



The Difference of Efficacy in Gaining Test of English Proficiency (TEP) Students of BIDIKMISI Scholarship Recipient

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This study aims to explore and analyse the difference of efficacy among students of the Bidik Misi scholarship who have and have not graduated by gaining TEP score. The method used in this study is quantitative descriptive approach. The population consists of 2016 and 2017 generation students receiving the Bidik Misi Scholarship in the Faculty of Education of the State University of Surabaya. Sample size is determined by using Issac and Michael Table. Questionnaire is used as research instrument. Discrimination test is used to analyse data. The findings show that: 1) most of the Bidik Misi Scholarship students have less efficacy in gaining TEP score; 2) students of the Bidik Misi Scholarship have not been able obtain score beyond the determined passing grade ; 3) there is a significant difference of efficacy among students of the Bidik Misi Scholarship who have and have not passed TEP in order to obtain TEP test.

Keywords: *efficacy, students, test of English proficiency*



INTRODUCTION

The policy of ASEAN Free Trade Area (AFTA) and Asean Economic Community formulated in 2015 has massively impacted not only economic competition but also other sectors including education. This is supported by the opinion of Abidin (2016) that one of the implications of AFTA is the readiness of countries in the ASEAN region, including Indonesia, in facing regional competition in various aspects, including education.

Several phenomena have resulted from the impact of the above policies. The first phenomenon is global integration of economy requiring science intervention in order to ensure general readiness to face the above policies. The third is that the existence of AEC will result in a shift of economic development toward the Asian Pacific. The three phenomena shows the significance of human resources as connecting aspects of the phenomena. Therefore, serious attention is needed to improve the quality of Indonesian human resources, both in the development of hard competencies to improve hard skills and knowledge, and soft competencies to improve human resource behaviour (Pramudyo, 2014).

Human resources is closely related to the role of education institutions, including those of higher education, to produce highly competitive human resources. It refers to those sitting in certain organizations, giving contributions and doing certain tasks in order to achieve the goals of organization. In this context, human resources includes not only the expert, teacher and skilled worker but also all employees working for the organization to realize their goals (Sukirno, 2016). Highly competitive human resources are those produced by high qualified education institution.

The success of higher education institutions to carry out high quality education services is influenced by their ability to fulfil the expectations of stakeholders (Sonhadji, 2012). Therefore, all universities in Indonesia have made serious efforts to create specialised education. The highly competitive output of universities is closely related to the competence and attitude of their graduates. As the fourth biggest country in terms of the number of employees, Indonesia has conducted economic reform and education in order to attract a higher number of investors and foreign employees to develop the economy in Indonesia. Thus, each university should make foreign language proficiency a standard that should be fulfilled by all students. This should be shown by the score of certain language tests, especially in English. Aitchison (2010) states that "Language is patterned system of arbitrary sound signal, characterized by structure dependence, creativity, displacement, duality, and cultural transmission." This means that language is a system formed by agreed sound signals, and a marked interrelated structure, which functions as displacement, duality and cultural transmission. Language is crucial for human communication and socialization. In addition, it reflects not only someone's personality but also a nation's characteristics (Pranowo, 2009; 3).

Global English Proficiency Index (EF EPI) shows that score of Indonesia is 52.91 and is in 32nd place of the 72 countries taking part in survey (Dinisari, 2016). EF EPI is the biggest survey measuring the English Language Ability of people and is taken as an international standard for adult



English Language proficiency. The result of 2016 survey shows that Singapore is the best in terms of English language skills, followed by Malaysia and Philippines. In addition, Indonesia has lower score than other neighbouring countries such as Vietnam, which sits in the 31st position.

Concerning the quality standard set by either public or private universities, the mastery of English Language is a focus and quality standard for educational services. The State University of Surabaya (UNESA) through its Language Centre Unit has tried to identify key areas to improve and formulate strategies to develop English language mastery on the part of students or lecturers. The Language Centre Unit provides several educational services such as a English Language workshop and Seminar, as well as preparation for Test of English Proficiency (TEP) for lecturers (Susyowati, Sumarlam, Abdullah, & Marmanto, 2019). In addition, the Language Centre Unit also provides translation services, and language proficiency tests (TOEFL-ITP, TEP and TOEIC) for public. For students of the State University of Surabaya, the Language Centre Unit has conducted both pre and post-test of TEP regularly (Pusat Bahasa Unesa: 2008). The mastery of English language competence is reflected in the score of Test of English Proficiency (TEP), which consists of four measures: namely listening, structure and written expression, reading and writing. It is in line with the statement of Nurjamal et al. that English Language competence consists of listening skills, speaking skills, reading skills and writing skills.

Listening is part of the test measuring student ability in comprehending spoken conversation or short speech in English through audio media. Structure and written expression measures student skill in understanding English grammar and expressions commonly used in writing. Reading is part of the test measuring student ability in various text types related to topic, main ideas, text content, word meaning or phrasing and detailed information on a certain text (Williams, 2018).

Nunan (2003) states that listening skill is influenced by several factors such as supporting facilities or media used in the test, the complexity of the vocabularies used, and listener interest. Concerning reading skills, Clarke (1996) states that “reading is closely related to word and content comprehension”. Therefore, there are several aspects on that section that should be taken into account. In addition, writing skills is a way to deliver messages through code or written signs in order to produce proper writing. Thus, the ability to deliver information or messages effectively by using meaningful words is crucial (Aanansen & Sprat, 2005).

To comprehend English texts, students also need several other efficient strategies and skills such as the skill to identify topics (previewing), to find out main ideas (reading for main ideas), to define word meaning without the dictionary, to find out specific information fast (scanning for details), to make inferences from the text and to find out the writer’s point of view, to understand the use of pronoun (locating references), and to find out specific information from relevant texts (referring the passage) (Mikulecky, 1990).

Based on the four aspects mentioned above, the State University of Surabaya sets a passing grade of 425 for TEP for undergraduate students (those who are not students of English Department), 500 for



students of English Department and 470 for graduate students. It is official policy and applies to students of all faculties in the State University of Surabaya.

There has been problems in the implementation of TEP score as it is one of the requirements for graduation. One of the problems is the low English skill of students. Therefore, it has been hard for students to achieve the pre-determined score. This is shown by the higher number of students who pass the test than those who fail. The number of students passing the TEP in several departments of certain faculties is below 10% (interview with informant, 2018). A passing TEP score as a requirement for graduation prevent students from graduating. On the other side, study period is a quality indicator that must be fulfilled by all departments in the State University of Surabaya. This creates more problems for students receiving the Bidik Misi Scholarship because they are required to graduate on time. As we know, the Bidik Misi is a scholarship for those who are economically hindered from studying but who have the academic potential to study at universities (<https://bidikbisi.belmawa.ristekdikti.go.id>). The Bidik Misi Scholarship supports recipients of the scholarship up to the 8th semester for a Diploma IV Degree and the undergraduate level, and the 6th semester for the Diploma III Degree. Furthermore, for Community College, the scholarship is given for 4 semesters for the Diploma II Degree, and 2 semesters for the Diploma Degree Program.

The number of students of the Bidik Misi Scholarship in the Faculty of Education of State University of Surabaya is higher than those in other faculties. Presently, there are 293 students of the Bidik Misi Scholarship in the 2016 and 2017 generations. The writer observes students of the Bidik Misi Scholarship of the 2016 and 2017 generations who have to obtained 425 for TEP score as the requirement of taking thesis test and graduation. Based on the observation results of the students of the Bidik Misi Scholarship in the Faculty of Education of the State University of Surabaya, the writer believes that problems related to TEP score is not only caused by the low intake of students in English Language but also student attitude (Eaton, 2015; Stover & Houston, 2019). The result of interviews during the preliminary study shows that students are not confident with their ability and it influences their score of TEP. The writer believes that the phenomenon is closely related to students' self-efficacy. This refers to an individual's perception of their ability in accomplishing expected actions. Belief in self-efficacy influences their choice of action, their level of effort, and their persistence when facing problems. Individuals with high self-efficacy spend more effort and have higher persistence. Based on the concepts of efficacy that cover its definition, function and sources, student efficacy might be taken as a student's belief in their ability to improve their TEP score as the requirement for graduation (Steyn, 2013; Xu, 2018). Student efficacy supports learning achievement because they are willing to make use of their ability and potential to achieve predetermined score standards (Quynh, 2019; Stubbs & Tucker, 1974). Obtaining the required TEP score by students of the Bidik Misi plays a crucial role in students graduating on required period of time. The writer uses the rationale to conduct research entitled "Students' Self efficacy in Improving Their TEP Score (A Case Study of 2016 and 2017 Generation Students Receiving Bidik Misi Scholarship)." Based on the background stated above, the research question in this study is "Were there any differences in self-efficacy of the 2016 and 2017 students receiving the Bidik Misi Scholarship who have and have not passed TEP in order to obtain the required TEP score?"



METHOD

This is a descriptive quantitative study aiming at describing the efficacy of students receiving the Bidik Misi Scholarship who have and have not passed TEP in order to obtain required TEP score. The population in this study is all of the 2016 and 2017 generation students of the Bidik Misi Scholarship in the Faculty of Education of the State University of Surabaya. The population is 347 students and the sample consists of 172 students. The sample is taken by using simple random sampling technique. A questionnaire was used as the research instrument. Data is gathered by distributing questionnaires to respondents. Then, a discrimination test using Product Moment formula was used to analyse data and a t-test was used to test the hypothesis.

RESULTS AND DISCUSSION

A. Student Efficacy

The efficacy variable in this study consists of 12 statements of items stated in questionnaire and distributed to 172 students of the Bidik Misi Scholarship of the 2016 and 2017 generation in the Faculty of Education at the State University of Surabaya. The findings show that 4.60% respondents have very high efficacy, 54,60% of them have less efficacy, and 1.30 students have very low efficacy. It means that most students of the Bidik Misi Scholarship in the Faculty of Education of 2016 and 2017 generation has low efficacy to obtain the TEP score.

The low level of student efficacy to obtain the required TEP score influences other academic aspects because TEP score is the requirement to take thesis examination and set the date of graduation (graduation ceremony). This is in line with the research conducted by Fernando Domenech-Betorer, Laura Abellan-Rosello and Amparo Gomez-Artiga (2017), who came to the conclusion that student self-efficacy plays a crucial role in their academic achievement. Therefore, there should be preventive and curative efforts to improve student self-efficacy in order to achieve the required TEP score and to prevent this negatively impacting other academic aspects.

Bandura (1997) stated that, fundamentally, efficacy is the belief of individuals to do and to achieve something. It means that efficacy is closely related to the affective aspect. Therefore, to overcome problems of low efficacy on the part of students, there should be an effort focusing on affective aspects such as giving motivation, reinforcement et cetera. It is in line with Bandura (1997), who states that creating situations that might trigger emotional states may influence self-efficacy. Efficacy also has its own definition. Alwisol (2009; 287) stated that efficacy is someone's belief or self-confidence in their ability to do something. Drawing the definition to a TEP perspective, it can be stated that self-efficacy for TEP is a belief that an individual may achieve the required TEP score to graduate from university. There is an academic study that might be correlated to students' self-efficacy (Bensalem, 2018; McCoy, 2010; Saleem, Ali, & Rashid, 2018; Singh & Rajalingam, 2012). The study was conducted by Chip Conley (2012), who stated this in this book entitled "Emotional Equation." We find out that most students could not achieve predetermined score of TEP and, when



applying perspective of Chip Conley, there are several aspects that might be conducted to improve student self-confidence.

The first is to describe the emotional formula stated by Conley, which is that “disappointment equals expectations minus reality.” This means that the bigger hope, the bigger disappointment. The formula shows that there are two possibilities that might occur to someone. Firstly, by making certain an individual is totally broken and hopeless, the thought of a “immature defence” may arise. It is strategy by the human mind directing them to childish thoughts such as (1) hopelessness; (2) unwillingness to fix the condition; (3) absent-mindedness; (4) angeriness; (5) listlessness; (6) pursuing happiness. The second possibility is the ability to stimulate emotion and turn it into positive thing, or the so-called “mature defence”. This creates a positive mind-set for the future with thoughts such as (1) to think that failure only makes them better person; (2) to use the problem for self-introspection; (4) to think that failure is a medium to learn. According to Conley (2012), individuals tend to take failure by using the first mindset, namely “immature defence”. He or she tends to seek fun or mourn and find an escape and only then comes to “mature defence” mindset. The faster someone shifts to “immature defence” to “mature defence,” the faster they achieve their life goals. Concerning student motivation to improve their willingness to get the expected TEP score, there should be fundamental motivation inserted by the emotion formula by Chip Conley. Therefore, if students are aware of the emotion formula of Chip Conley, it will prevent them from being absent-minded and hopeless and to use their failure to obtain the required TEP score as motivation to achieve a higher score of TEP as the requirement of graduation (Joel, 2019; Nanninga, 1928; Quynh, 2019; Yan, Thirakunkovit, Kauper, & Ginther, 2016).

The second, upon understanding of emotion formula, there is something that might be taken as prominent factor to improve students’ efficacy to obtain required TEP score. The team will disseminate an idea of “*belajar bahasa inggris jaman now*” (modern way of learning English) to student efficacy on TEP score. The efficacies are (1) based on the idea of Suzanna Zaraysky, a speaker mastering 7 languages who wrote a book entitled “Language is a Music.” She describes that music is language and if someone can master a certain language through music, then he or he might learn English from song especially for speaking and listening skills. Students might listen to a song that he or she likes, then they may look for the lyric and identity the grammar and vocabulary of that song; (2) to get used to watching foreign movie with English subtitles to learn language not only from sound but also sentence context and to describe the intonation or speaking style of English Native speakers, (3) to find someone to practice speaking English with. It will be useful to improve their proficiency; (4) to live in foreign countries or to have friend of native English speaker to learn from about grammar, speaking, listening and vocabulary; (5) to use software application with English language instruction or to use media platform such as YouTube, or other media. Therefore, the knowledge of English will be more complex and it will be easier to understand English due to content on “how to speak English,” “how to pass an English test” and so on .

Descriptions on how to improve English skills or how to improve student efficacy is adapted from the thinking pattern of a baby. We know that babies are never taught about grammar or vocabulary.



Babies only listen to others talk and comprehend the meaning of certain sound. Their brain will scan them to be used to communicate something and gradually it will be a habit. Thinking patterns of baby is the basis of the idea of the “modern way of learning English.” It is conducted by changing the mindset from learning grammar and vocabulary first to learning speaking and listening and then grammar and vocabulary, to improve motivation to obtain high TEP score (Cuarto & Rivera, 2018; Dinçer, Antonova-Unlu, & Kumcu, 2019; ISAJI, 2005). It is also because individuals are taught grammar and vocabulary since elementary school. Therefore, there are many comprehensive descriptions on how to improve student efficacy in order to obtain the required score. It might improve student motivation to learn and to face problems, especially those concerning their TEP score.

B. Score of Test of English Proficiency (TEP)

It is stated in academic guideline of State University of Surabaya that passing grade of TEP for 2016 and 2017 generation students is 425. Thus, students (including students receiving Bidik Misi Scholarship) having TEP score of 425 passes the test and those with score of less than 425 do not pass the test. 2016 and 2017 generation students receiving Bidik Misi Scholarship pass TEP test are 44 students in which 10 of them are male and 34 are female. Thus, Bidik Misi Scholarship students who have not passed TEP are 128 students in which 39 of them are male and 89 of them are female. Thus, we can draw conclusion that efficacy in obtaining TEP score is not related to certain sex.

Concerning the distribution of TEP scores of the 2016 and 2017 generations of students, it is found out that most students of the Bidik Misi Scholarship in Faculty of Education of State University of Surabaya have a score of TEP below the determined passing grade (425). It is our common problems which need a comprehensive solution by creating a proper system. Verbal persuasion by lecturers to build student efficacy as suggested by Bandura (1997) should be given. Besides, there should be a policy to create systems that might “force” students to improve their efficacy to obtain required TEP score.

C. Differences of efficacy of the Bidik Misi Scholarship students who have and have not passed TEP to obtain required TEP score.

To find out differences of efficacy among the Bidik Misi Scholarship students who have and have not passed TEP, analysis by using Product Moment formula is employed. The result of the discrimination test by using Product Moment formula is presented in the following Table 1.

From the table above, we found out that the difference of efficacy of the Bidik Misi students who have and have not passed TEP is 0.832. This means that the difference arises if $r_{\text{count}} > r_{\text{table}}$, r_{count} is 0.832 and r_{table} for N 172 with 5% degrees of freedom is 0.148. Thus, $0.832 > 0.148$. If the conclusion is based on r_{count} , then we come to conclusion that there is a difference of efficacy among the Bidik Misi students of the 2016 and 2017 generation in the Faculty of Education of the State University of Surabaya, who have and have not passed TEP in order to obtain required TEP score. If



the conclusion is based on significance value or Sig. (2-tailed), then we found out that the value is 0.000 (<0.05) meaning that H1 is accepted and H0 is rejected.

One sample T test is used to find out the difference of efficacy among students of the Bidik Misi who have and have not passed TEP in order to obtain the required TEP score. The result of one sample T test is shown in the following Table 2.

Based on the result of the calculation, we found out that t count = 104.446 and from t table we found out that $df = 171$, sig 5% (1 tailed) = 0.164. Because t count $>$ t table ($104.446 < 0.164$) and the result of Sig. (2-tailed) is 0,000, meaning that it is <0.05 , then we come to conclusion that H1 is accepted. It means that there are significant differences of efficacy among the Bidik Misi students who have and have not passed TEP in order to obtain the required TEP score. Therefore, the higher student's efficacy, the higher TEP score they will get.

The correlation between student efficacy and TEP score is in line with the findings of Fernando Doménech-Betoret, Laura Abellán-Rosello, and Amparo Gomez-Artiga (2017). They found out that student efficacy plays a crucial role in achieving quality instruction and academic achievement. Thus, to motivate students to obtain the required TEP score, there should be a policy from relevant stakeholders (lecturers, head of department/faculty/university, director of English Language Center of State University of Surabaya) focusing on the efficacy aspect and content aspect of English. English lecturers should teach not only English content by also give motivation, reinforcement, and inspiration for student self-efficacy (Kadaruddin, 2017).

Students of high efficacy in gaining TEP score will have good academic achievement. It is stated in the research findings conducted by Qurozhin Kartika Rini, Ursy Majorsy, & Ratna Maharani Hapsari that efficacy is significantly related to academic achievement. By taking the crucial academic implications of student efficacy into account, all relevant stakeholders should take an active role in building a comfortable, conducive and inspiring environment, which can improve student efficacy in learning.

Bandura (1997) stated that one way to improve the academic efficacy of students is by creating social influences. It means that the related institution should build learning systems that are able to make students feel comfortable to learn in order to create a positive rapport in instruction. Social academic activities improve student efficacy in various academic activities.



CONCLUSION

The conclusion made in this study is that 1) most of the 2016 and 2017 generation students of the Bidik Misi in the Faculty of Education of the State University of Surabaya have low (54.60%) efficacy to obtain required TEP score, 2) most of the 2016 and 2017 generation students of the Bidik Misi in the Faculty of Education of the State University of Surabaya (68.60%) have not achieved the required TEP score, 3) there is a significant efficacy among students of the Bidik Misi Scholarship who have and have not passed TEP in order to obtain required TEP score.

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Table 1. Result of Discrimination Test by Using *Product Moment*

Correlations			
		Students efficacy	Score TEP
Students efficacy	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
	N	172	172
Score TEP	Pearson Correlation	.832**	1
	Sig. (2-tailed)	.000	
	N	172	172

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2. Result of One Sample T test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Students efficacy	172	41.19	5.172	.394
Score TEP	172	438.19	34.219	2.609

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students efficacy	104.446	171	.000	41.192	40.41	41.97
Score TEP	167.940	171	.000	438.186	433.04	443.34



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