

### The Answers of open Interview

#### A. Reading Section

1. Saya lebih banyak menebak karena saya kurang memahami dan mengetahui Kosakata dan tata bahasanya
2. Tidak terlalu mengerti, karena saya kurang memahami tentang rumus pembuatan kalimat/ frasa
3. Dengan cara mengambil kalimat2 yang penting pada setiap paragrafnya sehingga kalimat2 tersebut akan menjadi petunjuk bagi kita untuk mendapatkan jawaban dari soalnya tanpa harus membaca dan menganalisi full paragraph
4. Yang paling mudah adalah bagian main idea (reading comprehension) karena kita hanya diharuskan mencari pokok atau gagasan utama sebuah paragraf sedangkan yang susah ada pada bagian vocabulary section (incomplete sentence) karena pada jenis soal ini saya harus mengetahui arti dari kalimat dan jawaban yang ada agar bisa mencocokkan ke dalam kalimat yang benar pada soal.
5. Dengan cara memaknainya dan mengumpulkan setiap itemnya supaya kita mendapatkan clue/petunjuk

#### B. Listening Section

1. Dengan cara mengamati jenis kelamin,ruang,pekerjaan atau aktifitas yg di lakukan dan benda di sekitarnya
2. Dengan cara mendengarkan dengan baik dan membedakan kalimat2 yang mempunyai suara hampir sama. dan "tidak semua jawaban yes atau no"
3. Dengan cara mengingat bagian2 kalimat yang berhubungan dengan 5W+1H
4. Kalimat yang sesuai dengan yang di ucapkan pada pembicaraan yang berlangsung dan arti dari sebuah percakapan
5. Menurut saya bagian yg paling mudah adalah bagian 1 karena kita hanya di suruh untuk mencocokkan apa yang dibicarakan di rekaman suara dengan

gambar yang diberikan dan bagian yg paling sulit adalah bagian 4 sebab dibagian tersebut kita di haruskan menjawab 3 jawaban dari 1 soal

#### C. Additional Ovestions

1. Manfaat yg kita dapatkan adalah mendapatkan pengalaman baru dalam test TOEIC. dan pada saat mengikuti tes mengalami masalah? tidak, semua berjalan dengan lancar dan tanpa hambatan
2. Sebelum test TOEIC di mulai saya dan rombongan dari kelas lain berkumpul untuk membahas materi dan tips and trick dalam mengerjakan test nanti.

Name of Partisipant : Respondent 3

Class : XII AKL1

### The Answers of open Interview

#### A. Reading section

1. Saya hanya menebak-nebak di bagian soal yang tidak saya pahami, dan menjawab soal sesuai yang saya pelajari. Karena soalnya sulit jadi saya hanya menebak-nebak saja.
2. Tidak, saya tidak mengerti tentang masalah itu.
3. Waktu yang dibutuhkan lumayan banyak, strategi yang saya gunakan yaitu dengan membaca soal terlebih dahulu, baru membaca teks yang bersangkutan.
4. Hampir semua soal reading section itu sama, tidak terlalu sulit tapi juga tidak mudah. Semua tergantung cara kita memahaminya. Untuk jenis tes yang menurut saya paling mudah yaitu pengumuman karena biasanya teksnya lebih sedikit dan lebih mudah dipahami.
5. Dengan melihat soal dan jawaban terlebih dahulu, lalu melihat teks bacaan dan memperhatikan mana yang paling sesuai pada teks tersebut.

#### B listening section

1. Tidak terlalu paham, saya mencoba mendengarkan tentang maksud dari soal tersebut namun saya tidak bisa mengerti apa yang dikatakan pada audio tersebut. jadi saya hanya menebak pilihan yang menurut saya tepat.
2. Cara saya adalah dengan memahami isi dari audio yang saya dengarkan dan mencari respon yang paling sesuai untuk menjawab audio yang ada.
3. Saya akan Mendengarkan audio pada kalimat awal disetiap dialog atau pada kalimat akhir dialog yang berupa sebuah pertanyaan, atau hal yang perlu dijawab setelah itu saya akan melihat jawaban mana yang sesuai.
4. Tidak tahu, saya hanya menebak karena apa yang saya dengarkan pada audio saya sama sekali tidak paham.

5. Question response adalah jenis soal yang paling mudah untuk saya mengerti karena pada jenis soal ini masih ada beberapa kalimat yang sering saya dengar sehingga membuat saya mudah untuk memahaminya.

C. Additional questions

1. Mendapatkan hal yang baru, belajar untuk lebih focus, teliti dalam mendengarkan dan membaca serta mengamati soal dalam berbahasa inggris.
2. Tidak ada persiapan, saya hanya mencoba belajar dari beberapa contoh soal TOIC yang ada karena hanya itu yang saya siapkan.

Name of participant : Respondent 4

Class : XII AKL 2

### The Answers of Open Interview

#### A. Reading Section

1. Saya menjawab soal menurut apa yang saya pahami dan saya pelajari
2. Ya saya mengerti, saya menganalisis pertanyaan dengan memahami apa maksud dari pertanyaan tersebut, kemudian mencari jawaban yang tepat.
3. Untuk menghindari kekurangan waktu saya membaca cepat namun tetap harus memahami dari isi artikel, surat atau berita tersebut.
4. Menurut saya pertanyaan tipe incomplete sentence adalah yang paling mudah dan yang paling sulit adalah pertanyaan tipe Error Recognition. Alasannya adalah karena saya mudah menganalisis pertanyaan tipe Incomplete sentence dibandingkan tipe Error Recognition.
5. Saya menganalisisnya dengan cara memahami isi dan tujuan bacaan tersebut, kemudian mencari jawaban yang tepat sesuai dengan pertanyaan.

#### B. Listening Section

1. Ya, saya paham, saya menganalisis dengan menyimak dan memahami apa arti/maksud pertanyaan dalam audio dan memahami isi gambar.
2. Fokus menyimak atau mendengarkan audio dan memahami pertanyaannya.
3. Dengan memahami apa isi percakapan dalam dialog tersebut.
4. Kuncinya terdapat pada pertanyaan itu sendiri yaitu dengan mengetahui apa maksud/arti dari pertanyaan tersebut.
5. Yang paling mudah menurut saya adalah materi tentang photograph karena terdapat gambar untuk mempermudah menjawab pertanyaan, sedangkan yang paling sulit adalah pada tipe Short Conversation karena terkadang saya kurang memahami pada saat mendengarkan isi dialog.

#### C. Additional Question

1. Banyak manfaat yang diperoleh dari mengikuti tes TOEIC, salah satu manfaat yang saya rasakan adalah saya jadi berkeinginan untuk belajar Bahasa Inggris lebih banyak lagi.



- 
2. Persiapan yang saya lakukan adalah seperti membahas dan menjawab contoh-contoh soal Listening dan Reading serta menonton video pembelajaran terkait dengan tes TOEIC.

Name of Partisipant : Respondent 5

Class : XII TKJ 1 (Ganjil)

### The Answers of open Interview

#### A. Reading Section

1. Saya mengerjakannya lebih banyak hanya menebak yang sekira saya sesuai dengan pertanyaan karena saya kurang memahami dan mengetahui arti dalam kalimat bahasa inggris.
2. Tidak terlalu mengerti, karena saya kurang memahami tentang rumus pembuatan kalimat/frasa dan arti dalam bahasa Inggris.
3. Dengan cara mengambil kalimat2 yang penting pada setiap paragrafnya sehingga kalimat2 tersebut akan menjadi petunjuk bagi kita untuk mendapatkan jawaban dari soalnya tanpa harus membaca dan menganalisis full kalimat yang terdapat di beberapa paragraf.
4. Yang paling mudah adalah bagian main idea yang ada pada reading comprehension karena itu yang sering saya pelajari di sekolah sedangkan yang susah ada pada bagian incomplete sentence karena saya harus tahu benar-benar arti dari kalimat tersebut..
5. Dengan cara memaknainya dan mengumpulkan setiap itemnya supaya kita mendapatkan clue/petunjuk yang seusiai

#### B. Listening Section

1. Dengan cara mengamati jenis detail dari gambar yang ada pada soal.
2. Dengan cara mendengarkan dengan baik, mengartikan dan membedakan kalimat yang mempunyai suara hampir sama. dan "tidak semua jawaban yes atau no"
3. Dengan cara mengingat bagian2 kalimat yang berhubungan dengan 5W+1H
4. Kunci utama saya ada pada kata atau kalimat yang sesuai dengan yang di ucapkan pada pembicaraan yang berlangsung dan arti dari sebuah percakapan.
5. Menurut saya bagian yg paling mudah adalah bagian 1 karena kita hanya di suruh untuk mencocokkan apa yang dibicarakan di rekaman suara dengan

gambar yang diberikan dan bagian yg paling sulit adalah bagian 4 sebab dibagian tersebut kita di haruskan menjawab 3 jawaban dari 1 soal

### C. Additional Questions

1. Manfaat yg kita dapatkan adalah mendapatkan pengalaman baru dalam test TOEIC dan pada saat mengikuti tes mengalami masalah? tidak, semua berjalan dengan lancar dan tanpa hambatan serta ini menjadikan pelajaran untuk saya agar lebih bisa memaksimal setiap proses yang ada untuk mendapatkan apa yang sesuai diharapkan.
2. sebelum test TOEIC di mulai saya dan rombongan dari kelas lain berkumpul untuk membahas materi dan tips and trick dalam mengerjakan contoh2 test nanti serta mendapatkan bimbingan dari pihak penyelenggara langsung.

Name of Partisipant : Respondent 6

Class : XII AKL1

### The Answers of open Interview

#### A. Reading section

1. Saya hanya menebak-nebak saja karena tidak mengerti sama sekali.
2. Sama halnya yang tadi saya Tidak mengerti benar-benar tidak tahu.
3. Strategi saya adalah menebak-nebak yang menurut saya benar saja
4. Yang paling mudah seperti pertanyaan reading Comrehension Yang paling susah error recognition karena saya tidak terlalu memahami tentang tata bahasa.untuk menganalisisnya saya terlalu banyak menebak saja jadi tidak terlalu dianalisis.
5. Saya tidak menganalisis karana saya tidak tau artinya.

#### B. Listening section

1. Ya saya paham tipe soal ini karena saya hanya menebak gambar saja.
2. Saya menganalisis pertanyaan dengan yang tepat saja
3. Dengan cara memilih kata-kata yang sesuai jika kata yang saya anggap sesuai itulah jawabannya
4. Kuncinya adalah Mencari jawaban yang sesuai pertanyaan yang di minta
5. Bagian question response adalah bagian paling mudah dan yang paling sulit adalah bagian short conversation.

#### C. Additional question

1. Manfaat nya adalah saya mendapatkan sertifikat dan bisa digunakan untuk melamar pekerjaan.
2. Saya tidak ada persiapan, dan menurut saya untuk lulus seleksi viera juga hanya keberuntungan bagi saya.

Name of Partisipant : Respondent 7

Class : XII AKL1

### The Answers of open Interview

#### A. Reading Section

1. Saya hanya menebak jawaban yang menurut analisis saya benar. Sebenarnya saya satu minggu sebelum saya belajar tentang materinya tapi saya belum memahami konsep dan strukturnya.
2. Saya antara mengerti dan tidak. Cara saya menjawab soal tersebut dengan mempelajari dasar-dasar grammar dan membaca dengan teliti soal secara menyeluruh.
3. Untuk strategi waktu tidak ada yang saya persiapkan. Tapi kalau dalam pengerjaan soal TOEIC kemarin masih tersisa waktu 30 menit.
4. Menurut saya soal yang mudah dikerjakan adalah error recognition karena saya sudah sering mempelajari tentang soal tersebut karena mau persiapan untuk kuliah kedinasan. Dan soal paling sulit menurut saya Incomplete Sentence karena membaca artikel yang panjang.
5. Saya menganalisis bacaan untuk mendapatkan jawabannya adalah dengan artikel apabila ada yang sama jawabannya dengan artikel yang menurut saya benar maka itulah jawaban saya.

#### B. Listening Section

1. Ya saya memahami tentang materi Potograph. Cara saya menganalisis jawabannya adalah dengan audionya dan saya eliminasi jawaban yang mana menurut saya kurang tepat.
2. Cara saya menganalisis jawabannya adalah dengan betul-betul mendengarkan apa isi dari audio tersebut.
3. Pada tipe tersebut saya menganalisis jawaban tersebut kurang lebih sama dengan sebelumnya.
4. Kunci utamanya adalah mengetahui dan benar-benar memahami isi dari percakapan tersebut. Dan biasanya kalimat utamanya berada di awal.
5. Menurut saya soal yang paling mudah adalah Photograph karena menasumsikan di foto dengan audio yang di dengar. Dan soal yang sulit

menurut saya adalah Short Conversation. Karena saya terkadang kurang paham dengan apa yang di bahas.

### C. Additional Questions

1. Manfaat saya mengikuti tes TOEIC adalah saya jadi tau bahwa Bahasa Inggris saya sangat belum mumpuni. Dan dari materi TOEIC saya belajar materi-materinya karena sebagian belum pernah saya pelajari. Permasalahan saya saat pertama tes buat seleksi di SMK. Karena pada saat seleksi saya terkendala dengan earphone milik SMK yang bagian saya pakai itu tidak berfungsi dan terkendala pada bagian listening. Dan permasalahan kedua adalah pada saat itu guru pembimbing ada yang mebolehkan pakai hand phone pada saat tes pertama dan mengunduh aplikasi ternyata hand Phone saya juga tidak mau digunakan. Saya sudah bingung dengan keadaannya dan Alhamdulillah aliran listriknya mati. Pada saat itu lah saya berusaha mengunduh aplikasi dan ternyata berhasil dan tidak diduga juga bahwa saya lolos untuk tes dari SMK. Tapi sayangnya untuk kelanjutan tes Nasionalnya nilai saya kurang memuaskan.
2. Kalau untuk persiapannya saya cuma latihan menjawab soal di aplikasi.

Name of Partisipant : Respondent 8

Class : XII AKL1

### The Answers of open Interview

#### A. Reading section

1. Saya hanya menebak-nebak jawabannya karena kurang paham.
2. Jujur, saya benar-benar tidak mengerti.
3. Tidak ada strategi, sampai akhir tes pun yang saya lakukan adalah menebak-nebak yang menurut saya benar
4. Yang paling mudah reading Comprehension contoh soal seperti what is the purpose? Yang paling susah adalah incomplete sentence karena saya benar-benar harus mengetahui artinya.
5. Saya tidak menganalisisnya karena saya tidak tau artinya.

#### B. Listening section

1. Untuk pertanyaan tipe photograph saya lumayan Paham karena hanya menebak gambar saja
2. Saya menganalisis pertanyaan dengan yang tepat saja, jika jawaban yang saya anggap benar maka itulah yang saya pilih.
3. Saya hanya mencari lalu memilih kata-kata yang sesuai
4. Saya hanya mencari jawaban yang saya pikir sesuai dengan pertanyaan yang diminta.
5. Bagian question response adalah bagian tersulit bagi saya dan yang paling mudah adalah photograph karena hanya mengamati gambar yang ditunjukkan saja.

#### C. Additional question

1. Manfaatnya adalah saya mendapatkan sertifikat dan juga menambah pengalaman saya walaupun itu hanya keberuntungan bagi saya untuk lulus seleksi VIERA. Masalah pada saat saya mengikuti tes adalah banyak soal yang tidak saya mengerti sama sekali.
2. Saya tidak ada persiapan apapun saya hanya percaya diri saja yang penting saya mengisi semua jawaban yang menurut saya benar, walaupun hanya menebak-nebak saja.

Name of Partisipant : Respondent 9

Class : XII AKL1

### The Answers of open Interview

#### A. Reading section

1. Saya Cuma menebak-nebak jawabannya
2. Saya Tidak mengerti jenis soal ini.
3. Strategi saya adalah menebak-nebak yang menurut saya benar
4. Yang paling mudah reading comprehension karena sering dibahas di kelas pada jam pembelajaran sedangkan tipe soal error recognition adalah yang paling sulit. Yh itu yg paling sulit walaupun saya Cuma menebak itu juga membuat saya sulit untuk menjawab tipe soal seperti ini.
5. Saya tidak menganalisis karena saya tidak tau artinya.

#### B. Listening section

1. Ya saya memahaminya karena hanya menebak gambar yang diberikan.
2. Saya hanya menganalisis pertanyaan dan jawaban yang menurut saya tepat saja
3. Dengan memilih kata-kata yang sesuai
4. Kuncinya adalah dengan mencari jawaban yang sesuai pertanyaan yang di minta
5. Bagian question response adalah yang paling sulit karena sulit bagi saya membedakan bagian mana yang ditanya ataupun direspon dan yang paling mudah adalah tipe soal photograph.

#### C. Additional question

1. Manfaat nya adalah saya mendapat kan sertifikat bisa digunakan untuk melamar pekerjaan. Masalah saat saya mengikuti tes adalah saya tidak mengerti semua soal yang di tes beserta artinya.
2. Saya tidak ada persiapan sama sekali, saya hanya percaya diri, mengisi semua soal dan tenang pada saat tes.



Name of Partisipant : Respondent 10

Class : XII OTKP

### The Answers of open Interview

#### A. Reading section

1. Saya menjawabnya dengan menebak-nebak Karena saya belum terlalu paham mengenai incomplete sentence banyak kata yang tidak saya mengerti.
2. Saya tidak mengerti error recognition jadi saya tidak mengerti bentuk dari pertanyaan itu dalam tes kemarin
3. Saya akan membaca pertanyaannya terlebih dahulu dan mencarinya di dalam cerita atau sebuah artikel yang tertera sebelumnya.
4. Pertanyaan yang paling mudah di selesaikan yaitu bentuk reading comprehension sedangkan untuk pertanyaan yang sulit dipahami itu bentuk soal yang melengkapi kata.
5. Memahami maksud pertanyaan dan mencari kunci dari salah satu kata di pertanyaan tersebut.

#### B. listening section

1. Saya Tidak mengerti tipe soal photograph. Gambarnya kurang jelas menurut saya.
2. Dengan cara memahami kata demi kata dan mencoba memahami maksud nya
3. Mendengarkan secara seksama
4. Kuncinya adaa pada bagian kata yang menunjukkan masalah
5. Jenis soal yang sulit dikerjakan adalah soal itu sebelumnya berisikan cerita atau pembicaraan antara dua orang atau lebih seperti talks.

#### C. Additional questions

1. Manfaat setelah mengikuti tes TOEIC saya menjadi lebih mengerti bentuk-bentuk soal dalam bahasa Inggris dan menambah kosakata bahasa Inggris saya.

- 
2. Persiapan saya untuk mengikuti tes TOEIC adalah latihan mengerjakan soal-soal TOEIC dan mencoba untuk memfokuskan diri dalam mendengar audio.

Name of Partisipant : Respondent 11

Class : XII AKL1

The Answers of open Interview

A. Reading section

1. Saya hanya menebak-nebak saja karena tidak begitu paham dan mengerti dari teks tersebut.
2. Ya, cara saya menganalisisnya dengan mencocokkan teks tersebut dengan jawabannya, akan tetapi saya tetap berhati-hati dalam menjawabnya karena terkadang jawabannya sedikit menjebak.
3. Cara pertama saya adalah dengan membaca soalnya terlebih dahulu, setelah memahami soal saya akan mencari jawabannya dalam teks yang ada.
4. Reading comprehension adalah soal termudah menurut saya karena jawabannya pasti terdapat dalam teks tersebut. Error recognition adalah soal tersulit menurut saya
5. Dengan memahami pertanyaannya agar memudahkan untuk mengetahui jawabannya.


B. Listening section

1. Ya, dengan cara mendengarkan audio dengan focus dan kaitkan jawabannya dengan gambar yang terdapat pada soal.
2. Dengan mendengarkan soal yang terdapat pada audio saya saya berusaha memahami maksud dalam pertanyaan tersebut sehingga saya bisa memilih jawaban yang saya anggap benar.
3. Dengan memahami apa yang sedang dibicarakan pada audio agar bisa menjawab pertanyaannya.
4. Dengan Mengisi yang mana menurut saya cocok dengan percakapan tersebut.
5. Soal paling mudah adalah tentang photograph karena saya bisa menganalisisnya hanya dengan melihat gambar. Yang paling sulit adalah tipe soal Talks karena jika tidak focus pada audionya maka saya tidak tau maksud dari soal tersebut.

C. Additional question

1. Manfaat nya adalah saya mendapatkan pengalaman baru. Permasalahannya adalah kami mengalami mati lampu yang menjadi kendala.
2. Saya mengulas kembali soal-soal yang sudah dipelajari dengan lebih giat lagi dan tidak lupa berdoa'.

# DOCUMENTATION



## LISTENING AND READING THE INTERNATIONAL SCORE REPORT

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**KNOW ENGLISH. KNOW SUCCESS.**

Name: **Ahmad Hollil**

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**KNOW ENGLISH. KNOW SUCCESS.**


Identification Number: **1705011209020001**      Date of Birth (yyyy/mm/dd): **2003/10/25**

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**KNOW ENGLISH. KNOW SUCCESS.**


Test Date (yyyy/mm/dd): **2020/10/20**      Valid Until (yyyy/mm/dd): **2022/10/20**

**255** Your score

5  495

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**170** Your score

5  495

**425**

Client/Institution Name: **Direktorat Pembinaan SMK**

PT International Test Center-TOEIC, Center Indonesia, Plaza Sceptik 17th Floor, Jln Jend Sudirman, Kav 47, Jakarta, Indonesia  
12930

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Your scaled score is between 200 and 300. Test takers who score around 200 typically have the following strengths:



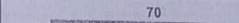
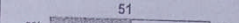
- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

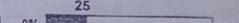

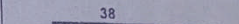
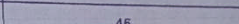
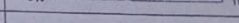
To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table." If your performance is closer to 300, you should also review the descriptors for test takers who score around 300.

Your scaled score is close to 150. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the "Proficiency Description Table."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist purpose and basic context based on information that is explicitly stated in short spoken texts	65 0%  100%
Can infer gist purpose and basic context based on information that is explicitly stated in extended spoken texts	51 0%  100%
Can understand details in short spoken texts	70 0%  100%
Can understand details in extended spoken texts	51 0%  100%

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can make inferences based on information in written texts	25 0%  100%
Can locate and understand specific information in written texts	57 0%  100%
Can connect information across multiple sentences in a single written text and across texts	38 0%  100%
Can understand vocabulary in written texts	46 0%  100%
Can understand grammar in written texts	41 0%  100%

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**  
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.

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LISTENING AND READING  
OFFICIAL INSTITUTIONAL SCORE REPORT

Name <b>Andrianita</b>		<b>LISTENING</b>		<b>TOTAL SCORE</b>  <b>350</b>
Identification Number <b>1705015008020001</b>		Date of Birth <b>2002/08/10</b>	5 <b>215</b> Your score / 495	
Test Date <b>2020/10/20</b>		Valid Until <b>2022/10/20</b>	<b>READING</b>	
			5 <b>135</b> Your score / 495	

Client/Institution Name: Direktorat Pembinaan SMK

PT International Test Center-TOEIC, Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav 47, Jakarta, Indonesia, 12930

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Detach Here

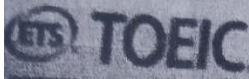
<p><b>LISTENING</b></p> <p>Your scaled score is close to 200. Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can understand short (single-sentence) descriptions of the central idea of a photograph.</li> <li>• They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.</li> <li>• They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.</li> <li>• They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.</li> </ul> <p>To see weaknesses typical of test takers who score around 200, see the *Proficiency Description Table.</p>	<p><b>READING</b></p> <p>Your scaled score is close to 150. Test takers who score around 150 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.</li> <li>• They can understand easy vocabulary and common phrases.</li> <li>• They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.</li> </ul> <p>To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table.</p>
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ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	0% <b>52</b> 100%	Can make inferences based on information in written texts	0% <b>25</b> 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	0% <b>59</b> 100%	Can locate and understand specific information in written texts	0% <b>52</b> 100%
Can understand details in short spoken texts	0% <b>58</b> 100%	Can connect information across multiple sentences in a single written text and across texts	0% <b>38</b> 100%
Can understand details in extended spoken texts	0% <b>36</b> 100%	Can understand vocabulary in written texts	0% <b>33</b> 100%
		Can understand grammar in written texts	0% <b>41</b> 100%

\* Proficiency Description Table can be found on our web site, [www.ets.org/toeic](http://www.ets.org/toeic)

**HOW TO READ YOUR SCORE REPORT:**  
**Percent Correct of Abilities Measured:** Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.  
**note:** TOEIC scores more than two years old cannot be reported or validated.





<b>Calvin Nugent</b> Name		<b>145</b> Your score 5  495		<b>TOTAL SCORE</b>  <b>280</b>
<b>171687412282091</b> Identification Number	<b>2004/10/14</b> Date of Birth (yy/mm/dd)	<b>135</b> Your score 5  495		
<b>02/01/2025</b> Test Date	<b>2022/10/20</b> Valid Until (yy/mm/dd)			
Organization Name: <b>Departemen Pembinaan SMK</b>				

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Test takers who score below 200 may have some of the skills strengths listed below, but they may also have some skills to be less confident in. Information about each skill strength is listed below.

Test takers who score below 200 may have some of the skills strengths listed below, but they may also have some skills to be less confident in. Information about each skill strength is listed below.

Your total score is close to 180. Test takers who score around 180 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the test matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 180, see the "Proficiency Description Table."

Can understand and identify main ideas in written texts	26	0%  100%	Can make inferences based on information in written texts	25	0%  100%
Can understand and identify specific information in written texts	32	0%  100%	Can locate and understand specific information in written texts	52	0%  100%
Can understand and identify details in written texts	41	0%  100%	Can understand information given verbally or in a simple written form	44	0%  100%
Can understand and identify the main idea in written texts	47	0%  100%	Can understand vocabulary in written texts	48	0%  100%
Can understand and identify specific information in written texts	52	0%  100%	Can understand grammar in written texts	25	0%  100%

For more information, visit [www.ets.org/toeic](http://www.ets.org/toeic).

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**ETS TOEIC LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT**

Name: Ardiansyah Akbar Rosiqih

Identification Number: 1705010306010005 Date of Birth: 2003/06/03

Test Date: 2020/10/20 Valid Until: 2022/10/20

**LISTENING** Your score: 180

**READING** Your score: 85

**TOTAL SCORE** 265

Client/Institution Name: Direktorat Pembinaan SMK

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**LISTENING**

Your scaled score is close to 200. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table."

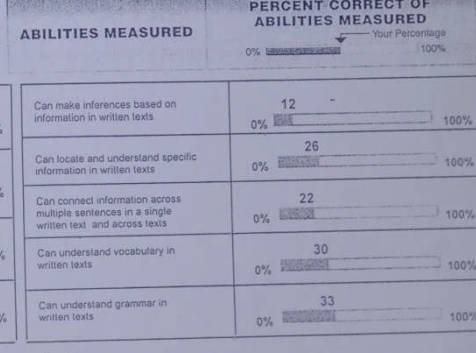
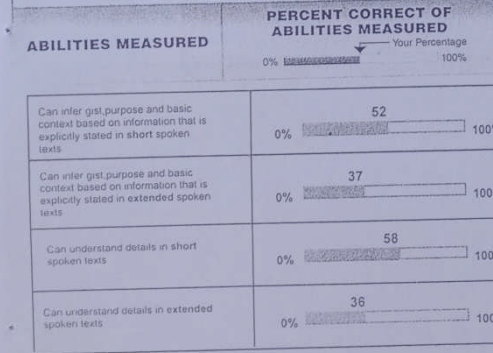
**READING**

Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent.

Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the "Proficiency Description Table."



\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**  
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.



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Name: <b>Softika Putri</b>		<p>130 Your score</p> <p>5 495</p>	<p>250</p>
Identification Number: <b>1705014609020004</b>	Date of Birth (yyyy/mm/dd): <b>2002/09/06</b>		
Test Date (yyyy/mm/dd): <b>2020/10/20</b>	Valid Until (yyyy/mm/dd): <b>2022/10/20</b>	<p>120 Your score</p> <p>5 495</p>	
Client/Institution Name: <b>Direktorat Pembinaan SMK</b>			

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Your scaled score is below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table."

Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the "Proficiency Description Table."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	39	Can make inferences based on information in written texts	18
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	29	Can locate and understand specific information in written texts	57
Can understand details in short spoken texts	41	Can connect information across multiple sentences in a single written text and across texts	38
Can understand details in extended spoken texts	33	Can understand vocabulary in written texts	26
		Can understand grammar in written texts	33

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**  
**Percent Correct of Abilities Measured:** Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.  
**Note:** TOEIC scores more than two years old cannot be reported or validated.

# TOEIC LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

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KNOW ENGLISH.  
KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

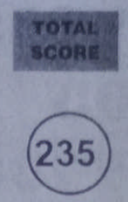
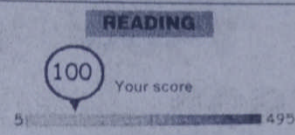
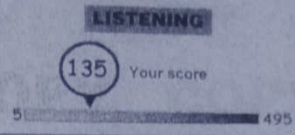
Name: **Revita Anggia Putri**

Identification Number: **1705066507030002**

Date of Birth (yyyy/mm/dd): **2003/07/25**

Test Date (yyyy/mm/dd): **2020/10/20**

Valid Until (yyyy/mm/dd): **2022/10/20**



Client/Institution Name: **Direktorat Pembinaan SMK**

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

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### LISTENING

Your scaled score is below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist purpose and basic context based on information that is explicitly stated in short spoken texts	30%
Can infer gist purpose and basic context based on information that is explicitly stated in extended spoken texts	29%
Can understand details in short spoken texts	17%
Can understand details in extended spoken texts	54%

### READING

Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the "Proficiency Description Table."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can make inferences based on information in written texts	43%
Can locate and understand specific information in written texts	36%
Can connect information across multiple sentences in a single written text and across texts	27%
Can understand vocabulary in written texts	23%
Can understand grammar in written texts	20%

\* Proficiency Description Table can be found on our web site, [www.ets.org/toiec](http://www.ets.org/toiec)

#### HOW TO READ YOUR SCORE REPORT:

**Percent Correct of Abilities Measured:** percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

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# LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

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**Muhammad Faiz Jordan**

Name

1705011501030002

Identification Number

2003/01/15

Date of Birth (yyyy/mm/dd)

2020/10/20

Test Date (yyyy/mm/dd)

2022/10/20

Valid Until (yyyy/mm/dd)

## LISTENING

**140** Your score

5 495

## READING

**90** Your score

5 495

**TOTAL SCORE**

**230**

Client/Institution Name: Direktorat Pembinaan SMK

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, J. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

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### LISTENING

Your scaled score is below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the \*Proficiency Description Table.

### READING

Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the \*Proficiency Description Table.

#### ABILITIES MEASURED

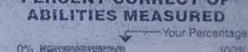
#### PERCENT CORRECT OF ABILITIES MEASURED



Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	43
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	22
Can understand details in short spoken texts	47
Can understand details in extended spoken texts	39

#### ABILITIES MEASURED

#### PERCENT CORRECT OF ABILITIES MEASURED



Can make inferences based on information in written texts	18
Can locate and understand specific information in written texts	10
Can connect information across multiple sentences in a single written text and across texts	22
Can understand vocabulary in written texts	40
Can understand grammar in written texts	29

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

#### HOW TO READ YOUR SCORE REPORT:

##### Percent Correct of Abilities Measured:

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

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**LISTENING AND READING  
OFFICIAL INSTITUTIONAL SCORE REPORT**

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KNOW SUCCESS.

Name: Maulana Pensi Ega Saputra

Name

Identification Number: 1705011405030001

Identification Number

Date of Birth: 2003/05/14

Date of Birth (yyyy/mm/dd)

Test Date: 2020/10/20

Test Date (yyyy/mm/dd)

Valid Until: 2022/10/20

Valid Until (yyyy/mm/dd)

**LISTENING**

**130** Your score



**TOTAL SCORE**

**225**

**READING**

**95** Your score



Client/Institution Name: Direktorat Pembinaan SMK

PT International Test Center TOEIC Center Indonesia, Plaza Sentra 17th Floor, Jl. Jend. Sudirman Kav. 47, Jakarta, Indonesia 12930

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**LISTENING**

Your scaled score is below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the \*Proficiency Description Table.

**READING**

Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the \*Proficiency Description Table.

**ABILITIES MEASURED**

**PERCENT CORRECT OF ABILITIES MEASURED**

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	43
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	22
Can understand details in short spoken texts	35
Can understand details in extended spoken texts	39

**ABILITIES MEASURED**

**PERCENT CORRECT OF ABILITIES MEASURED**

Can make inferences based on information in written texts	25
Can locate and understand specific information in written texts	42
Can connect information across multiple sentences in a single written text and across texts	33
Can understand vocabulary in written texts	20
Can understand grammar in written texts	33

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.



**LISTENING AND READING  
OFFICIAL INSTITUTIONAL SCORE REPORT**

Maharani		<b>LISTENING</b>		<b>TOTAL SCORE</b>  <b>200</b>
Name		95	Your score	
1705016108020002	2002/08/21	5	495	
Identification Number	Date of Birth (yyyy/mm/dd)	<b>READING</b>		
2020/10/20	2022/10/20	105	Your score	5
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)	495		

Client/Institution Name: Direktorat Pembinaan SMK

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### LISTENING

Your scaled score is below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0%  100%

### READING

Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the "Proficiency Description Table."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0%  100%

Can infer gist purpose and basic context based on information that is explicitly stated in short spoken texts	26	0%  100%
Can infer gist purpose and basic context based on information that is explicitly stated in extended spoken texts	22	0%  100%
Can understand details in short spoken texts	35	0%  100%
Can understand details in extended spoken texts	24	0%  100%

Can make inferences based on information in written texts	18	0%  100%
Can locate and understand specific information in written texts	36	0%  100%
Can connect information across multiple sentences in a single written text and across texts	27	0%  100%
Can understand vocabulary in written texts	30	0%  100%
Can understand grammar in written texts	33	0%  100%

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

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LISTENING AND READING  
OFFICIAL INSTITUTIONAL SCORE REPORT

Name: Yuli		<b>LISTENING</b>		<b>TOTAL SCORE</b>  <b>190</b>
Identification Number: 1705065007020002		Date of Birth: 2002/07/28		
Test Date: 2020/10/20		Valid Until: 2022/10/20		
Your score: 110		Your score: 80		
495		495		

Client/Institution Name: Direktorat Pembinaan SMK

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**LISTENING**

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- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table."

**READING**

Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the "Proficiency Description Table."

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist purpose and basic context based on information that is explicitly stated in short spoken texts	26
Can infer gist purpose and basic context based on information that is explicitly stated in extended spoken texts	22
Can understand details in short spoken texts	41
Can understand details in extended spoken texts	33

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can make inferences based on information in written texts	18
Can locate and understand specific information in written texts	26
Can connect information across multiple sentences in a single written text and across texts	22
Can understand vocabulary in written texts	33
Can understand grammar in written texts	20

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

HOW TO READ YOUR SCORE REPORT:

**Percent Correct of Abilities Measured:**

percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.



LISTENING AND READING  
OFFICIAL INSTITUTIONAL SCORE REPORT

Meiliza Tri Aprilia

Name

1705064904030001

Identification Number

2003/04/09

Date of Birth (yyyy/mm/dd)

2020/10/20

Test Date (yyyy/mm/dd)

2022/10/20

Valid Until (yyyy/mm/dd)

LISTENING

95 Your score

5 495

READING

80 Your score

5 495

TOTAL SCORE

175

KNOW ENGLISH.  
KNOW SUCCESS.  
KNOW ENGLISH.  
KNOW SUCCESS.  
KNOW ENGLISH.  
KNOW SUCCESS.  
KNOW ENGLISH.  
KNOW SUCCESS.

Client/Institution Name: Direktorat Pembinaan SMK

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

This score report is intended for use only by the institution which sponsored the test administration.

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LISTENING

Your scaled score is below 200. Test takers who score below 200 may have some of the same strengths as test takers who score around 200, but their performance is likely to be less consistent. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

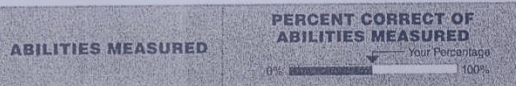
To see weaknesses typical of test takers who score around 200, see the \*Proficiency Description Table.

READING

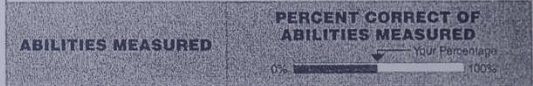
Your scaled score is below 150. Test takers who score below 150 may have some of the same strengths as test takers who score around 150, but their performance is likely to be less consistent. Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical structures when not very much reading is necessary.

To see weaknesses typical of test takers who score around 150, see the \*Proficiency Description Table.



Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	34
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	33
Can understand details in short spoken texts	29
Can understand details in extended spoken texts	15



Can make inferences based on information in written texts	12
Can locate and understand specific information in written texts	26
Can connect information across multiple sentences in a single written text and across texts	16
Can understand vocabulary in written texts	23
Can understand grammar in written texts	45

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.



(Pict 1.1 First Observation)



(Pict 1.2 The Explanation from the researcher about the research)





(Pict 1.3 Photo Session in research beginning)



(Pict 1.4 Photo session in research final)



(Pict 1.5 The researcher with Head master of SMKN 3 Seluma)



(Pict 1.6 The researcher with the English Teacher and also CO TOEIC )



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: *0024*/In.11/F.II/PP.009/12/2020

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

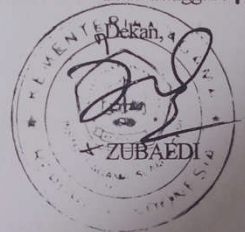
No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Ph.D. 19720410199903	P I	April Liya Wulan Dari	TBI	The Analysis of Vocational High School Students' Ability in Test of English for International Communication (TOEIC) at Vocational High School Number 3 Seluma in Academic Year 2020/2021
2	Fera Zasrianita, M.Pd. 19790217200912	P II	1711230120	-	

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 15 Desember 2020



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBİYAH DAN TADRIS

Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Prodi  
Tadris Bahasa Inggris  
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : April Liya Wulan Dari  
NIM : 1711230120  
Jurusan/Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

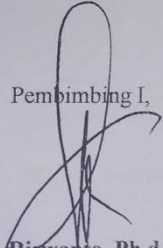
Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **The Analysis of Vocational High School Students' Ability In Test Of English For International Communication Menjadi :An Analysis The Vocational High School Students' Problem In Answering TOEIC Reading and Listening Test.**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

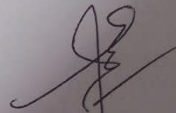
Bengkulu, Februari 2021

Pembimbing I,

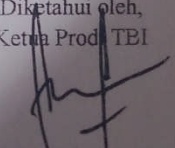
  
**Riswanto, Ph.d**  
NIP.19720410199903

Disetujui oleh,

Pembimbing II,

  
**Fera Zasrianita**  
NIP. 19790217200912

Diketahui oleh,  
Ketua Prodi TBI

  
**Feny Martina, M.Pd.**  
NIP. 198703242015032002





KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Prodi  
Tadris Bahasa Inggris  
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : April Liya Wulan Dari

NIM : 1711230120

Jurusan/Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

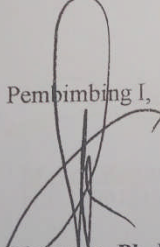
Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **The Analysis of Vocational High School Students' Ability In Test Of English For International Communication** Menjadi: **An Analysis The Vocational High School Students' Problem In Answering TOEIC Reading and Listening Test.**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

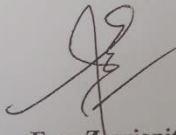
Bengkulu, Februari 2021

Pembimbing I,

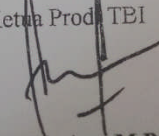
  
**Riswanto, Ph.d**  
NIP.19720410199903

Disetujui oleh,

Pembimbing II,

  
**Fera Zasrianita**  
NIP. 19790217200912

Diketahui oleh,  
Ketua Prodi TBI

  
**Feny Martina, M.Pd.**  
NIP. 198703242015032002



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Reden Fatuh, Pagar Dewa, Telp. (0736) 15176, 51171 Fax (0736) 511171 Bengkulu

**PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI**

Proposal skripsi atas nama : April Liya Wulan Dari, NIM : 1711230120 yang berjudul "An Analysis The Vocational High School Students Problem In Answering TOEIC Reading And Listening Test (A study at SMKN 3 Seluma In Academic Year 2020/2021)". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis, 11 Februari 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, Februari 2021

Penyeminar I

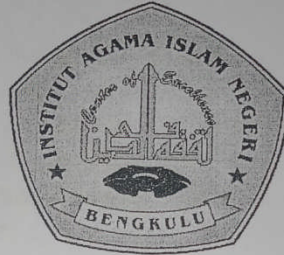
Penyeminar II

M. Arif Rahman Hakim, M.Pd., Ph.D  
NIP. 199012152015031007

Valisneria Utami, M.Ed  
NIP. 198903232019032010

The Analysis Of Vocational High School Students' Ability In Test Of English  
For International Communication (TOEIC)  
(At Vocational High School Number 3 Seluma in Academic Year 2020/2021)

**PROPOSAL**  
Submitted as a Partial Requirements for the Degree of Sarjana (S.Pd)  
In Study Program of English Education



BY:  
APRIL LIYA WULAN DARI  
1711230120

Bengkulu, 22 Januari 2021

Advisor I

Riswanto, Ph.D  
NIP. 19720410199903

Advisor II

Fera Zsrianita, M. Pd  
NIP. 19790217200912







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BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
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Website: www.ainbengkulu.ac.id

**SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS**  
DEKAN FAKULTAS TARBİYAH DAN TADRIŠ INSTITUT AGAMA ISLAM NEGERI (IAIN)  
BENGKULU

Nomor: 0807 /In. 11/F.II/PP.009/02/2021  
Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : April Liya Wulan Dari  
NIM : 1711230120  
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	M. Taufiqurrahman, M.Pd.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Valisneria Utami, M.Ed.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Ixsir Eliya, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.

Bengkulu, 6 Februari 2021

Dekan,



ZUBAEDI



**PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMK NEGERI 3 SELUMA**



Jl. Raya Bengkulu-Tais KM. 34 Dermayu Kec. Air Periuhan Kab. Seluma Telp. (0736) 7311015 Kode Pos 38881

Website. [www.smkn3seluma.sch.id](http://www.smkn3seluma.sch.id) email. [smkn3seluma@yahoo.com](mailto:smkn3seluma@yahoo.com)

**SURAT KETERANGAN**

No : 104/1.26.5.1/SMKN3/HM/2021

Berdasarkan surat dari Ketua Program Studi TADRIS BAHASA INGGRIS IAIN Bengkulu Nomor : 1296/In.11/F.II/TL.00/03/2021 perihal izin penelitian, Kepala SMK Negeri 3 Seluma menyatakan bahwa:

Nama : April Liya Wulan Dari  
NPM : 1711230120  
Program Studi : Bahasa Inggris

telah melakukan penelitian di SMK Negeri 3 Seluma dari tanggal 1 Maret sampai dengan 12 April 2021.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Dermayu, 15 April 2021  
Kepala Sekolah,  
  
Dra. Nismawati  
NIP. 19660216 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Apele Liya Wulan Dari  
NIM : 171220120  
Jurusan : Teologi  
Program Studi : Bahasa Inggris

Pembimbing I/II : Riswanto, Ph.D  
Judul Skripsi : The Analysis of Vocational High School Students' in Test of English for International Communication (TOEIC)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Jumat, 18-12-2020	18/12/2020	Revisi	
2	21/12-2020	Langganan Selay Tes TOEIC Lingua book 7-10 PDF 2015	Revisi	
3	20/1/2021	Revisi Revisi P. Capri Bina Fanduan Skripsi	Revisi	

Mengetahui,  
  
NIP. 19690308199605

Bengkulu, 27 Januari, 2021

Pembimbing I/II  
  
NIP. 19720910199903





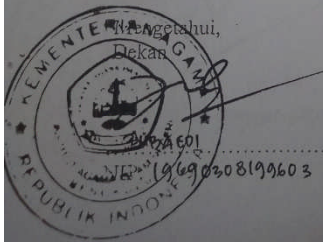
KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pogar Dawa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172-5-879 Faksimili (0736) 51171-51172  
Website: www.iainhangkulu.ac.id

Nama Mahasiswa: April Liya Wulan Dari  
NIM: 1711230120  
Jurusan: Tadris Bahasa Inggris  
Program Studi: Bahasa Inggris

Pembimbing/II: Riswanto Ph.D  
Judul Skripsi: The Analysis of Vocational High School Number 3 Seluma in Test of English for Communication (TOEIC)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
4.	Jum'at / 22-01-2021	22/1/2021	Ada saran proposal	



Bengkulu, 22 Januari, 2021

Pembimbing I/II

*Riswanto, Ph.D*  
NIP. 19720910199902



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 INSTITUT AGAMA ISLAM NEGERI  
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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
 Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172  
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : April Liya Nulan Dani  
 NIM : 11220120  
 Jurusan : Tadris Bahasa  
 Program Studi : Bahasa Inggris

Pembimbing I/II : Rizwanio Ph.D  
 Judul Skripsi : An Analysis The Vocational  
 High School Students' Problem in Answering  
 TOEIC Reading and Listening Test

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	30/4/2021	Spelling / Grammar	Pulih	[Signature]
2	3/5/2021	Grammar	Pulih	[Signature]
3	5/5/2021	Writing	Pulih	[Signature]
5	29/5/2021	PPT Language	Pulih	[Signature]
6	3/6/2021	ACCU (Academic Success)		[Signature]

Mengakhiri  
 Dekan  
 Dr. ZUBAEDI M. Ag. M. Pd  
 NIP. 196903081936031005

Bengkulu, 2 Juni 2021  
 Pembimbing I/II  
 Rizwanio, Ph.D  
 NIP. 19720410199903



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172-53879 Faksimil (0736) 51171-5-172  
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : April Liya Wulan Dari  
NIM : 1711230120  
Jurusan : Tadris  
Program Studi : Bahasa Inggris  
Pembimbing I/II : Fera Zafriana, M.Pd  
Judul Skripsi : The Analysis of Vocational  
High School Number 3 Seluma in Test of  
English for Communication (TOEIC)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Senin/14-12-2020	Pengantar SK		
2.	Kamis/17-12-2020	Bab I Proposal	Perbaiki cover, penulisan, dan tambahkan isi background	
3.	Kamis/19-12-2020	Bab I Proposal (Revisi)	Lajut Bab II & III	
4.	Senin/04-01-2021	Bab II dan Bab III	Perbaikan	
5.	Kamis/07-01-2021	Revisi Bab II		
6.	Senin/11-01-2021	Revisi Bab III		
7.	Kamis/14-01-2021	Bab I, II & III	AC	

Bengkulu, 14 Januari 2021

Pembimbing I/II

Fera Zafriana, M.Pd  
NIP. 19790217200912







INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : April Liya Wulan Dwi  
NIM : 171120120  
Jurusan : Tadris Bahasa Inggris  
Program Studi : Bahasa Inggris

Pembimbing I/II : Fera Zastriana, M. Pd.  
Judul Skripsi : An Analysis the Vocational  
High School Students' Problem in Answering TOEIC  
Reading and Listening Test.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pem-bimbing
1.	Kamis / 01 April 2021	Bab 4 Thesis	- Tambahkan lagi bagian discussion terus lanjutkan bab 5.	
2.	Senin / 05 April 2021	Revisi Bab 4 sekaligus bimbingan bab 5	- Perbaiki bab 5	
3.	Kamis / 08 April 2021	Revisi bab 5	-	
4.	Jumiat / 09 April 2021	Bab 1 - 5	Lengkapi keseluruhan isi, lampiran skripsi.	
5.	Senin / 12 April 2021	Cek kelengkapan	Perbaiki penulisan referensi dan tambahkan lampiran yg belum lengkap	
6.	Kamis / 15 April 2021	Revisi Penulisan	Perbaiki Abstrak	
7.	Jumiat / 16 April 2021	Revisi Abstrak	-	
8.	Senin / 19 April 2021	Bimbingan Keseluruhan (Hal depan, Bab 1-5, lampiran)		

Bengkulu, ... 19 April 2021

Pembimbing I/II

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Mengetahui,  
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