

Chapter One

Introduction

This chapter presents a description of this study. It consists of the background of research, identification of the problems, delimitation of the problems, and research questions. In addition, there are the objectives of the research, and the significance of the research is also explained in this chapter.

Background of the Study

Test of English as a Foreign Language abbreviated as TOEFL is an English proficiency test (American accent) that is required to apply to the university in the United States or other countries in the world. This test was needed for applicants or speakers who are not English native speaker. The TOEFL test is held by the ETS (Educational Testing Service) office in the United States for all the test takers around the world. This type of English TOEFL test is generally needed to meet the regulations when entering higher education in almost all universities in the United States and Canada both for undergraduate (S-1) and graduate (S-2 or S-3) programs. TOEFL test results are also used as a reference for the English language abilities of prospective students applying to universities in other countries. In Indonesia itself, the TOEFL test has been used as a mandatory requirement both for school registration and for applying for jobs. There are more than 4,500 test centers in 180 countries now and more than 22 million people have taken the test (Educational Testing Service, 2009, as cited in Zuhrayana, 2018, p. 1).

The EPT (English Proficiency Test) is a comprehensive test that measures all aspects of English language proficiency, especially for academic purposes. The language skills that will be tested consist of listening comprehension, reading comprehension, language structure, and written expression. Language components tested include vocabulary and grammar. All items in the EPT test have been researched and analysed before use it, and the existing data show the validity of EPT test results. Therefore, predictions of TOEFL and EPT scores are always accurate.

Based on the type, the EPT is divided into three types namely PBT (Paper Based Test), CBT (Computer Based Test), and IBT (Internet Based Test). However, the type of EPT test that is often used by the university in Indonesia is a PBT (Paper Based Test) type. Almost all of the universities that conduct EPT tests use this type of EPT test. The minimum EPT test score results are 310, while the maximum score is 677. As discussed above, the EPT test is divided into several sections namely, listening comprehension, reading comprehension, structure, and written expression.

In this case, many factors can affect the EPT score. For example, test anxiety experienced by students when taking EPT. Almost all students who take the EPT test often feel anxious before, during, and after taking the test. In general, they feel anxious because they are not confident in their abilities. The tendency of students who feel anxious when taking EPT will get a low EPT score. According to Wang & Liao (2012) test anxiety occurs in participants before taking the test, so that anxiety can affect whether the participant's thinking is focused or not when

working on the test questions. The test anxiety occurs because the participants are afraid if they fail the test. The level of anxiety in each person is usually different. Even though they have prepared themselves beforehand, the anxiety usually comes to them before taking the test. Wang & Liao (2012) stated that test anxiety consists of a cognitive (worry) and an emotional component (emotion).

There are often situations where students experience test anxiety and the main cause of it is due to the lack of preparation of participants in taking the test. Participants feel confident that they do not need to study material related to the test questions, however, when the day is coming or a few days before the exam, the participant feels that they lose confidence that they can do the test questions easily or not. So, the results that will be obtained can have a bad impact or failure on the participants in the test.

In this research, the researcher wants to know about students' anxiety in facing the test. When students face a test, usually they often feel anxious because they worry about the results of the test they will do. The researcher wants to find out how the reaction of students who feel such an image. So, whether there is a correlation between student anxieties with the results of the grades they get when facing the English proficiency test.

Identification of the Problem

This study aims to determine the relationship between anxieties felt by students with the scores obtained when students face the EPT test. EPT test consists of four parts, namely listening comprehension, reading comprehension,

structure, and written expression. This EPT test aims to measure students' proficiency.

In this research, the researcher will focus on the ELED students at private university in Yogyakarta who want to get a certificate of graduation must get a predetermined value. Therefore, they often feel anxious when there are such demands. This test anxiety can also affect the score they will get later. Students who lack test preparation also tend to get low EPT scores. Because according to Liu (2014) the purpose of test preparation is to increase test scores and overcome test anxiety. This reason is that they are too anxious to avoid a low EPT score result. According to Hannon (2012), there is a possibility that during the test, test anxiety is caused by avoiding a bad score. So that students get scores that are not in accordance with the standards that have been set. In addition, the researcher wanted to know about the relationship between test anxiety and English proficiency test scores faced by students.

Delimitation of the Research

In this study, among the many EPT tests tested, the researcher chose to focus on the TOEFL Like test. This has been considered in several aspects. One of the reasons researchers want to focus on EPT is because researcher wants to know the relationship between student exam anxiety and their EPT scores. English Education Departments students who are about to graduate from private universities in Yogyakarta are required to take the EPT test as a graduation requirement. Therefore, researchers prefer to focus on the TOEFL Like test based on what has been held at this one specific University.

In this case, the researcher chose one of the topics related to the EPT test, namely test anxiety. Test anxiety is common in almost everyone who takes the EPT test. Therefore, the researcher felt interested in discussing this. This is because the researcher wanted to know the level of test anxiety experienced by participants after taking the EPT test. Furthermore, if the researcher knew the level of test anxiety, the researcher can find out whether there is a relationship between the anxiety test and the scores obtained by the participants or there is no relationship at all.

Research Questions

From the background of the research, the researcher would like to propose the research questions of this research. The following research questions are:

1. What is the level of English Language Education Department students' EPT anxiety?
2. What is the level of English Language Education Department students' English proficiency?
3. What is the correlation between English Language Education Department students' EPT anxiety and their English proficiency?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. This study aims to determine the level of students' EPT anxiety.
2. This study also aims to determine the level of English Language Education Department students' English proficiency.

3. This study also aims to find the correlation between English Language Education Department students' EPT anxiety and their English proficiency.

Significance of the Research

The researcher hopes that this research can be useful for English lecturers, English teachers, students, institutions, and other researchers.

The English lecturers

The researcher hopes the research can be useful for English lecturers. English lecturers can find out what anxiety their students are facing when facing the English Proficiency Test. Therefore, English lecturers can provide material that is in accordance with what is needed by students. So, students get score results that meet the standards and reduce student anxiety in the face of the test.

The College University Students

The results of this study will benefit students. With this research, students can learn and evaluate themselves related to the anxiety they are reading. From this knowledge, students can better prepare themselves when facing EPT tests. When students have prepared themselves for the EPT test, they will get a score according to the effort they have made.

The Institutions

This research will benefit the institution. The results of this study can be used for institutional considerations related to EPT tests. From the results of this study, researchers also hope that the institution can make this study an evaluation

tool so students can face the challenges they get and can get a score that matches the results specified for the graduation score.

Other researchers

This research might be useful for other researchers. With the existence of this research, other researchers can make the results of this study as a reference for research related to this research topic. The results of this study may also be used as additional material in research by other researchers.