CHAPTER II
LITERATURE REVIEW

A. English Learning

English become a language that is important in our society and in work places, so that many people are interested or even forced to be reliable in English. Therefore many of education agencies put English on their lesson subject to serve to their students.

Mirhadisadeh(2016) stated that learning a second or foreign language is not an easy matter to discuss, because it does not only require to know vocabulary and grammar of a language being acquired, but also knowledge about the context and culture and a new way of thinking and acting needs a great consideration. While another opinion was stated by Salikin, Zulfikar, and Emelia (2017) learning English means that learner must mastered four skills in English before, such as listening, writing, reading, and speaking.

B. English Proficiency Test

As mentioned by its name, English Proficiency Test is a test to measure how far someone’s English ability. At the first time English Proficiency Test appeared, it was called as TOEFL (Test of English as Foreign language), it was given for them who are not English native. Since 1963, TOEFL has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for
International Development, AMIDEAST, American Scholarship Program, and others as a standard measure of English proficiency of the candidates.

A proficiency test as the test that has the function to assess the general knowledge or skills commonly required or prerequisite to entry into (or exemption from) a group of similar institutions (Brown, 2005 as cited in Sulistyo, 2009). Another opinion was delivered by Stern (1983) as cited by Maleki and Zangani(2007), that “proficiency ranges from zero to native like proficiency. The zero is not absolute because the second language learner as speaker of at least one other language, his first language, knows language and how it functions. Complete competence is hardly ever reached by second language learners”

1. **Kinds of EPT test**

   The TOEFL program has long recognized and supported the importance of research in maintaining and improving test quality. Since the mid-1970s, a portion of the annual TOEFL budget has been committed to fund and disseminate research on issues related to language assessment (ETS, 2018). Sure, the development of TOEFL test influences the development and the born of other kind of English proficiency test that exist and there are several kinds of TOEFL test and similar English proficiency test currently administrated around the world as fellow:

   1) TOEFL iBT (Interned Based Test) conducted by ETS (Educational Testing Service), is the most well-known English
proficiency test. The test measures one’s ability to use and understands English at the university level. The test contains reading, listening, speaking and writing skills, all of them are delivered, and done by using internet (ets.org, 2018)

2) IELTS (International English Language Testing System) is a test that assesses one’s abilities in listening, reading, writing and speaking, which established since 1989. The developers of the test are British Council, International Development Program Education, and Cambridge Assessment English (ielts.org, 2018).

3) TOEIC (Test of English for International Communication) developed by ETS, is a test to assess English language skills needed in the workplace. The test contains listening, reading, speaking and writing test (ets.org, 2018).

4) EPT (English Proficiency Test), is a test to measure students’ ability in English. The test is constructed based on TOEFL test by ETS so it contains listening, structure and reading, but without writing and speaking test. The test is conducted and administered by English Education Department of UMP.

2. Content

English Proficiency Test that is conducted by English Education Department of Universitas Muhamadiyah Purwokerto is a paper-based test. The test formation is similar with TOEFL Test, because EPT uses TOEFL test as the basic standard of the test.
Students are given a bundle of question sheets and an answer sheet and they have to finish all questions in 135 minutes (2 hours, 15 minutes). The test questions are divided into three parts, part 1 for listening, part 2 for structure and short expression, part 3 for reading comprehension. Those parts are described fellow:

a. The part one : listening section

   It was purposed to assess the ability to comprehend spoken English (Pyle& Page (2012) as cited in Ananda). The listening section contains 50 questions, and still divided into 3 sub parts. Part A serves short conversations that each conversation is only to answer one question, part B serve longer conversation than part A and each conversation is to answer several items, and the part C have complex and longer conversation than part A and B. In the listening section all the listening podcast will be played once without repetition, so the test members have to pay their attention to the conversation to be able to answer the questions. The example of sub part 1 in this part is as fellow:

   Part A

   Direction: In this part you will hear short conversation between two speakers. At the end of each conversation, a third speaker will ask a question about what the first two speakers said. Each conversation and each question will be spoken only one time. Therefore, you must listen carefully to understand what each speaker says. After you hear a conversation and the question, read the four choices and select the one that is the
best answers to the question the speaker asked. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter for the answer you have chosen. Blacken the space completely so that the letter inside the space does not show.

Listen to the following example

On the recording, you hear:

(Man) : Does the car need to be filled?
(Woman) : Mary stopped at the gas station on her way home.
(Narrator): What does the woman mean?

In your test book, you will read:

(A) Mary bought some food.
(B) Mary had car trouble.
(C) Mary went shopping.
(D) Mary bought some gas.

From the conversation you learn that Mary stopped at the gas station on her way home. The best answer to the question “Does the car need to be filled?” is D, “Mary bought some gas.” Therefore, the correct answer is (D).

Part B

Direction: in this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversation and the question will not be repeated.

After you hear a question, read the four possible answer in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill the space that corresponds to the letters of the answer you have chosen.
Remember, you are not allowed to take notes or write on the test book.

Listen to the following example:

You will hear:

You will read:

(A) He has changed jobs.
(B) He has two children.
(C) He has two jobs.
(D) He is looking for a job.

From the conversation you hear that Tom has taken an additional job. The best answer to the question “Why is Tom tired?” is (C), “He has two jobs.” Therefore, the correct answer is (C).

Part C

Direction: in part C you will hear,

(Narrator) Listen to an instructor talk to his class about painting.

(Man) Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family fawn at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice to acclaim. This painting, called American Gothic, is starkly simple depiction of a serious couple staring directly out at the viewer.

Now listen to a sample question.

(Narrator) What style of painting is known as American regionalist?
In your test book, you will read:

(A) Art from America’s inner cities.
(B) Art from central region of the Unite States.
(C) Art from various urban areas in the United States.
(D) Art from rural sections of America.

The best answer to the question, “What style of painting is known as American regionalist?” is (D), “Art from rural sections of America.” Therefore, the correct choice is (D).

However, the students have to be aware that there is no repetition for any conversation, nor write anything on the test sheet or answer sheet. Therefore, it is a quite good test to know students’ listening ability.

b. The part two: structure and written expression test

It was developed to test the ability to identify appropriate language for standard written in English (TOEFL ITP assessment series, 2013). Section two contains 40 question of structure which divided into two sub parts. Sub part 1 contains 15 questions and sub part 2 there are 25 questions and it is should be finished in only 55 minutes. In this part, the test participants have to answer several multiple choice question where there is no clear explanation about kind of grammar that is tested. So, the test participants have to be thorough and master all kind of structure in English to get a maximum score.
1. Structure

Example:

The president ______ the election by a landslide.

(A) won
(B) he won
(C) yesterday
(D) fortunately

The sentence should be read, “The president won the election by a landslide.” Therefore, you should choose (A).

2. Written expression

Look at the following example.

Example 1:

The four string on a violin are tuned in fifth

A  B  C  D

The sentence should be read, “The four strings on a violin are tuned in fifth.” Therefore, you should choose (B)

Example 2:

The research for the book roots taking Alex Haley twelve years

A  B  C  D

The sentence should be read, “The research for the book roots took Alec Haley twelve years.” Therefore, you should choose (C)

c. Part 3 : reading comprehension test

Reading comprehension test is purposed to measure the ability to read and comprehend short passages which uses the
same topics and styles as most universities and colleges (TOEFL ITP assessment series, 2013). In this part, there are 5 reading passages that are followed with 10 questions for each text. These questions may ask about the passage as a whole, specific sentence or phrase in the passage, or meaning of particular word that was used.

According to the explanation above, EPT can be admitted as a standard to interpret one’s ability in English because of its difficulty level is quite high. So that’s why TOEFL as the basic standard of EPT that is used by Universitas Muhammadiyah Purwokerto become a respected English language assessment which has been used in more than 130 countries, including Australia, Canada, New Zealand, the United States, and United Kingdom.

*Read the following passage:*

John Quiney Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both on the presidency and the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

**Example 1**

To what did Jhon Quincy Adams devote his life?

(A) Improving his personal life
(B) Serving the public
(C) Increasing his fortune
(D) Working on his private business

According to the passage, John Quincy Adams “dedicated his life to public service.” Therefore, you should choose (B).

Example 2
In line 5m the word “unswerving “is closet meaning to

(A) moveable
(B) insignificant
(C) unchanging
(D) diplomatic

The passage states that John Quincy Adams demonstrated his unswerving belief “throughout his career.” This implies that the belief did not change. Therefore, you should choose (C).

C. Factors in EPT Problem

In Indonesia, English has been taught as a foreign language, so it is not easy for Indonesian native students to learn it. That will be a challenging challenge for Indonesian students to learn it, because Bahasa Indonesia has differentiation with English in some aspects such as grammatical use, syntax and others linguistic factor. As stated by Narayanan, Rajasekaran and Iyyapan (2008), Learn a second language is a total physical, intellectual and emotional involvement in needed to successfully send and interpret linguistic messages.

There are two types of factors that affect the students’ academic performance. These are internal and external classroom factors and these factors strongly affect the students’ performance. It seems logical to classify
these factors into two groups of internal and external which include elements of the same type (Madrid, 1995 as cited in Mahmoudi & Mahmoudi, 2015).

EPT that is conducted in Universitas Muhammadiyah Purwokerto that was used to interpret how far students’ proficiency in English clearly have implication with description above, so these are some factors that affect student’s performance in doing EPT test as described fellow:

1. **Internal factors**

   Internal factors are all factors that come out from inside students self. According to Brown (2007) as cited in Mirhadisadeh (2016), these factors are specified by the individual students like motivation, attitude, personal practice and study habits. Each of these factors is an individual element of learners’ ability to acquire a foreign language but each component also interacts with another. While Mahmoudi and Mahmoudi (2015) see that internal factors imply cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking ability, etc. Because of space limitation, only some of these factors are elaborated on here.

   a. **Anxiety**

   High anxiety is experienced before the examination in all subjects. It was also established that both girls and boys are equally affected by test anxiety (Ndirangu, Muola, Kithuka & Nassiuma, 2009). While according to Suin (1968) in Wang and
Liao (2012) stated that “test anxiety is the inability to think or remember during the test”. From Suin’s statement we can take that test anxiety might affect students’ concentration when they read and grasp the meaning of the test question and causing less well result.

Test anxiety is also possible to be suffered by the 3rd semester students of English Education in Universitas Muhammadiyah Purwokerto because of they are new students and they are join EPT test for the first time and English is a foreign language for them. Same as what Young (1991) delivered as cited in Onwuegbuzie et al., (1999: 217) and cited again in Tanveer, (2007) Anxiety has been found to interfere with many types of learning but when it is associated with leaning a second or foreign language it is termed as “second/foreign language anxiety”. It is a complex and multidimensional phenomenon.

b. Motivation

Gardner (1985) in Narayanan, Rajasekaran and Iyyapan (2008) states, referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Another expert also states that motivation is believed to act as an engine generating learning and then propelling students forward helping them overcome the difficulties they encounter in learning a foreign language (Cheng
Motivation factor in this case is something that makes students would to take EPT test. Some students are taking EPT test because they want to upgrade their English proficiency, while other students are wanted to maintain their English proficiency and other reason that motivating students to take EPT test is educational requirement. Some of universities obligate their students to take EPT test as the requirement, the same case in Universitas Muhammadiyah Purwokerto that to put EPT as a compulsory for English education students for their graduation requirement.

c. Attitude

Attitude is the way that you think and feel about something. These attitudes form a part of one’s perception of self, of others, and of the culture in which one is living, as opined by Brown (1980) in Narayanan, Rajasekaran and Iyyapan (2008). Therefore attitude is yet another important affective factor in learning a second language.

How students consider to EPT test is probably affect their test result. Students who take EPT test may because of their need, or the other because of compulsory to maintain their learning process.
d. Study habits/ learning strategy

According to Chammot (2004) learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Further, Chammot explained that strategic learner have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task essentials, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strength.

Literally, EPT test is not an easy to pass for them who take this test, because their English proficiency is examined here. Sure, a good preparation is needed to reach the minimum score. Some strategy may be used by student on their learning like Memorizing new vocabulary, grammar, pattern, or any memorization-related activity, reading a TOEFL book and self-testing, Guessing or using synonym to find unknown vocabulary, Studying and asking other person in order to get help and etc.

e. Academic Competence

Suparno (2001:27) stated that competence is defined as "adequate skills to perform a task" or as "owning the required skills and abilities". In further explanation, the word competence was chosen to show the emphasis on "the ability to demonstrate knowledge".
While another statement come from Hornby in Komariah (2006:66) issued 3 points in relation with competence as fellow:

1. Competency point to skills or ability to do a task.
2. Competency is a characteristic of person who have skill, ability authority, knowledge and etc. to do some needs.
3. Competency is connected to rational action to reach purposes with satisfy based on the condition.

EPT test is purposed to asses student’s ability to use and understands English at the university level. Sure, competency is required in EPT test, it deals with how students understand and catch learning topic during the lesson in the class, then their knowledge is tested in EPT. It is Academic competence. one of student’s competence which deal with knowledge, behavior, skill, and ability that are needed to be able to follow the development of science and technology.

3. **External factors**

Same as the name, external factors come from outside the students. This factor has connection with social factors, input and interaction. Such as Ballard and Bates (2008: 563) in Risfayanti, Sofian, Husin (2013) factors that influence students learning achievements are the motivation, responsibility of the students, teacher, socioeconomic status, and home or family.

Indeed, points that contribute in external factors of student’s learning can be different from one expert to other because they have different point of view. However due to limitation, the researcher only took several factors which are connect to researcher’s purpose in his research. Those factors are described fellow:

a. Socioeconomic

Good and Brophy (1990), stated that among individual difference variables used to describe particular students or even entire school population, the most important may be socio economic status (SES) and social class. Further, Good and Brophy argued that in any case, parental educational level is especially important to teachers because it is linked to parental interest in and attitudes toward education.

Socio economic may have implication to the factor that affect EPT score. It may be caused by students who come from a family who are classified in low social status see that test of English proficiency is not a must, and it is also expensive for several students.
b. Teacher role

Teacher has main role to deliver classroom instruction that helps students learn. While, teachers must prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff.

In language learning teacher need to provide an active class in order to create a cooperative situation in mastering speaking, reading, listening and writing skill. The same thought as the Roles of Teachers and Learners According to Lochana and Deb (2006) in Nguyen and Fehring(2014), stated that teachers have recently realized the importance of using a student-centered approach to teaching where teachers can help students to learn the target language in context and to use it in real situations both inside and outside the language classroom.

Teachers role in EPT case is preparing their students before taking EPT test by giving assistance in practicing the similar type of EPT question, reviewing materials that will be tested in EPT test, Ex: doing EPT exercise, discussing the difficult section according to students, revealing each answer from the EPT test questions and share the strategy to finish with the best answer of each questions.
c. Testing facility

Testing facility means a physical environment or facilities which are provided for the test takers in joining the test. The testing facilities include buildings, fixtures, and equipment necessary for the effective and efficient operation of the test.

Karemera (2003) in Mustaq and Khan (2012) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. From his statement, can be concluded that facility and environment may affect student’s achievement. If we make a connection the statement above is also make sense that testing facility would affect test takers’ performance.

Further, testing facilities to provide an EPT test are textbook, question sheet, audio podcast, audio speaker, test room, chair and etc.

D. Basic Assumption

Good English proficiency is a must for students who are in English education department in case they are English teacher to be in the future.

Several test of English proficiency that focus on listening, writing and reading they should take as like TOEFL, EPT, IELTS, etc. A good score of English proficiency test not only indicates the students’ ability in English but also will give a good chance for them in the competition of earning job.
E. Relevant Research

Some previous studies are conducted to know what factors that are affecting student’s EPT score. First research was conducted by Mulyati Khorina, Euis Sartika and Hendry (2015), they correlate the effect of the time long of study to student’s EPT score in POLITEKNIK NEGERI BANDUNG. The research used a qualitative method, and the data was taken from student’s EPT score in semester 1, 3, and 6. Their analysis shows the result that the continuity teaching distribution of English in each semester gave effect to the increasing EPT score especially for students in trade administration department. It means that there is a correlation between numbers of study hour and the increasing student’s EPT score.

Another study was conducted by Wang and Liao from Chung Shan Medical University Taiwan (2012). They found that University students in Taiwan experience anxiety when they join English proficiency test, females experience more emotional anxiety than males, and the other of their finding was students who are inclined to be introvert experiences greater anxiety than students inclined to be extroverted. The research has already conducted through survey method and involved 490 university students as the respondent. There are 36 items on the questionnaire sheet covering cognitive, emotional and affective dimension of anxiety.