EXPLORING THE WASHBACK OF TOEIC
AS AN ENGLISH EXIT TEST
IN VOCATIONAL HIGHER EDUCATION

A dissertation

Submitted in Partial Fulfilment of the Requirements for

The Doctoral Degree in English Education

Nurti Rahayu

1907014

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND LITERATURE EDUCATION

UNIVERSITAS PENDIDIKAN INDONESIA

2024

Exploring the Washback of TOEIC
as an English Exit Test
in Vocational Higher Education

Oleh

Nurti Rahayu

Dr. Universitas Pendidikan Indonesia 2024
M.Pd Universitas Indraprasta PGRI 2013
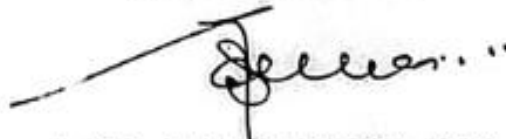S.Pd Universitas Negeri Sebelas Maret, 2003

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh
gelar Doktor Pendidikan (Dr.) pada Fakultas Pendidikan Bahasa dan Seni

PAGE OF APPROVAL

EXPLORING THE WASHBACK OF TOEIC AS AN ENGLISH EXIT TEST IN VOCATIONAL HIGHER EDUCATION
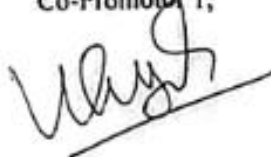
Approved by: Promotor,

Prof. Fuad Abdul Hamied, M.A., Ph.D.

NIP. 195008211974121001

Co-Promotor 1,

Prof. Dr. Didi Sukyadi., M.A

NIP. 196706091994031003

Co-Promotor 2,

Dr. Fazri Nur Yusuf., S. Pd., M. Pd

NIP. 197308162003121002

Acknowledged by:

The Head of English Education Program

Universitas Pendidikan Indonesia

Prof. Emi Emilia, M.Ed., Ph. D

NIP. 196609161990012000

DECLARATION

I hereby declare that this dissertation, entitled "EXPLORING THE WASHBACK OF TOEIC AS AN ENGLISH EXIT TEST IN VOCATIONAL HIGHER EDUCATION" is completely my own work. I am fully aware that I have quoted and paraphrased some statements and ideas from a large number of sources, and they are properly acknowledged in the texts.

Bandung, January 2024

Nurti Rahayu - 1907014

ACKNOWLEDGEMENTS

I would like to extend my heartfelt appreciation to those whose unwavering support and assistance have been instrumental in the completion of this research. Foremost, I express my sincere gratitude to my supervisors, Prof. Fuad Abdul Hamied, M.A., Ph. D, Prof. Dr. Didi Sukyadi, M.A, and Dr. Fazri Nur Yusuf, M. Pd, for their invaluable support and essential professional guidance. Their encouragement and expertise have significantly enhanced my confidence and competence in navigating the intricacies of this study.

I also extend my gratitude to the board of management at Trisakti Institute of Tourism, Jakarta, fellow lecturers, and my vibrant community of English Language Education program at 2019 academic year. Their friendly and supportive environment has been a catalyst for my academic journey. My deepest appreciation also goes to Pak Harry Pratama and his team from PT. ITC who have provided me with the supporting data on TOEIC test in Indonesian context.

Special appreciation goes to all participants of this study for their kindness, generosity, and enthusiasm. I am particularly grateful for the dedicated efforts of the case study participants, who invested extensive time in sharing their stories. My deepest gratitude goes to my family for their unwavering love and support. I am especially thankful to my parents, sisters and brother for consistently championing my academic and career pursuits. A heartfelt thank you is extended to my husband, my daughter, and my son for sharing the highs and lows of my doctorate journey and for their enduring patience and sacrifices. I could not have done it without their unwavering support, encouragement, and prayers. May Allah keep you all under His protection at all times. Aamiin.

Lastly, I acknowledge the LPDP under the ministry of Finance for granting me the doctoral scholarship. Thank you for granting me fully-funded scholarship from beginning until the end of my study.

PREFACE

Alhamdulillahirobbil'alamin. All praise is given to Allah Subhanahu wa ta'ala for His blessings and guidance, which have permitted the completion of this dissertation titled *"Exploring the Washback of TOEIC as an English Exit Test in Vocational Higher Education*." This research has been accomplished as part of the Doctor of Education program in English Education at Universitas Pendidikan Indonesia.

This research aims to contribute to the existing body of knowledge on test washback, specifically focusing on the Test of English for International Communication (TOEIC) in the context of Vocational Higher Education. The study seeks to investigate the impact and consequences of TOEIC as an exit test, examining how it influences teaching and learning practices, curriculum design, and learning performance . This study aims to provide insights that can enlighten educators, policymakers, and test producers about the implications of utilizing TOEIC as an exit test in vocational higher education by investigating the washback effects of TOEIC. The findings should provide useful information for improving the effectiveness and relevance of English language assessment techniques in this educational setting.

This study aims to give a complete understanding of the correlations between TOEIC as an exit test and numerous educational characteristics through rigorous data collecting, analysis, and interpretation. The researcher understands the importance of objectivity and transparency in reporting the findings, as well as the limits inherent in any research attempt. To this end, thoughtful consideration, suggestions, and constructive criticism are greatly appreciated.

Bandung, February 2024

Nurti Rahayu

ABSTRACT

This study reports the washback effects of the Test of English for International Communication (TOEIC) as an English exit test (EET) in a tourism vocational higher education (VHE) institution, utilizing a mixed-method approach. The washback model was adapted from previous washback studies (Alderson & Wall, 1993; Bailey, 1996; Green, 2006; Hughes, 1993; Shih, 2007) and other sources. Data collection involved a survey with 190 students, 4 of them were interviewed. Then, document analysis, classroom observations, and interviews with 6 ESP teachers were conducted. The researcher also interviewed four policymakers . Quantitative data underwent SPSS 20, and *Jeffreys's Amazing* Statistics Program (JASP) analysis for Principal Component Analysis (PCA), statistic descriptive, and correlations, while qualitative data were thematically analysed. Engestrom's (2000) activity theory was adopted to portray students' learning activities. Students' survey reported the positive washback of EET in enhancing English learning practices, including motivation, learning time, strategies, and learning outcomes. However, concerns arose regarding content reduction, multiple-choice reliance, and test-related anxiety. Additionally, weak correlations were observed between personal factors, test perception, anxiety, and learning practices. Then, students' learning activities were directed toward specific goals to work in tourism industry. Similarly, teachers adhered to the syllabus as evident in their preparation, content delivery, and teaching methods but reported negative washback on feelings and attitudes. The washback on teaching was affected by teacher, student, and institution factors. Eventually, policymaker interviews confirmed TOEIC adoption for employability, language measurement, competence reflection, education, and quality assurance. Findings were corroborated by alumni, employers, and internship providers. Based on these findings, integrating EET into Indonesia's tertiary English curriculum could enhance teaching and learning. Strengthening the implementation of EET with international standardised tests requires collaboration among stakeholders to mitigate negative washback and promote positive outcomes. Simultaneously, the implementation of a comprehensive language development program alongside EET policy implementation is imperative.

Keywords: English exit test, TOEIC, Washback, Vocational Higher Education.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

REFERENCES

Abbasian Boroojeni, F., Tavakoli, M., Vahid Dastjerdi, H., & Boroojeni, F. A. (2017). Washback effect of general english test of Ph.D. entrance exam on science and humanities students: Perceptions and practices. *Journal of Research in Applied Linguistics*, *8*(1), 109–132. https://doi.org/10.22055/rals.2017.12615

Abdi, H., & Williams, L. J. (2010). Principal component analysis. *Wiley Interdisplinary Reviews: Computational Statistics*, *2*(4), 433–459. https://doi.org/https://doi.org/10.1002/wics.101

Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, *33*(1), 4–14. https://doi.org/10.3102/0013189X033001004

Afrianto, A., & Gulö, I. (2019). Revisiting English competence at hotel. *Teknosastik*, *17*(1), 35. https://doi.org/10.33365/ts.v17i1.248

Agustin, F., Yusuf, F. N., & Setyarini, S. (2022). Promoting Students' Intercultural Awareness Through Digital Storytelling in EFL Challenging Interactions. *Sixth International Conference ….* https://books.google.com/books?hl=en&lr=&id=EaykEAAAQBAJ&oi=fnd&pg=PA197&dq=%22fazri+nur+yusuf%22&ots=P5Qt4sYUGh&sig=C0hCidHACo4gZvyFTMgfL6wekJA

Al-Nouh, N. A. A. (2008). *Are Kuwaiti primary EFL teachers implementing a CLT-based learner-centred method in their classrooms?* Newcastle University.

Alderson, J. C., Clapham, C., & Wall, D. (1995). Language test construction and evaluation. In *Cambridge language teaching library*. https://doi.org/10.5897/ERR12.035

Alderson, J. C., & Hamp-Lyons, L. (1996). TOEFL preparation courses: A study of washback. *Language Testing*. https://doi.org/10.1177/026553229601300304

Alderson, J. C., & Wall, D. (1993). Does washback exist? *Applied Linguistics*, *14*(2), 115–129. https://doi.org/10.1093/applin/14.2.115

Alek, Farkhan, M., Nurlia, V., & Haucsa, G. M. (2019). University students '
    perception on TOEFL as a graduation requirement : A case in UIN Syarif
    Hidayatullah Jakarta. *ELITE Journal*, *1*(1), 51–63.
    https://www.elitejournal.org/index.php/ELITE

Alhaq, M. N. D. (2022). Playing games during pandemic, why not? The IDLE
    upon students' efficacy and vocabulary. *Indonesian Journal of Applied
    Linguistics*, *12*(1), 198–208. https://doi.org/10.17509/ijal.v12i1.46536

Ali, M. M., & Hamid, M. O. (2020). Teaching English to the test: Why does
    negative washback exist within secondary education in Bangladesh?
    Language Assessment Quarterly, *17*(2), 129–146.
    https://doi.org/10.1080/15434303.2020.1717495

Ali, N. L. (2014). A changing paradigm in language planning: English-medium
    instruction policy at the tertiary level in Malaysia. In *Language Planning for
    Medium of Instruction in Asia* (1st edn). Routledge.

Allen, D. (2016). Investigating washback to the learner from the IELTS test in the
    Japanese tertiary context. *Language Testing in Asia*, *6*(1).
    https://doi.org/10.1186/s40468-016-0030-z

Allen, P., Fröhlich, M., & Spada, N. (1983). The communicative orientation of
    language teaching: An observation scheme. *Educational Research*, 231–252.

Alsagoafi, A. (2018). IELTS economic washback: A case study on English major
    students at King Faisal University in Al-Hasa, Saudi Arabia. *Language
    Testing in Asia*, *8*(1), 1-13.

Anam, K., Program, M., & Email, I. (2017). The impact of vocabulary depth and
    breadth to the reading subtest in IAIN Kediri. *International Journal of
    Language Education*, *3*(2), 49–57.
    https://files.eric.ed.gov/fulltext/EJ1244391.pdf

Anderson, K. T. (2017). Leveraging Researcher Reflexivity to Consider a
    Classroom Event over Time: Reflexive Discourse Analysis of "What
    Counts." *Classroom Discourse*.
    https://www.tandfonline.com/doi/abs/10.1080/19463014.2016.1271742

Andrews, S. (2003). Washback and curriculum innovation. In & A. C. L. Cheng,
    Y. Watanabe (Ed.), *Washback in Language Testing: Research Contexts and*

Methods (Vol. 2147483647, pp. 37–50). New Jersey: Lawrence Erlbaum Associates. https://doi.org/10.4324/9781410609731

Andrews, S. (2004). Washback and curriculum innovation. In *In Washback in language testing* (pp. 59–72). Routledge.

Apichatrojanakul, P. (2011). The Washback Effects of the TOEIC Examination on the Teachers and Students of a Thai Business School. *Language Testing in Asia*, *1*(1), 62–75. https://doi.org/10.1186/2229-0443-1-1-62

Asri, A. N., Mubarok, F. U., & Imron, A. (2022). The implementation of low-cost educational videos to improve students' performance in TOEIC preparation test. *English Review: Journal of English Education*, *10*(2), 499–508.

Athiworakun, C., & Adunyarittigun, D. (2022). Investigating Washback Effects on Teaching: A Case Study of An Exit Examination at the Higher Education Level. *LEARN Journal: Language Education and Acquisition Research Network*, *15*(2), 776–801.

Au, W. (2007). High-Stakes Testing and Curricular Control: A Qualitative Metasynthesis. *Educational Researcher*, *36*(5), 258–267. https://doi.org/10.3102/0013189x07306523

Au, W. (2013). Hiding behind high-stakes testing: Meritocracy, objectivity and inequality in U.S. education. *International Education Journal*, *12*(2), 7–20.

Azhari, T., Sari, D. K., & Rasyimah, R. (2020). TOEFL requirement: Students' and lecturers' perspectives. *International Journal of Language Studies*, *14*(3), 67–84. https://api.elsevier.com/content/abstract/scopus_id/85091580954

Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.

Bachman, L. F., & Palmer, a. S. A. S. (1996). Language testing in practice: Designing and developing useful language tests. In *Oxford applied linguistics.* (pp. vi, 377 p.). https://doi.org/10.2307/328718

Bailey, K. M. (1996). Working for washback: A review of the washback concept in language testing. *Language Testing*, *13*(3), 257–279. https://doi.org/10.1177/026553229601300303

Bailey, K. M., & Masuhara, H. (2013). Language testing washback: The role of

materials. In *Applied Linguistics and Materials Development* (pp. 303–318). https://doi.org/10.5040/9781472541567.ch-001

Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Lawrence Erlbaum Associates Publishers.

Baumgartner, I. (2012). Handling interpretation and representation in multilingual research: A meta-study of pragmatic issues resulting from the use of multiple languages in a qualitative information systems research work. *Qualitative Report*, *17*(42), 1–21. https://doi.org/10.46743/2160-3715/2012.1717

Belcher, D. (2009a). What ESP is and can be: An introduction. In *In D. Belcher (Ed.), English for specific purposes in theory and practice.* (pp. 1–20).

Belcher, D. (2009b). What ESP is and can be: An introduction. *... for Specific Purposes in Theory and ...*, 1–20. http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:What+ESP+Is+and+Can+Be+:+An+Introduction#0

Benbow, R. J., & Hora, M. T. (2018). Reconsidering college student employability: A cultural analysis of educator and employer conceptions of workplace skills. *Harvard Educational Review*, *88*(4), 483–515. https://doi.org/10.17763/1943-5045-88.4.483

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy and Practice*, *18*(1), 5–25. https://doi.org/10.1080/0969594X.2010.513678

Bergman, M. (2008). *Advances in Mixed Method Theories and applied* (First edit). Sage Publications Ltd.

Bhatia, V., Anthony, L., & Noguchi, J. (2011). ESP in the 21 st Century: ESP Theory and Application Today. *Proceedings of the JACET 50th Commemorative International Convention (JACET 50)*.

Bigalke, & Sharbawi, S. (Eds). (2015). *English for ASEAN integration: Policies and practices in the region.*

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, *26*(13), 1802–1811. https://doi.org/10.1177/1049732316654870

Black, S., & Yasukawa, K. (2012). Shared delivery: Integrating elt in australian vocational education. *ELT Journal*, *66*(3), 347–355. https://doi.org/10.1093/elt/ccr086

Block, D., & Gray, J. (2016). 'Just go away and do it and you get marks': the degradation of language teaching in neoliberal times. *Journal of Multilingual and Multicultural Development*, *37*(5), 481–494. https://doi.org/10.1080/01434632.2015.1071826

Booth, D. K. (2018). *The sociocultural activity of high stakes standardised language testing: TOEIC washback in a South Korean context* (Vol. 12). Springer International Publishing AG. https://doi.org/10.1007/978-3-319-70446-3

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, *9*(2), 27–40. https://doi.org/10.3316/QRJ0902027

Brinkmann, S., & Kvale, S. (2018). *Doing interviews* (2nd edn). Sage Publication Ltd.

Brown, D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practice* (3rd edn). Pearson.

Brown, J. D. (2009a). Choosing the right number of components or factors in PCA and EFA. *JALT Testing & Evaluation SIG*, *13*(May), 19–23.

Brown, J. D. (2009b). Choosing the right type of rotation in PCA and EFA. *Shiken: JALT Testing & Evaluation SIG Newsletter*, *13*(November), 20–25.

Brunfaut, T., Harding, L., & Batty, A. O. (2018). Going online: The effect of mode of delivery on performances and perceptions on an English L2 writing test suite. *Assessing Writing*, *36*(December 2017), 3–18. https://doi.org/10.1016/j.asw.2018.02.003

Burrows, C. (2004). Washback in classroom-based assessment: A study of the washback effect in the Australian Adult Migrant English Program. In *Washback in Language Testing: Research Contexts and Methods* (pp. 113–128). https://doi.org/10.4324/9781410609731

Bury, J., & Oka, T. (2017). Undergraduate students' perceptions of the importance of English in the tourism and hospitality industry. *Journal of*

Teaching in Travel and Tourism, *17*(3), 173–188.
https://doi.org/10.1080/15313220.2017.1331781

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Clevedon: Multilingual Matters.

Byram, M., & Hu, A. (2013). Routledge Encyclopedia of Language Teaching and Learning. In *Routledge Encyclopedia of Language Teaching and Learning* (SEcond edn). Routledge. https://doi.org/10.4324/9780203101513

Cahyono, B. Y., & Widiati, U. (2008). The teaching of EFL vocabulary in the Indonesian Context: the State of the Art. *TEFLIN Journal*, *19*(1), 1–17. https://doi.org/10.15639/teflinjournal.v20i2/194-211

Candela, A. G. (2019). Exploring the function of member checking. *Qualitative Report*, *24*(3), 619–628. https://doi.org/10.46743/2160-3715/2019.3726

Cane, N. A. (2005). *EFL examination washback in Japan: Investigating the effects of oral assessment on teaching and learning*. University of Manchester, Manchester.

Carbines, R. J. (1989). Preparing for teaching. *Preparing for Teaching*, 21–33. https://doi.org/10.1007/978-1-349-11079-7_3

Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, *27*(2), 270–295. https://doi.org/10.1006/ceps.2001.1094

Caulfield, J. (1981). The Reduced Redundancy Test and the Cloze Procedure as Measures of Global Language Proficiency. *The Modern Language Journal*, *65*(1), 54–58. https://doi.org/10.1111/j.1540-4781.1981.tb00954.x

Chaisuriya, A., & Shin, S. Y. (2019). Examining English test practicality among different stakeholders in Thailand. *Journal of Asia TEFL*, *16*(1), 107–120. https://doi.org/10.18823/asiatefl.2019.16.1.7.107

Chapple, J. (2015). Teaching in english is not necessarily the teaching of English. *International Education Studies*, *8*(3), 1–13. https://doi.org/10.5539/ies.v8n3p1

Chea, S., & Lo, W. Y. W. (2022). International connectivity and employability in Cambodian higher education: a case study of developing employability skills in English language education. *Educational Research and Evaluation*, *27*(3–

4), 335–356. https://doi.org/10.1080/13803611.2022.2041875

Chen, L.-M. (2002). *Washback of a public exam on English teaching.*
http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED47216
7&lang=zh-tw&site=ehost-live

Chen, M.-L., & Squires, D. (2010). Vocational College Students' Perceptions on
Standardized English Proficiency Tests. *Asian EFL Journal*, *12*(2), 68–91.
http://search.proquest.com/docview/744442825?accountid=14548%5Cnhttp:/
/metadata.lib.hku.hk/hku?url_ver=Z39.88-
2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:P
roQ:llba&atitle=Vocational+College+Students'+Perceptions+on+Standardiz
ed+E

Chen, Q., Hao, C., & Xiao, Y. (2020). When testing stakes are no longer high:
impact on the Chinese College English learners and their learning. *Language
Testing in Asia*, *10*(1). https://doi.org/10.1186/s40468-020-00102-5

Chen, T.-Y., & Chang, G. B. Y. (2004). The relationship between foreign
language anxiety and learning difficulties. *Foreign Language Annals*, *37*(2),
279–289. https://doi.org/10.1111/j.1944-9720.2004.tb02200.x

Cheng, L. (1997). How does washback influence teaching? Implications for Hong
Kong. *Language and Education*, *11*(1), 38–54.
https://doi.org/10.1080/09500789708666717

Cheng, L. (1999). Changing assessment: Washback on teacher perceptions and
actions. *Teaching and Teacher Education*. https://doi.org/10.1016/S0742-
051X(98)00046-8

Cheng, L. (2003). The washback effect of a public examination change on
teachers' perceptions toward their classroom teaching. In *Washback in
Language Testing: Research Contexts and Methods* (pp. 147–170).
https://doi.org/10.4324/9781410609731

Cheng, L., Andrews, S., & Yu, Y. (2011). Impact and consequences of school-
based assessment (SBA): Students' and parents' views of SBA in Hong
Kong. *Language Testing*, *28*(2), 221–249.
https://doi.org/10.1177/0265532210384253

Cheng, L., & Curtis, A. (Eds). (2010). *English language assessment and the*

Chinese learner (1st Edn (Ed.)). Routledge.

https://www.ptonline.com/articles/how-to-get-better-mfi-results

Cheng, L., & DeLuca, C. (2011). Voices from test-takers: Further evidence for language assessment validation and use. *Educational Assessment*, *16*(2), 104–122. https://doi.org/10.1080/10627197.2011.584042

Cheng, L., Yoshinori Watanabe, & Curtis, A. (2004). *Washback in Language Testing: Research Contexts and Methods* (First). Lawrence Erlbaum Associates, Inc., Publishers.

Chilingaryan, K. (2020). English for specific purposes in the hospitality industry. *Proceedings of ADVED 2020- 6th International Conference on Advances in Education 5-6 October 2020*, *October*, 15–20. https://doi.org/10.47696/adved.202019

Choi, I.C. (2003). Comparability of a paper-based language test and a computer-based language test. Language Testing 20(3) 295-320.

Choi, I. C. (2008). The impact of EFL testing on EFL education in Korea. In *Language Testing*. https://doi.org/10.1177/0265532207083744

Chyung, S. Y. (Yonnie), Roberts, K., & Swanson, I. (2017). Evidence-based survey desgn: The use of a midpoint on the Likert scale. *Performance Improvement*, *56*(10), 15–23. https://doi.org/https://doi.org/10.1002/pfi.21727

Cogo, A. (2012). English as a Lingua Franca: Concepts, use, and implications. *ELT Journal*, *66*(1), 97–105. https://doi.org/10.1093/elt/ccr069

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8 Edn). Routledge.

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design. Choosing Among Five Approaches* (Second Edi). Sage Publications, Inc.

Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th editio). Pearson Education.

Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods* (4th edn). Sage Publications, Inc.

Creswell, J. W., & Creswell, J. (2013). *Steps in Conducting a Scholarly Mixed*

Methods Study.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (Third Edn). Sage Publications, Inc.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, *16*(3), 297–334. https://doi.org/10.1007/BF02310555

Cruz, A., & Brown, M. S. (2010). Impact of the Accountability System on Perceptions and Practices of South Texas Elementary School Teachers. *Research in the Schools*, *17*(1), 53–63. http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=55435497 &site=ehost-live

Cui, S. (2018). Language Ability or Personality Works?: The Return to Possessing a Global English Test Certificate for College Graduates in China. *ECNU Review of Education*, *1*(2), 74–101. https://doi.org/10.30926/ecnuroe2018010204

Dancer, D., & Kamvounias, P. (2005). Student involvement in assessment: A project designed to assess class participation fairly and reliably. *Assessment and Evaluation in Higher Education*, *30*(4), 445–454. https://doi.org/10.1080/02602930500099235

Dari, A. L. W. (2021). *An analysis of the vocational high school students' problems in answering TOEIC reading and listening test*. IAIN Bengkulu.

Darling-Hammond, L. (2007). Race, inequality and educational accountability: The irony of "No Child Left Behind." *Race Ethnicity and Education*, *10*(3), 245–260. https://doi.org/10.1080/13613320701503207

De Fruyt, F., Wille, B., & John, O. P. (2015). Employability in the 21st Century: Complex (Interactive) Problem Solving and Other Essential Skills. *Industrial and Organizational Psychology*, *8*(2), 276–281. https://doi.org/10.1017/iop.2015.33

Deardoff, D. K., & Hunter, W. (2006). Educating Global-Ready Graduates. *International Educator*, *15*(3).

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. University of Rochester, Rochester, New York, Plenum.

Denscombe, M. (2007). *The good research guide: for small scale research*

projects (Third Edn). Open University Press.

DeVellis, R. F., & Thorpe, C. T. (2022). Scale development: theory and applications. In *SAGE Publications, Inc.* (5th Edn). Sage.

Djamereng, J., Yusuf, F., & Nirwana. (2021). The implementation of TOEFL practicum class toward the result of students' TOEFL score in English and literature department. *Elstic-IJ*, *1*(2), 60–72.

Doan, L. D., & Hamid, M. O. (2021). Economics of English: Examining the Demand for English Proficiency in the Vietnamese Job Market. *RELC Journal*, *52*(3), 618–634. https://doi.org/10.1177/0033688219863166

Dong, M. (2020). Structural relationship between learners' perceptions of a test, learning practices, and learning outcomes: A study on the washback mechanism of a high-stakes test. *Studies in Educational Evaluation*, *64*. https://doi.org/10.1016/j.stueduc.2019.100824

Dorman, J. P., Fisher, D. L., & Waldrip, B. G. (2006). Classroom environment, students' perceptions of assessment, academic efficacy and attitude to science: A lisrel analysis. *Contemporary Approaches to Research on Learning Environments: Worldviews*, 1–28. https://doi.org/10.1142/9789812774651_0001

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Lawrence Erlbaum Associates Publishers.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (Second edn). Pearson Education Limited. https://doi.org/10.1093/elt/57.3.308-a

Douglas, D., & Hegelheimer, V. (2007). Assessing language using computer technology. *Annual Review of Applied Linguistics*, *27*(2007), 115–132. https://doi.org/10.1017/S0267190508070062

Dudeney, G., Hockly, N., & Pegrum, M. (2013). *Digital literacies.* Harlow: Pearson.

Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach.* Cambridge University Press.

Duff, P. (2008). *Case Study Research in Applied Linguistics* (First edit). Taylor and Francis.

Dunne, M., Pryor, J., & Yates, P. (2005). *Becoming a researcher: a research companion for the social sciences* (First Edn). Open University Press.

East, M. (2016). Assessing foreign language students' spoken proficiency: Stakeholder perspectives on assessment innovation. In *Educational Linguistics* (Vol. 26). https://doi.org/10.1007/978-981-10-0303-5_1

Eccles, J. S., & Wigfield, A. (2002). Motivational belief, values, and goals. In *Annual Review of Psychology* (Vol. 53, pp. 109–132).

Educational Testing Service. (2015a). *Examinee handbook: Listening & reading.* Retrieved from www.ets.org/Media/Tests/TOEIC/pdf/TOEIC_LR_examinee_handbook.pdf.

Educational Testing Service. (2015b). *Examinee handbook –TOEIC Listening & reading.* Retrieved from www.ets.org/Media/Tests/TOEIC/pdf/TOEIC_LR_examinee_handbook.pdf

Educational Testing Service. (2016). *Examinee handbook– Speaking & writing. Retrieved from www. ets.org/Media/Tests/TOEIC/pdf/TOEIC_Speaking_and_Writing_Examinee_ Handbook.pdf. Education*. Retrieved from www. ets.org/Media/Tests/TOEIC/pdf/TOEIC_Speaking_and_Writing_Examinee_ Handbook.pdf. Education

EF-EPI. (2022). *EF English Proficiency Index.*

Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia*. The University of Melbourne.

Enayati, F., & Gilakjani, A. P. (2020). The impact of computer assisted language learning (CALL) on improving intermediate EFL learners' vocabulary learning. *International Journal of Language Education*, *4*(1), 96–112. https://doi.org/10.26858/ijole.v4i2.10560

Engestrom, Y. (2000). Activity theory as a framework for analyzing and redesigning work. *Ergonomics*, *43*(7), 960–974. https://doi.org/10.1080/001401300409143

Engeström, Y. (1987). *An activity-theoretical approach to developmental research.* Helsinki: Orienta-Konsultit.

Engeström, Y. (1993). Developmental studies of work as a testbench of activity

theory: The case of primary care medical practice. In *In S. Chaiklin & J. Lave (Eds.), Understanding practice: Perspectives on activity and context* (pp. 64–103). Cambridge, England.

Engeström, Y. (2015). Learning by expanding: An activity-theoretical approach to developmental research, second edition. In *Learning by Expanding: An Activity-Theoretical Approach to Developmental Research, Second Edition* (2nd Edn). Cambridge University Press. https://doi.org/10.1017/CBO9781139814744

Engeström, Y. (2016). Foreword. In *In Gedera, D.S.P., & P.J. Williams (Eds.), Activity theory in education: Theory and practice* (pp. vii–ix)). Rotterdam: Sense.

Engestrom, Y., Miettinen, R., & Punamaki, R.-L. (1999). *Perspectives on activity theory*. Cambridge University Press. https://doi.org/10.1017/cbo9780511812774

English First. (2019). *English First: English Proficiency Index 2019.* www.ef.com/epiwww.ef.com/epiwww.efset.org%0Awww.ef.com/epi

English First. (2021). https://www.ef.com/wwes/epi/regions/latin-america/

Erickson, G., & Gustafsson, J.-E. (2003). Some European students' and teachers' views on language testing and assessment. *Language*.

Estaji, M., & Tajeddin, Z. (2012). The learner factor in washback context: An empirical study investigating the washback of the IELTS academic writing test. *Language Testing in Asia*, *2*(1), 5–25. https://doi.org/10.1186/2229-0443-2-1-5

ETS. (2016). *The TOEIC® tests – The global standard for assessing English proficiency for business.* Retrieved from www.ets.org/toeic/succeed

ETS. (2022). Examinee Handbook. In *ETS TOEIC Examinee handbook*. ETS.

Fan, J., Frost, K., & Liu, B. (2020). Teachers' involvement in high-stakes language assessment reforms: The case of Test for English Majors (TEM) in China. *Studies in Educational Evaluation*, *66*(January), 100898. https://doi.org/10.1016/j.stueduc.2020.100898

Fang, F. (gabriel). (2017). Review of English as a medium of instruction in Chinese universities today: current trends and future directions. *English*

Today, *34*(1), 32–37. https://doi.org/10.1017/s0266078417000360

Flowerdew, L. (2012). Needs analysis and curriculum development in ESP. In *The handbook of English for specific purposes* (pp. 325-346.). Wiley Online Library. https://doi.org/https://doi.org/10.1002/9781118339855.ch17

Flyvbjerg, B. (2011). Case study. In *The Sage handbook of qualitative research* (pp. 301–316).

Foddy, W. (1993). *Constructing questions for interviews and questionnaires:theory and practice in social research* (First Edn). Cambridge University Press. https://doi.org/10.1017/cbo9780511518201

Forsberg, A., & Rantala, A. (2020). The being taken seriously questionnaire—development and psychometric evaluation of a prem measure for person-centeredness in a high-tech hospital environment. *International Journal of Environmental Research and Public Health*, *17*(8). https://doi.org/10.3390/ijerph17082660

Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2018). *How to design and evaluate research in education* (10th edn). McGraw-Hill.

Frantz, R. S., Bailey, A. L., Starr, L., & Perea, L. (2014). Measuring academic language proficiency in school-age English language proficiency assessments under new college and career readiness standards in the United States. *Language Assessment Quarterly*, *11*(4), 432–457. https://doi.org/10.1080/15434303.2014.959123

Freeman, M., Demarrais, K., Preissle, J., Roulston, K., & Pierre, E. A. (2007). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, *36*(1), 25–32. https://doi.org/10.3102/0013189X06298009

Fulcher, G. (2013). *Practical language testing.* Routledge.

Furaidah, F., Saukah, A., & Widiati, U. (2015). Washback of English National Examination in the Indonesian Context. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, *26*(1), 36. https://doi.org/10.15639/teflinjournal.v26i1/36-58

Galikyan, I., Madyarov, I., & Gasparyan, R. (2019). Student Test Takers' and Teachers' Perceptions of the TOEFL Junior® Standard Test. *ETS Research*

Report Series, *2019*(1), 1–15. https://doi.org/10.1002/ets2.12264

Galloway, N., Kriukow, J., & Numajiri, T. (2017). Internationalisation, higher education and the growing demand for English: an investigation into the English medium of instruction (EMI) movement in China and Japan. In *British Council ELT Research Papers* (Vol. 17, Issue 2). https://www.teachingenglish.org.uk/sites/teacheng/files/H035 ELTRA Internationalisation_HE_and the growing demand for English A4_FINAL_WEB.pdf

Gan, T. (2018). Language Regulation in English as a Lingua Franca: Focus on Academic Spoken Discourse. *ELT Journal*, *73*(1), 101–104. https://doi.org/10.1093/elt/ccy043

García-Castro, V. (2020). The effects of vocabulary knowledge in L2 semantic lexical engagement: The case of adult learners of English as a second language. *Indonesian Journal of Applied Linguistics*, *10*(1), 261–270. https://doi.org/10.17509/IJAL.V10I1.25068

Gardner, R. C. (1985). *Social psychology and second language learning: the role of attitudes and motivation*. Edward Arnold Publishers.

Gazzola, M., Gobbo, F., Johnson, D. C., & de León, J. A. L. (2023). Epistemological and theoretical foundations in language policy and planning. In *Epistemological and Theoretical Foundations in Language Policy and Planning*. https://doi.org/10.1007/978-3-031-22315-0

George, D., & Mallery, P. (2019). *IBM SPSS statistics 25 step by step*. Routledge. https://doi.org/10.4324/9781351033909

Gillham, B. (2000). *Developing a questionnaire*. A&C Black.

Giouroglou, H., & Economides, A. (2003). Cognitive CAT in foreign language assessment. In *Eleventh International PEG Conference" Powerful ICT Tools for Learning and Teaching", PEG'2003* (Vol. 28).

Grasmane, D., & Grasmane, S. (2011). Foreign language skills for employability in the EU labour market. *European Journal of Higher Education Foreign*, *1*(2–3), 192–201. https://doi.org/10.1080/21568235.2011.629487

Green, A. (2006). Washback to the learner: Learner and teacher perspectives on IELTS preparation course expectations and outcomes. *Assessing Writing*.

https://doi.org/10.1016/j.asw.2006.07.002

Green, A. (2007). Washback to learning outcomes: a comparative study of IELTS preparation and university pre-sessional language courses. *Assessment in Education: Principles, Policy & Practice*, *14*(1), 75–97. https://doi.org/10.1080/09695940701272880

Green, A. (2020). Exploring language assessment and testing: Language in action. In *Exploring language assessment and testing: Language in action*. https://doi.org/10.4324/9781003105794

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th edn). Prentice Hall. https://doi.org/10.3390/polym12123016

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). *Multivariate data analysis* (8th edn). Cengage. https://doi.org/10.1002/9781119409137.ch4

Hall, R. (2013). Mixed methods : In search of a paradigm. In *Conducting research in a changing and challenging world* (pp. 71–78).

Hamid, M. O. (2016). Policies of global English tests: test-takers' perspectives on the IELTS retake policy. *Discourse*, *37*(3), 472–487. https://doi.org/10.1080/01596306.2015.1061978

Hamied, F. A. (2012). English in Multicultural and Multilingual Indonesian Education. In *English as an International Language in Asia:Implications for Language Education* (pp. 191–208). https://doi.org/10.1007/978-94-007-4578-0

Hamied, F. A. (2013). ELT intricacies within the Indonesian language policy. In T. W. Bigalke & S. Sharbawi (Eds.), English for ASEAN Integration: Policies and practices in the region (pp. 32–40). Bandar Seri Begawan: IELTS. In *In T. W. Bigalke & S. Sharbawi (Eds.), English for ASEAN Integration: Policies and practices in the region* (pp. 32–40). Bandar Seri Begawan: IELTS.

Hamied, F. A., & Malik, R. S. (2017). Research methods: A guide for first-time researchers. In *Universitas Pendidikan Indonesia Press*.

Hamied, F. A., & Musthafa, B. (2019). Policies on language education in

Indonesia. In *Indonesian Journal of Applied ….* pdfs.semanticscholar.org. https://pdfs.semanticscholar.org/65b3/b3b2df30d8f454b3468a2810c1e3773d0e4d.pdf

Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., (ED), N. C. for E. E. and R. A., & (ED), W. W. C. (2009). Using student achievement data to support instructional decision making. In *National Center for Education Evaluation and Regional Assistance*. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED506645&site=ehost-live

Hammond, C. (2013). An analysis of dilemmas impeding internationalization of Japanese higher education. *Kwansei Gakuin University Social Sciences Review*, *17*, 7–22.

Hamp-Lyons, L. (1997). Washback, impact and validity: Ethical concerns. *Language Testing*, *14*(3), 295–303. https://doi.org/10.1177/026553229701400306

Hamp-Lyons, L. (1998). Ethical Test Preparation Practice: The Case of the TOEFL. *TESOL Quarterly*, *32*(2), 329. https://doi.org/10.2307/3587587

Harding, K. (2007). *English for specific purposes*. Oxford University Press.

Hartono, D. A., & Prima, S. A. B. (2021). The correlation between Indonesian university students' receptive vocabulary knowledge and their reading comprehension level. *Indonesian Journal of Applied Linguistics*, *11*(1), 21–29. https://doi.org/10.17509/ijal.v11i1.34590

Harzing, A. W., Köster, K., & Magner, U. (2011). Babel in business: The language barrier and its solutions in the HQ-subsidiary relationship. *Journal of World Business*, *46*(3), 279–287. https://doi.org/10.1016/j.jwb.2010.07.005

Hawkey, R. (2006). Teacher and learner perceptions of language learning activity. *ELT Journal*, *60*(3), 242–252. https://doi.org/10.1093/elt/ccl004

Hayes, D. (2020). Language education policy and practice in state education systems: Promoting effective practice in foreign language education for young learners. *Language Teaching for Young Learners*, *2*(2), 240–261. https://doi.org/10.1075/ltyl.19017.hay

He, L., & Shi, L. (2008). ESL students' perceptions and experiences of standardized English writing tests. *Assessing Writing*, *13*(2), 130–149. https://doi.org/10.1016/J.ASW.2008.08.001

Herwandar, R., Safryono, D. A., & Haryono, P. Y. (2012). Evaluasi program matrikulasi "TOEFL" mahasiswa universitas Al Azhar Indonesia 2010/2011. *JURNAL Al-AZHAR INDONESIA SERI HUMANIORA*, *1*(3), 179. https://doi.org/10.36722/sh.v1i3.67

Hiebert, J., & Grouws, D. A. (2007). The effects of classroom mathematics teaching on students' learning. *Second Handbook of Research on Mathematics Teaching and Learning*, 371–404.

Holliday, A. (1994). *Appropriate methodology and social context.* Cambridge: Cambridge University Press.

Hollins, E. R. (2011). Teacher preparation for quality teaching. *Journal of Teacher Education*, *62*(4), 395–407. https://doi.org/10.1177/0022487111409415

Hoque, M. E. (2011). *Washback of the Public Examination on Teaching and Learning English as a Foreign Language (EFL) at the Higher Secondary Level in Bangladesh (Doctoral dissertation).* Jahangir Nagar University, Savar, Bangladesh.

Hoque, M. E. (2016). Teaching to the EFL curriculum or teaching to the test: An investigation. *The EDRC Journal of Learning and Teaching*, *1*(February 2016). https://www.researchgate.net/publication/315693487

Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, *18*(4), 333–340. https://doi.org/10.1111/j.1944-9720.1985.tb01811.x

Horwitz, E. K. (1988). The beliefs about language learning. *The Modern Language Journal*, *72*(3), 283–294.

Hosseini, M. M., Egodawatte, G., & Ruzgar, N. S. (2021). Online assessment in a business department during COVID-19: Challenges and practices. *International Journal of Management Education*, *19*(3), 100556. https://doi.org/10.1016/j.ijme.2021.100556

Hsieh, C.-N. (2017). The case of Taiwan: Perceptions of college students about

the use of the TOEIC ® tests as a condition of graduation. *ETS Research Report Series*, *2017*(1), 1–12. https://doi.org/10.1002/ets2.12179

Hsu, H.-F. (2010). The impact of implementing English proficiency tests as a graduation requirement at Taiwanese universities of technology. *Educational Studies*, *November*. http://etheses.whiterose.ac.uk/576/

Hu, G. (2007). The juggernaut of Chinese–English bilingual education. In *In A. W. Feng (Ed.), Bilingual Education in China: Practices, Policies and Concepts* (1st edn, pp. 94–126). Clevedon, UK: Multilingual Matters. ICEF.

Hughes, A. (1993). *Washback and TOEFL 2000*. University of Reading.

Hughes, A. (2003). *Testing for language teachers* (2nd edn). Cambridge University Press. https://doi.org/10.2307/327632

Hughes, A. (2020). *Testing for language teachers*. Cambridge University Press.

Huhta, A., Kalaja, P., & Pitkänen-Huhta, A. (2006). Discursive construction of a high-stakes test: The many faces of a test-taker. *Language Testing*, *23*(3), 326–350. https://doi.org/10.1191/0265532206lt331oa

Hui, G. (2008). Pedagogies proving Krashen ' s theory of affective filter. *Hwa Kang Journal of English Language and Literature*, *14*(July), 113–131.

Hung, S.-T. A., & Huang, H.-T. D. (2019). Standardized proficiency tests in a campus-wide English curriculum: a washback study. *Language Testing in Asia*, *9*(1). https://doi.org/10.1186/s40468-019-0096-5

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.

Hutchinson, T., Waters, A., Robinson, P., & Hutchinson & Waters, A. (1987). English for Specific Purposes. In *System* (Vol. 15, Issue 1). Cambrdige University Press. https://doi.org/10.1016/0346-251x(87)90056-x

Hyland, K. (2007). English for specific purposes: Some influences and impacts. In *In International handbook of English language teaching* (pp. 391–402). Boston, MA: Springer US.

Im, G.-H., & Cheng, L. (2019). The Test of English for International Communication (TOEIC ®). *Language Testing*, *36*(2), 315–324. https://doi.org/10.1177/0265532219828252

In'nami, Y., & Koizumi, R. (2017). Using EIKEN, TOEFL, and TOEIC to Award

EFL Course Credits in Japanese Universities. *Language Assessment Quarterly*, *14*(3), 274–293. https://doi.org/10.1080/15434303.2016.1262375

Standar Nasional Pendidikan, (2021).

Indrawati, S. M., & Kuncoro, A. (2018). *Improving competitiveness through vocational and higher education: Indonesia's vision for human capital development in 2019–2024*. Geneva: International Labour Office. https://doi.org/10.1080/00074918.2021.1909692

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, *18*(1), 3–20. https://doi.org/10.1177/1525822X05282260

Ivone, F. M. (2005). Teaching English as a foreign language in Indonesia: The urge to improve classroom vocabulary instruction. *TEFLIN Journal*. https://journal.teflin.org/index.php/journal/article/view/74

Jackson, S. N. (2021). Standardizing America: Why it should be a method of the past. *Journal: ODU Undergraduate Research Journal OUR Journal: ODU Undergraduate Research Journal*, *8*(6). https://doi.org/10.25778/09gq-h971

Jaspaert, K. (2020). The relationship between global language proficiency tests and language loss. In *Linguistics in the Netherlands 1987* (pp. 91–100). https://api.elsevier.com/content/abstract/scopus_id/85107588916

Jin, Y., & Fan, J. (2011). Test for english majors (TEM) in China. *Language Testing*, *28*(4), 589–596. https://doi.org/10.1177/0265532211414852

Johns, A. M. (2013). The history of English for specific purposes research. In *The handbook of English for specific purposes (1st edn)* (1st Edn, pp. 5–30). West Sussex, UK: John Wiley & Sons.

Johnson, R. B. (2012). Dialectical Pluralism and Mixed Research. *American Behavioral Scientist*, *56*(6), 751–754. https://doi.org/10.1177/0002764212442494

Junaedi, A. (2020). *Panduan penyusunan kurikulum pendidikan tinggi* (p. 156). Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.

Kamalia Hakim, P., & Srisudarso, M. (2020). A washback study on portfolio assessment. *ELT in Focus*, *3*(1), 9–14.

https://doi.org/10.35706/eltinfc.v3i1.3693

Kemenristekdikti. (2019). *Pendidikan Berbasis Capaian Pembelajaran (Outcome-based Education / OBE)*.

Kenyon, D. M., & Malabonga, V. (2001). Comparing examinee attitudes toward computer-assisted and other proficiency assessments.

Kepmendikbud. (1994). *Pedoman penyusunan kurikulum pendidikan tinggi dan penilaian hasil belajar mahasiswa* (p. 6). Kemendikbud.

Keputusan Menteri Tenaga Kerja dan Transmigrasi Republik Indonesia Nomor 55 tahun 2014. (2014). *Penetapan Standar Kompetensi Kerja Nasional Indonesia Kategori Jasa Persewaan dan Sewa Guna Usaha Tanpa Hak Opsi Ketenagakerjaan, Agen Perjalanan dan Penunjang usaha Lainnya Golongan Pokok Jasa Agen Perjalanan, Penyelenggara Tur dan Jasa Reservasi Lainnya*.

Keputusan Menteri Tenaga Kerja dan Transmigrasi RI. (2009). *Penetapan standar kompetensi kerja nasional Indonesia. Sektor Jasa kemasyarakatan, sosial, budaya dan perorangan lainnya*.

Khan, S. (2021). Crisis Communication and Destination Image Management during COVID-19: A Case of Top Ten International Tourist Arrival Countries. *International Journal of Hospitality and Tourism Systems*, *14*, 68–81. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85122220037&partnerID=40&md5=d24e6043d2865f61fd66babe30272d4b

Kharshikar, A. V., & Kunte, S. (2002). Understanding correlation. *Teaching Statistics*, *24*(2), 66–67. https://doi.org/10.1111/1467-9639.00088

Khoshsima, H., Hosseini, M., & Toroujeni, S. M. H. (2017). Cross-mode comparability of Computer-Based Testing (CBT) versus Paper-Pencil Based Testing (PPT): An investigation of testing administration mode among Iranian intermediate EFL learners. *English Language Teaching*, *10*(2), 23. https://doi.org/10.5539/elt.v10n2p23

Kim, S. (2013). Korean college students' English dream: Learner identities and English learning motivation. *English Language Teaching*, *25*(3), 233–252. https://doi.org/10.17936/pkelt.2013.25.3.012

Kirkpatrick, A. (2003). English as an ASEAN lingua franca: Implications for

research and language teaching. *Asian Englishes*, *6*(2), 82–91. https://doi.org/10.1080/13488678.2003.10801120

Kirkpatrick, R., & Hlaing, H. L. (2013). The Myanmar university entrance examination. *Language Testing in Asia*, *3*(1), 1–15. https://doi.org/10.1186/2229-0443-3-14

Kokhan, K. (2013). An argument against using standardized test scores for placement of international undergraduate students in English as a Second Language (ESL) courses. *Language Testing*, *30*(4), 467–489. https://doi.org/10.1177/0265532213475782

Komariah, E., Hidayat, M., & Nurlaili. (2017). Improving students' TOEFL score through blended learning: A pilot study in teachers training and education faculty, Unsyiah. *Proceedings of the 1st National Conference on Teachers' Professional Development*, 280–288.

Krashen, S. (2003). English: The world's second language. *Proceedings of The12th Interna- Tional Symposium on English Teaching.*

Kusni. (2007). Reformulasi Perancangan Program ESP. *Linguistik Indonesia*, *25*(1).

Kusumaningputri, R., & Widodo, H. P. (2018). Promoting Indonesian university students' critical intercultural awareness in tertiary EAL classrooms: The use of digital photograph-mediated intercultural tasks. *System*, *72*, 49–61. https://doi.org/10.1016/j.system.2017.10.003

Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in Post-Soeharto Indonesia. *International Journal of Bilingual Education and Bilingualism*, *11*(2), 189–205. https://doi.org/10.2167/beb493.0

Latunde, Y. C. (2017). Selecting Research Participants. In *In: Research in Parental Involvement.* Palgrave Macmillan, New York. https://doi.org/https://doi.org/10.1057/978-1-137-59146-3_8

Ledesma, R. D., Valero-Mora, P., & Macbeth, G. (2015). The Scree test and the number of factors: a dynamic graphics approach. *The Spanish Journal of Psychology*, *18*(November), E11. https://doi.org/10.1017/sjp.2015.13

Lee, E. (2005). A study of TOEIC results and college recruiting policy. *English*

Language and Literature Teaching, *8*(2), 55–70.

Lee, J. S. (2019). An emerging path to English in Korea: Informal digital learning of English. *The Handbook of Informal Language Learning*. https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119472384.ch19

Lee, J. S., & Dressman, M. (2018). When IDLE Hands Make an English Workshop: Informal Digital Learning of English and Language Proficiency. *TESOL Quarterly*, *52*(2), 435–445. https://doi.org/10.1002/tesq.422

Lee, J. S., & Sylvén, L. K. (2021). The role of Informal Digital Learning of English in Korean and Swedish EFL learners' communication behaviour. *British Journal of Educational Technology*, *March*, 1–18. https://doi.org/10.1111/bjet.13082

Lee, J. S., Xie, Q., & Lee, K. (2021). Informal digital learning of English and L2 willingness to communicate: roles of emotions, gender, and educational stage. *Journal of Multilingual and Multicultural Development*, *0*(0), 1–17. https://doi.org/10.1080/01434632.2021.1918699

Leitner, G., Hashim, A., & Wolf, H. G. (Eds.). (2016). *Communicating with Asia: The future of English as a global language.* Cambridge University Press.

Lengkanawati, N. S., & Hamied, F. A. (2023). English as a Lingua Franca: How it fits teaching and learning strategies in the Indonesian context. *TEFLIN-EEIC 2023*. https://conference.usk.ac.id/TEFLIN-EEIC/2023/paper/view/5904

Leontyev, A. N. (1981). *Problems of the development of the mind*. Moscow: Progress.

Lertcharoenwanich, P. (2022). The effect of communicative language teaching in test preparation course on TOEIC score of EFL business English students. *Journal of Language Teaching and Research*, *13*(6), 1188–1195. https://doi.org/10.17507/jltr.1306.06

Leslie, D., & Russell, H. (2006). The importance of foreign language skills in the tourism sector: A comparative study of student perceptions in the UK and continental Europe. *Tourism Management*, *27*(6), 1397–1407. https://doi.org/10.1016/J.TOURMAN.2005.12.016

Leung, C., & Lewkowicz, J. O. (2006). Expanding horizons and unresolved Conundrums :Language testing and assessment. *TESOL Quarterly*, *40*(1),

211–234.

Li, H., Zhong, Q., & Suen, H. K. (2012). Students' perceptions of the impact of the College English Test. *Language Testing in Asia*, *2*(3), 77–94. https://doi.org/10.1186/2229-0443-2-3-77

Liang, Z. (2011). Attitudes and validity about the first computer-based college English test band 4. *2011 International Conference on Photonics, 3D-Imaging, and Visualization*, *8205*(2), 82052P. https://doi.org/10.1117/12.905943

Lie, A. (2007). Education Policy and EFL Curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Test Scores. *TEFLIN Journal*, *18*(1), 1–14. http://www.journal.teflin.org/index.php/teflin/article/view/113/102

Lin, C. (2012). College Student Personality Traits Related to TOEIC and GEPT. *Language Testing in Asia*, *2*(4). https://doi.org/10.1186/2229-0443-2-4-33

Liu, J., & Costanzo, K. (2013). The relationship among TOEIC listening, reading, speaking, and writing skills. *The Research Foundation for the TOEIC Tests: A Compendium of Studies*, *2*(1), 2.1-2.19.

Liu, J., & Fang, F. (Gabriel). (2017). Perceptions, awareness and perceived effects of home culture on intercultural communication: Perspectives of university students in China. *System*, *67*, 25–37. https://doi.org/10.1016/J.SYSTEM.2017.04.003

Liu, O. L. (2014). Investigating the Relationship Between Test Preparation and TOEFL iBT ® Performance. *ETS Research Report Series*, *2014*(2), 1–13. https://doi.org/10.1002/ets2.12016

Lutfiana, L., & Suwartono, T. (2020). Online EFL teaching and learning: advanced grammar class and washback effect in test. *Technium Social Sciences Journal*, *11*(23–35).

Luxia, Q. (2007). Is testing an efficient agent for pedagogical change? Examining the intended washback of the writing task in a high-stakes English test in China. *Assessment in Education: Principles, Policy and Practice*, *14*(1), 51–74. https://doi.org/10.1080/09695940701272856

Luxia, Q., & Qi, L. (2005). Stakeholders' conflicting aims undermine the

washback function of a   high-stakes test. *Language Testing*, *22*(2), 142–173. https://doi.org/10.1191/0265532205lt300oa

Madaus, G., & Russel, M. (2011). Paradoxes of high-stakes testing. *Journal of Education*, *190*(1/2).

Malini, N. L. N. S., Sukarini, N. W., Yadnya, I. B. P., & Maharani, S. A. I. (2022). Exploring needs analysis of English language training: An evidence from small hotel and restaurant employees in Nusa Lembongan, Bali, Indonesia. *Indonesian Journal of Applied Linguistics*, *12*(1), 212–223. https://doi.org/10.17509/ijal.v12i1.46437

Manalo, E., & Sheppard, C. (2016). How might language affect critical thinking performance? *Thinking Skills and Creativity*. https://doi.org/10.1016/j.tsc.2016.05.005

Mandilaras, A. (2004). Industrial Placement and Degree Performance: Evidence from a British Higher Institution. *International Review of Economics Education*, *3*(1), 39–51. https://doi.org/10.1016/S1477-3880(15)30146-8

Maniruzzaman, M., & Hoque, M. E. (2010). How does washback work on the EFL syllabus and curriculum? A case study at the HSC level in Bangladesh. *Language in India*, *10*(December), 49–88. www.languageinindia.com

Manna, V. F., & Yoo, H. (2015). *Investigating the relationship between test-taker background characteristics and test performance in a heterogeneous English as a second language (ESL) test population: A factor analytic approach*.

Mansilla, V. B. (2017). *Educating for Global Competence* (Issue February). Harvard Graduate School of Education.

Marcellino, M. (2008). English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity. *TEFLIN Journal*, *19*(1), 57–69. https://doi.org/10.15639/teflinjournal.v19i1/57-69

Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research* (Sixth Edn). Sage Publications, Inc.

Masrul, M., & Rasyidah, U. (2023). Washback effect of TOEIC listening and reading as a college exit test in Riau, Indonesia. *Journey: Journal of English Language and Pedagogy*, *6*(3), 698–712. https://doi.org/10.33503/journey.v6i3.3767

Maulana, R., Irwan, I., Hanum, M. C., Mujiburrahman, M., & Lidiana, L. (2022). The effectiveness of TOEFL app for final-year students of Marine and Fisheries Faculty Universitas Syiah Kuala, Indonesia. *E3S Web of Conferences*, *339*, 06005. https://doi.org/10.1051/e3sconf/202233906005

McCarthey, S. J. (2008). The impact of no Child Left Behind on teachers' writing instruction. *Written Communication*, *25*(4), 462–505. https://doi.org/10.1002/pam.20586

McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher*, *41*(9), 1002–1006. https://doi.org/10.1080/0142159X.2018.1497149

McKenzie, R. M. (2008). Social factors and non-native attitudes towards varieties of spoken English: A Japanese case study. *International Journal of Applied Linguistics*, *18*(1), 63–88. https://doi.org/10.1111/j.1473-4192.2008.00179.x

McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction.* New York: Longman.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (Fourth edn). THe Jossey Bass higher and adult education series. http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf

Mertens, D. M., & Hesse-Biber, S. (2012). Triangulation and mixed methods research: provocative positions. *Journal of Mixed Methods Research*, *6*(2), 75–79. https://doi.org/10.1177/1558689812437100

Messick, S. (1996). Validity and washback in language testing. *Language Testing*, *13*(3), 241–256. https://doi.org/10.1177/026553229601300302

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd Edn). Sage Publication Inc. http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf

Morrow, K. (1977). Authentic texts and ESP. In S. (Ed) Holden (Ed.), *English for specific purposes.* Modern English Publications Ltd.

Morse, J. M., Niehaus, L., Wolfe, R. R., & Wilkins, S. (2006). The role of the theoretical drive in maintaining validity in mixed-method research. *Qualitative Research in Psychology*, *3*(4), 279–291. https://doi.org/10.1177/1478088706070837

Motzo, A. (2016). Evaluating the effects of a "student buddy" initiative on student engagement and motivation. In *In C. Goria, O. Speicher, & S. Stollhans (Eds.), Innovative language teaching and learning at university: Enhancing participation and collaboration* (Issue 1, pp. 19–28). Dublin: Research Publishing. https://doi.org/https://doi.org/10.14705/rpnet.2016.000401

Mousavi, S. A. (Ed.). (2009). *An encyclopaedic dictionary of language testing*. Tung Hua Book Company.

Mukaka, M. M. (2012). Statistics corner: A guide to appropriate use of correlation coefficient in medical research. *Malawi Medical Journal*, *24*(3), 69–71.

Muñoz, A. P., & Álvarez, M. E. (2010). Washback of an oral assessment system in the EFL classroom. *Language Testing*. https://doi.org/10.1177/0265532209347148

Murray, C. D., & Wynne, J. (2001). Researching community, work and family with an interpreter. *Community, Work & Family*, *4*(2), 157–171. https://doi.org/10.1080/713658930

Musthafa, B., Hamied, F. A., & Zein, S. (2018). 10 Enhancing the quality of Indonesian teachers in the ELF era. *… for English as a Lingua Franca …*. https://books.google.com/books?hl=en&lr=&id=XLJ5DwAAQBAJ&oi=fnd&pg=PT196&dq=%22fuad+abdul+hamied%22&ots=wV6dI6eBXo&sig=krcoAr-WC1UZJPd8dQuhUnTZgJI

Musthafa, B., & Sundayana, W. (2018). Meeting students' needs in developing English writing materials for English language department in higher education. In *Faculty of Letters Universitas …*. repository.umy.ac.id. http://repository.umy.ac.id/bitstream/handle/123456789/25916/Prosiding Cotefl reserved.pdf?se=#page=66

Najafi, M., Shahrokhi, M., Shojaee, M., & Atharizadeh, M. (2021). A comparative study of the effect of humor strategies on Iranian EFL learners' vocabulary learning. *International Journal of Language Education*, *5*(4), 382–395. https://doi.org/10.26858/ijole.v5i4.15138

Nash, T. (2005). Thoughts on an English exit exam. *Electronic Journal of English Education*, *14*. htttp://ejee.ncu.edu.tw/issues/2005-03issues4–2.htm.

Nelson, C. L., Proshina, Z. G., & Davis, D. R. (2020). *The handbook of world*

Englishes (Second Edn). Wiley Blackwell.
https://doi.org/https://doi.org/10.1002/9781119147282.ch39

Newfields, T. (2005). TOEIC washback effects on teachers: A pilot study at one university faculty. *The Economic Review of Toyo University*, *31*(1), 83–105.

Newington, L., & Metcalfe, A. (2014). Factors influencing recruitment to research: qualitative study of the experiences and perceptions of research teams. *BMC Medical Research Methodology*, *14*(10).

Nguyen, & Gu, Y. (2020). Impact of TOEIC Listening and Reading as a University Exit Test in Vietnam. *Language Assessment Quarterly*, *17*(2), 147–167. https://doi.org/10.1080/15434303.2020.1722672

Nguyen, T. T. H. (2015). *Impact of TOEIC as a university exit test: A Vietnamese perspective*. Victoria University of Wellington.

Nourdad, N., & Banagozar, M. A. (2022). *The effect of e-portfolio assessment on EFL vocabulary learning and retention*. *12*(2), 466–475.

O'Sullivan, B., Dunn, K., & Berry, V. (2021). Test preparation: an international comparison of test takers' preferences. *Assessment in Education: Principles, Policy and Practice*, *28*(1), 13–36.
https://doi.org/10.1080/0969594X.2019.1637820

Oakley, G., Pegrum, M., Xiong, X. B., Lim, C. P., & Yan, H. (2018). An online Chinese-Australian language and cultural exchange through digital storytelling. *Language, Culture and Curriculum*, *31*(2), 128–149.
https://doi.org/10.1080/07908318.2017.1386193

Ohata, K. (2005). Potential sources of anxiety for Japanese learners of English: preliminary case interviews with five Japanese college students in the U.S. *Journal of Teaching English as a Second or Foreign Language*, *9*(3), 1–21.

Okuda, T. (2019). Language tests and neoliberalism in "global human resource" development: A case of Japanese Universities. *Applied Linguistics Review*, *10*(4), 539–559. https://doi.org/10.1515/applirev-2017-0106

Olatoye, R. A., & Afuwape, M. O. (2003). Test anxiety as a determinant of examination misdemeanor among some Nigerian secondary school students. *Ibadan Journal of Educational Studies, 3(182), 32-39.*, *3*(182), 32–39.

Oliveri, M. E., & Tannenbaum, R. J. (2017). Insights Into Using TOEIC ® Test

Scores to Inform Human Resource Management Decisions. *ETS Research Report Series*, *2017*(1), 600–622. https://doi.org/10.1002/ets2.12177

Olson, K. (2010). An examination of questionnaire evaluation by expert reviewers. *Field Methods*, *22*(4), 295–318. https://doi.org/10.1177/1525822X10379795

Orafi, S. M. S., & Borg, S. (2009). Intentions and realities in implementing communicative curriculum reform. *System*, *37*(2), 243–253. https://doi.org/10.1016/j.system.2008.11.004

Othman, Z., Musa, F., Mokhtar, N. H., & Ya, A. (2011). Undergraduate awareness and readiness towards employability : the significance of English. *British Journal of Arts and Social Sciences I*, *2*(2), 122–142.

Paltridge, B., & Starfield, S. (2013). *The handbook of English for specific purposes*. Wiley-Blackwell.

Palupiningsih, A., & Kusumastiti, W. (2020). Washback of broadcast project-based assessment for tourism 4.0 era on students' learning. *SAGA: Journal of English Language Teaching and Applied Linguistics*, *1*(1), 59–66. https://doi.org/10.21460/saga.2020.11.24

Pan, Y.-C. (2011). Teacher washback from English certification exit requirements in Taiwan. *Asian Journal of English Language Teaching*, *21*, 23–42. http://ezproxy.msu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=70706387&site=ehost-live&scope=site

Pan, Y.-C. (2022). Teacher and Learner washback of a high-stakes lexical grammar writing test. *The Journal of AsiaTEFL*, *19*(3), 977–996.

Pan, Y.-C., & Roever, C. (2016). Consequences of test use: a case study of employers' voice on the social impact of English certification exit requirements in Taiwan. *Language Testing in Asia*, *6*(1). https://doi.org/10.1186/s40468-016-0029-5

Paul, T. (2004). The negative impact of testing writing skills. *Educational Leadership*, *62*(2).

Peacock, M. (1999). Beliefs about language learning and their relationship to proficiency. *International Journal of Applied Linguistics (United Kingdom)*, *9*(2), 247–263. https://doi.org/10.1111/j.1473-4192.1999.tb00175.x

Peltokorpi, V. (2010). Intercultural communication in foreign subsidiaries: The influence of expatriates' language and cultural competencies. *Scandinavian Journal of Management*, *26*(2), 176–188. https://doi.org/10.1016/j.scaman.2010.02.003

Permendikbudristek No.53 Year 2023. (2023). *Penjaminan mutu pendidikan tinggi*. kemendikbudristek. https://www.ncbi.nlm.nih.gov/books/NBK558907/

Pham, T. N., & Bui, L. T. P. (2019). An exploration of students ' voices on the English graduation benchmark policy across Northern , Central and Southern Vietnam. *Language Testing in Asia*, *9*(15). https://doi.org/10.1186/s40468-019-0091-x

Phan, V. T. T., Nguyen, L. D. T., & Nguyen, K. D. (2022). Twenty-first century assential employability skills for English as a Foreign Language undergraduates in a context of the Mekong Delta. *European Journal of Educational Research*, *11*(2), 1089–1102. https://doi.org/10.12973/eu-jer.11.2.1089

Phillips, D. (2001). *Longman complete course for the TOEFL test*. Pearson Longman.

Platt, E. (1996). The Vocational Classroom: A Great Place To Learn English. *Eric*.

Powers, D. E., & Powers, A. (2015). The incremental contribution of TOEIC® Listening, Reading, Speaking, and Writing tests to predicting performance on real-life English language tasks. *Language Testing*, *32*(2), 151–167. https://doi.org/10.1177/0265532214551855

Pratiwi, D. I., & Waluyo, B. (2022). Integrating task and game-based learning into an online TOEFL preparation course during the COVID-19 outbreak at two Indonesian higher education institutions. *Malaysian Journal of Learning and Instruction*, *19*(2), 37–67.

Presiden Republik Indonesia. (2012). *UU RI No. 12/2012 tentang Pendidikan Tinggi*.

Puspitasari, M. (2020). *Investigating the washback effect of the national examination on Indonesian practices: Perceptions of teachers, students and*

parents of test impact. https://theses.gla.ac.uk/81300/

Putra, R., & Faridi, A. (2021). The washback of formative assessment in EFL instructions. *English Education Journal*, *11*(3), 318-324.

Putri, K. A., Dewanti, A. N., & Muntaha, M. (2018). Penentuan Potensi Wisata Prioritas melalui Pendekatan Community-Based Tourism di Desa Wisata Teritip Kota Balikpapan. *Journal of Regional and Rural Development Planning*, *1*(3), 298. https://doi.org/10.29244/jp2wd.2017.1.3.298-306

Rahayu, N. (2019a). Student Perception on the Importance of English Language Skills in Tourism Factor. *Eduturisma*, *IV*(1).

Rahayu, N. (2019b). Students ' perceptions on the application of standardized English language proficiency test as graduation requirement in tourism higher education in Indonesia (A Case Study at Trisakti School of Tourism). *Tourism Research Journal*, *3*(2), 153–166. http://trj.stptrisakti.ac.id/index.php/trj/article/view/60

Rahayu, N. (2020). Has English at tourism and hospitality higher education met the future workplace requirements? *Advances in Social Science, Education and Humanities Research, Volume 509 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020*, *509*(Icollite), 506–513. https://doi.org/10.2991/assehr.k.201215.079

Rahayu, N., Tarigan, E., & Sinaga, D. C. (2016). Students' self reflection on service learning program. *ICTTE UNS Conference Proceedings*, *2*(1), 540–552.

Rahma, E. A., & Syafitri, R. (2020). The TOEFL benchmark policy as graduation requirement at Universitas Teuku Umar: Students' perspective and belief. *The 2nd International Conference on Public Health 2020*, 182–188.

Rahma, E. A., Syafitri, R., Syahputri, V. N., & Parlindungan, F. (2021). An evaluation of TOEFL benchmark policy as an exit requirement for undergraduate students. *SALTeL Journal (Southeast Asia Language Teaching and Learning)*, *4*(1), 18–25. https://doi.org/10.35307/saltel.v4i1.61

Rahman, B. I. (2021). Is TOEFL subject necessary for English education study program? Lecturers' perspective. *Vision Journal*, *XVII*(2), 20–27.

Ramadhiyah, S., & Sukyadi, D. (2018). Comparing problem solving between high

and low achievers test takers to overcome test anxiety in TOEFL. *Universitas*. https://www.researchgate.net/profile/Saadah-Ramadhiyah/amp

Rameez, A. (2019a). English language proficiency and employability of university students: A sociological study of undergraduates at the faculty of Arts and Culture, South Eastern University of Sri Lanka (SEUSL). *International Journal of English Linguistics*, *9*(2), 199. https://doi.org/10.5539/ijel.v9n2p199

Rameez, A. (2019b). English language proficiency and employability of university students: A sociological study of undergraduates at the faculty of Arts and Culture, South Eastern University of Sri Lanka (SEUSL). *International Journal of English Linguistics*, *9*(2), 199. https://doi.org/10.5539/ijel.v9n2p199

Ratnah, R. (2019). Current needs and difficulties in English language skill faced by the tourism students. *Journal of Advances in Linguistics*, *10*, 1535–1554.

Read, J., & Hayes, B. (2003). *The impact of IELTS on preparation for academic study in New Zealand.* http://www.ielts.org/researchers/research.aspx

Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects 1). *The Journal of Asia Tefl*, *15*(3), 618–629. https://doi.org/10.18823/asiatefl.2018.15.3.4.618

Renandya, W. A., & Widodo, H. P. (2016). *English language teaching today. Linking theory and practice* (Eds (Ed.)). Springer. https://doi.org/10.1007/978-981-10-2519-8_7

Retnaningsih, N. S. (2010). *Improving students ' TOEIC score through cooperative learning*. Universitas Negeri Sebelas Maret, Surakarta.

Reybold, L. E., Lammert, J. D., & Stribling, S. M. (2013). Participant selection as a conscious research method: Thinking forward and the deliberation of "Emergent" findings. *Qualitative Research*, *13*(6), 699–716. https://doi.org/10.1177/1468794112465634

Rionaldi, & Saputra, B. (2019). Improving students ' TOEFL-like score through Student Team Achievement Division (STAD). *INOVISH Journal*, *4*(1), 38–47.

Robb, T. N., & Ercranbrack, J. (1999). A study of the effect of direct test

preparation on the TOEIC scores of Japanese university students. TESL-EJ, 3, 4. http://writing.berkeley.edu/ TESL-EJ/ej12/a2.htm

Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (Seventh Ed). Pearson Education.

Robinson, O. C. (2023). Probing in qualitative research interviews: Theory and practice. *Qualitative Research in Psychology*, *20*(3), 382–397. https://doi.org/10.1080/14780887.2023.2238625

Rogers, B. (2003). *Complete guide to the TOEIC test* (2nd editio). Singapore: Thomson.

Rossi, O., & Brunfaut, T. A. (2021). Text authenticity in listening assessment : Can item writers be trained to produce authentic-sounding texts ? *Language Assessment Quarterly*, *18*(4), 398–418. https://doi.org/https://doi.org/10.1080/15434303.2021.1895162

Roth, W. M. (2004). Activity theory and education: An introduction. *Mind, Culture, and Activity*, *11*(1), 1–8. https://doi.org/10.1207/s15327884mca1101_1

Rowley, J. (2012). Conducting research interviews. *Management Research Review*, *35*(3–4), 260–271. https://doi.org/10.1108/01409171211210154

Sáenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for english language learners with learning disabilities. *Exceptional Children*, *71*(3), 231–247. https://doi.org/10.1177/001440290507100302

Sabillawati, R., & Ardiana, F. K. (2022). Washback effects of English reading test in UTBK: Students' insights. *ELE Reviews: English Language Education Reviews*, *2*(2), 114-126.

Saglam, A. G. (2018). Can exams change how and what teachers teach? Investigating the washback effect of a university english language proficiency test in the Turkish context. *Eurasian Journal of Applied Linguistics*, *4*(2), 155–176. https://doi.org/10.32601/ejal.464094

Saif, S. (2006). Aiming for positive washback: A case study of international teaching assistants. *Language Testing*. https://doi.org/10.1191/0265532206lt322oa

Sakamoto, A., & Sung, J. (eds). (2018). Digital skills and the future of work. In

Skills and the future of work: Strategies for inclusive gwoth in Asia and the Pacific. https://doi.org/10.14217/2b811d84-en

Salma, N., & Prastikawati, E. F. (2021). Performance-based assessment in the English learning process: Washback and barriers. *Getsempena English Education Journal*, *8*(1), 164-176.

Santos, R. D. O., Gorgulho, B. M., Castro, M. A. De, Fisberg, R. M., Marchioni, D. M., & Baltar, V. T. (2019). Principal component analysis and factor analysis: Differences and similarities in nutritional epidemiology application. *Revista Brasileira de Epidemiologia*, *22*, 1–14. https://doi.org/10.1590/1980-549720190041

Sardi, A., Surahmat, Z., & Nur, S. (2022). The washback of intensive TOEFL Training Program (ITTP) on student's learning motivation. *ELS Journal on Interdisciplinary Studies in Humanities*, *5*(4), 593–597. https://doi.org/10.34050/elsjish.v5i4.24570

Satria, A., & Zahraa, S. A. (2018). The factors affecting TOEIC passing grade in TOEIC intensive course for third year students. *INOVISH Journal*, *3*(2), 221–229.

Saville, N. D. (2009). *Developing a model for investigating the impact of language assessment within educational contexts by a public examination provider.* University of Bedfordshire.

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5 Edn). Pearson Education Limited. https://doi.org/10.1080/09523367.2012.743996

Saunders, M. (2012). Choosing research participants. In *In Qualitative Organizational Research: Core Methods and Current Challenges* (pp. 35–52). SAGE Publications, Inc.,. https://doi.org/https://doi.org/10.4135/9781526435620

Sawaki, Y. (2001). Comparability of conventional and computerized tests of reading in a second language.

Schulze, S. (2003). Views on the combination of quantitative and qualitative research approaches. *Progressio*, *25*(2), 8–20.

Scott, C. (2007). Stakeholder perceptions of test impact. *Assessment in Education: Principles, Policy and Practice*, *14*(1), 27–49. https://doi.org/10.1080/09695940701272807

Safitri, I. D. (2018). The washback effect of CAT on students' learning in EFL classroom. *ELS Journal on Interdisciplinary Studies in Humanities*, *1*(3), 252-262. https://doi.org/10.34050/els-jish.v1i3.4964

Setyarini, S., Salim, H., & Harto, S. (2022). Investigating higher order thinking skills (HOTS)-based literacy assessment implemented by an EFL teacher at a junior high school in Indonesia. *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)*, *595*(Icollite), 647–653. https://doi.org/10.2991/assehr.k.211119.100

Setyarini, S., Salim, H., & Purnawarman, P. (2023). Higher-Order Thinking Skills (HOTS)-based literacy media: An innovative learning strategy to promote the secondary students' social awareness. *Forum for Linguistic Studies*, *5*(2), 1706. https://doi.org/10.59400/fls.v5i2.1706

Shih, C. (2009). How tests change teaching: A model for reference. *English Teaching*.

Shih, C. (2012). Policy analysis of the English graduation benchmark in Taiwan. *Perspectives in Education*, *30*(3), 60–68. https://api.elsevier.com/content/abstract/scopus_id/84873908972

Shih, C. M. (2007). A new washback model of students' learning. *Canadian Modern Language Review*, *64*(1), 135–162. https://doi.org/10.3138/cmlr.64.1.135

Shivakumar, J., & Sharma, G. V. (2017). *Honing English skills for employability through communicative competence*. 109–114.

Shohamy, E. (2001). *The power of tests: A critical perspective on the uses of language tests* (1st edn). Routledge. https://doi.org/https://doi.org/10.4324/9781003062318

Shohamy, E., Donitsa-Schmidt, S., & Ferman, I. (1996). Test impact revisited: Washback effect over time. *Language Testing*. https://doi.org/10.1177/026553229601300305

Shohamy, E., & Reves, T. (1985). Authentic language tests: Where from and where to? *Language Testing*, 48–59.

Silitonga, P. (2021). Competency-based education: a multi-variable study of tourism vocational high school graduates. *Journal of Teaching in Travel and*

Tourism, *21*(1), 72–90. https://doi.org/10.1080/15313220.2020.1820427

Silverthorn, D. U., Lee, M. W., Corliss, S. B., Nelson, E. A., & Bergemann, A. D. (2020). Words of advice: preparing to teach. *FEBS Journal*, *287*(3), 443–451. https://doi.org/10.1111/febs.15184

Snape, P. (2017). Enduring learning: Integrating C21st soft skills through technology education. *Design and Technology Education*, *22*(3), 1–13. www.p21.org

Song, J. J. (2011). English as an official language in South Korea. *Language Problems and Language Planning*, *35*(1), 35–55. https://doi.org/10.1075/lplp.35.1.03son

Spolsky, B. (1985). The limits of authenticity in language testing. *Language Testing*, *2*(1), 31–40. https://doi.org/10.1177/026553228500200104

Spradley, J. P. (2016). *The ethnographic interview.* Waveland Press.

Spratt, M. (2005). Washback and the classroom: The implications for teaching and learning of studies of washback from exams. *Language Teaching Research*, *9*(1), 5–29. https://doi.org/10.1191/1362168805lr152oa

Stoneman, B. W. . (2016). *The Impact of an Exit English Test on Hong Kong Undergraduates: A Study Investigating the Effects of Test Status on Students' Test Preparation Behaviours*. The Hong Kong Polytechnic University, Kowloon, Hong Kong, China.

Stroupe, R., & Kimura, K. (Eds. . (2015). *ASEAN integration and the role of English Language Teaching.*

Struyven, K., Dochy, F., & Janssens, S. (2005). Students' perceptions about evaluation and assessment in higher education: A review. *Assessment and Evaluation in Higher Education*, *30*(4), 325–341. https://doi.org/10.1080/02602930500099102

Su, S. W. (2004). Considerations on the threshold establishment of English Proficiency Tests at Colleges of Technology. *Electronic Journal of English Education [Electronic Version]*.

Suharno, Pambudi, N. A., & Harjanto, B. (2020). Vocational education in Indonesia: History, development, opportunities, and challenges. *Children and Youth Services Review*, *115*(August), 105092.

https://doi.org/10.1016/j.childyouth.2020.105092

Sukyadi, D., & Hermawan, B. (2018). Multimodal communicative competence of Indonesian secondary school teachers and pre-service teachers: Implications for teacher education in ELF. *Teacher Education for English as a ….* https://doi.org/10.4324/9780203730522-8

Sukyadi, D., & Mardiani, R. (2011). The washback effect of the English National Examination (ENE) on English teachers' classroom teaching and students' learning. *K@Ta*, *13*(1), 96–111. https://doi.org/10.9744/kata.13.1.96-111

Sumardi, S. (2017). Performance-based assessment as a current trend in ELT: Investigating its washback effects on secondary-school students learning. *Kajian Linguistik dan Sastra*, *2*(1), 1-11.

Sundayana, W., Meekaeo, P., Purnawarman, P., & Sukyadi, D. (2018). Washback of English national exams at ninth-grade level in Thailand and Indonesia. *Indonesian Journal of Applied Linguistics*, *8*(1), 167–176. https://doi.org/10.17509/ijal.v8i1.11478

Sung, J., Ng, M. C. M., Loke, F., & Ramos, C. (2013). The nature of employability skills: Empirical evidence from Singapore. *International Journal of Training and Development*, *17*(3), 176–193. https://doi.org/10.1111/ijtd.12008

Supiano, B., & Hoover, E. (2008). Baylor U. Rewarded freshmen who retook the SAT. *The Chronicle of Higher Education, 55, A20.*

Sutarsyah, C. (2008). Vocabulary constraint on reading texts. *TEFLIN Journal*, *19*(2), 127–140.

Syafrizal, S., & Pahamzah, J. (2020). Language Assessment in English language teaching: A Washback of Indonesian Students' Test in COVID 19 Situation. *Journal of Southwest Jiaotong University*, *55*(4). https://doi.org/10.35741/issn.0258-2724.55.4.40

Taherdoost, H. (2016). Validity and Reliability of the Research Instrument ; How to Test the Validation of a Questionnaire / Survey in a Research Hamed Taherdoost To cite this version : HAL Id : hal-02546799 Validity and Reliability of the Research Instrument ; How to Test the. *International Journal of Academic Research in Management*, *5*(3), 28–36.

Tashakkori, A., & Teddlie, C. (2003). Issues and dilemmas in teaching research methods courses in social and behavioural sciences: US perspective. *International Journal of Social Research Methodology: Theory and Practice*, *6*(1), 61–77. https://doi.org/10.1080/13645570305055

Tedjokusumo, E. P. (2019). English proficiency of hotel front-liners: what and why? *Jurnal Bisnis Terapan*, *03*(02), 111–122.

Tibingana-Ahimbisibwe, B., Willis, S., Catherall, S., Butler, F., & Harrison, R. (2022). A systematic review of peer-assisted learning in fully online higher education distance learning programs. *Open Learning*, *37*(3), 251–272. https://doi.org/10.1080/02680513.2020.1758651

Tsagari, D. (2007). Review of washback in language testing: What has been done? What more needs doing? *Online Submission*.

Tsagari, D. (2011). Washback of a high-stakes English exam on teachers' perceptions and practices. *Selected Papers from the 19th ISTAL*, *1996*, 431–445.

Tsai, Y., & Tsou, C. (2009). A standardised English Language Proficiency test as the graduation benchmark: student perspectives on its application in higher education. *Assessment in Education: Principles, Policy & Practice*, *16*(3), 319–330. https://doi.org/10.1080/09695940903319711

Tsang, C. L., & Isaacs, T. (2022). Hong Kong secondary students' perspectives on selecting test difficulty level and learner washback: Effects of a graded approach to assessment. *Language Testing*, *39*(2), 212–238. https://doi.org/10.1177/02655322211050600

UNESCO. (2013). *Intercultural competencies: Conceptual and operational framework.* Paris: UNESCO.

Utami, W. H. (2020). Turnitin washback effect: EFL students' methods of avoiding plagiarism on academic writing. *Jurnal Pendidikan Bahasa Dan Sastra*, *19*(2), 198–210. https://doi.org/10.17509/bs_jpbsp.v19i2.24785

Van De Watering, G., Gijbels, D., Dochy, F., & Van Der Rijt, J. (2008). Students' assessment preferences, perceptions of assessment and their relationships to study results. *Higher Education*, *56*(6), 645–658. https://doi.org/10.1007/s10734-008-9116-6

Vigdor, J. L., & Clotfelter, C. (2003). Retaking the SAT. *Journal of Human Resources*, *38*(1), 1–33.

Vogt, K., & Kantelinen, R. (2013). Vocationally oriented language learning revisited. *ELT Journal*, *67*(1), 62–69. https://doi.org/10.1093/elt/ccs049

Wall, D. (2000). The impact of high-stakes testing on teaching and learning: Can this be predicted or controlled? *System*, *28*(4), 499–509. https://doi.org/10.1016/S0346-251X(00)00035-X

Wall, D., & Alderson, J. C. (1996). Examining washback: The Sri Lankan impact study. In *In A. Cumming & R. Berwick (Eds.), Validation in language testing* (pp. 194–222). Bristol, Philadelphia: Multilingual Matters. https://doi.org/10.1177/026553229301000103

Wallace, C. (1997). IELTS: Global implications of curriculum and materials design. *ELT Journal*, *51*(4), 370–373. https://doi.org/10.1093/elt/51.4.370

Watanabe, Y. (2004). Methodology in washback studies. In *In Washback in language testing* (1st ed., p. (pp. 41-58).). Routledge.

Weber, M. R., Crawford, A., Lee, J. (Jay), & Dennison, D. (2013). An Exploratory Analysis of Soft Skill Competencies Needed for the Hospitality Industry. *Journal of Human Resources in Hospitality and Tourism*, *12*(4), 313–332. https://doi.org/10.1080/15332845.2013.790245

Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press. https://doi.org/10.4324/9781315561301-9

Welch, C., & Piekkari, R. (2006). Crossing language boundaries: Qualitative interviewing in international business. *Management International Review*, *46*(4), 417–437. https://doi.org/10.1007/s11575-006-0099-1

Weninger, C. (2020). Multimodality in critical language textbook analysis. *Language, Culture and Curriculum*, *0*(0), 1–14. https://doi.org/10.1080/07908318.2020.1797083

Whyte, S., & Sarré, C. (2017). Introduction to new developments in ESP teaching and learning research. In *New developments in ESP teaching and learning research* (pp. 1–12).

Widodo, H. P. (2015). *The development of vocational English materials from a social semiotic perspective : Participatory action research* (Issue March)

[University of Adelaide].
https://digital.library.adelaide.edu.au/dspace/bitstream/2440/97910/2/02whol
e.pdf

Wilkinson, D., & Birmingham, P. (2003). *Using research instruments: a guide for
researchers* (First Edn). Routledge.

Wilson, K. M. (2000). An exploratory dimensionality assessment of the TOEIC
test. *ETS Research Report Series*, *2000*(2), i–28.
https://doi.org/10.1002/j.2333-8504.2000.tb01837.x

Wilson, K. M., Nagara, S. K. N., & Woodhead, R. (2004). TOEIC®/LPI
Relationships in academic and employment contexts in Thailand. *ETS
Research Report Series*, *2004*(1), i–26. https://doi.org/10.1002/j.2333-
8504.2004.tb01943.x

Winke, P. (2011). Evaluating the validity of a high-stakes ESL test: Why
teachers' perceptions matter. *TESOL Quarterly*, *45*(4), 628–660.
https://doi.org/10.5054/tq.2011.268063

Wong, C. (2012). The role of grammar in communicative language teaching: An
exploration of second language teachers' perceptions and classroom
practices. *Electronic Journal of Foreign Language Teaching*, *9*(1), 61–75.
https://api.elsevier.com/content/abstract/scopus_id/84863498049

Wright, W. E., & Antonio, S. (2006). The impact of language and high-stakes
testing policies on elmentary school English language learners in Arizona.
Education Policy Analysis Archive, *14*(13).

Wu, J., & Lee, M. C.-L. (2017a). The relationships between test performance and
students' perceptions of learning motivation, test value, and test anxiety in
the context of the English benchmark requirement for graduation in Taiwan's
universities. *Language Testing in Asia*, *7*(1). https://doi.org/10.1186/s40468-
017-0041-4

Wu, J., & Lee, M. C. L. (2017b). The relationships between test performance and
students' perceptions of learning motivation, test value, and test anxiety in
the context of the English benchmark requirement for graduation in Taiwan's
universities. *Language Testing in Asia*, *7*(1). https://doi.org/10.1186/s40468-
017-0041-4

Xerri, D., & Briffa, P. V. P. V. (Eds). (2018). Teacher involvement in high-stakes language testing. *ELT Journal*, *9*(September), 320–322. https://doi.org/10.1093/elt/ccz002

Xie, Q. (2011). Is test taker perception of assessment related to construct validity? *International Journal of Testing*, *11*(4), 324–348. https://doi.org/10.1080/15305058.2011.589018

Xie, Q. (2013). Does test preparation work? implications for score validity. *Language Assessment Quarterly*, *10*(2), 196–218. https://doi.org/10.1080/15434303.2012.721423

Xu, Q., & Liu, J. (2018). *A study on the washback effects of the Test for English Majors (TEM): Implications for testing and teaching reform* (1st edn). Springer. https://doi.org/10.1007/978-981-13-1963-1

Yamagata-Lynch, L. C., & Haudenschild, M. (2009). Using activity systems analysis to identify inner contradictions in teacher professional development. *Teaching and Teacher Education*, *25*, 507–517.

Yi-Ching, P. (2009a). A review of washback and its pedagogical implications. *VNU Journal of Science, Foreign Languages*, *25*(4), 257–263.

Yi-Ching, P. (2009b). Test Impact: English Certification Exit Requirements in Taiwan. *TEFLIN Journal*, *20*(2), 119–139. https://doi.org/10.15639/teflinjournal.v20i2/119-139

Yi-Ching, P., & In'nami, Y. (2017). Does TOEIC as a university exit test ensure higher employability in Taiwan? *International Journal of Language Testing*, *7*(1), 1–27. https://api.elsevier.com/content/abstract/scopus_id/85049425073

Youngblood, A. M., Nutta, J. W., Dickson, D. R., & Nutta, M. W. (2020). Learning English as a second language in the back-of-the-House: proficiency and employment from the perspective of hotel human resource directors. *Journal of Human Resources in Hospitality and Tourism*, *0*(0), 1–24. https://doi.org/10.1080/15332845.2020.1821426

Youngs, H., & Piggot-Irvine, E. (2012). The application of a multiphase triangulation approach to mixed methods: the research of an aspiring school principal development program. *Journal of Mixed Methods Research*, *6*(3), 184–198. https://doi.org/10.1177/1558689811420696

Yu, W., & Iwashita, N. (2021). Comparison of test performance on paper-based testing (PBT) and computer-based testing (CBT) by English-majored undergraduate students in China. *Language Testing in Asia*, *11*(1). https://doi.org/10.1186/s40468-021-00147-0

Zahruni, N. A., Fahmi, F., & Pratolo, B. W. (2020). The challenges of taking TOEIC test and how to overcome: Perception of Indonesian vocational students. *Ethical Lingua: Journal of Language Teaching and Literature*, *7*(1), 82–91. https://doi.org/10.30605/25409190.167

Zainuddin, S. Z. B., Pillai, S., Dumanig, F. P., & Phillip, A. (2019). English language and graduate employability. *Education and Training*, *61*(1), 79–93. https://doi.org/10.1108/ET-06-2017-0089

Zein, S. (2014). Pre-service education for primary school English teachers in Indonesia: policy implications. *Asia Pacific Journal of Education*, *36*, 119–134. https://doi.org/10.1080/02188791.2014.961899

Zein, S. (2017a). Elementary English education in Indonesia: Policy developments, current practices, and future prospects. *English Today*, *33*(1), 53–59. https://doi.org/10.1017/S0266078416000407

Zein, S. (2017b). Access policy on English language education at the primary school level in the ASEAN Plus Three member states: motivations, challenges and future directions. *Asian Englishes*, *19*(3), 197–210. https://doi.org/10.1080/13488678.2017.1389063

Zein, S. (2022). Knowledge base of teaching English to young learners. In *English for young learners in Asia: Challenges and directions for teacher education*. Routledge. https://doi.org/10.4324/9781003016977

Zein, S., & Stroupe, R. (2017, September 2). English and language-in-education policy in the ASEAN Plus Three Forum. *Asian Englishes*, *19*(3), 193–196. https://doi.org/10.1080/13488678.2017.1389061

Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011-2019). *Language Teaching*, *53*(July), 491–523. https://doi.org/10.1017/S0261444820000208

Zhang. (2005). The General English Proficiency Test as a graduation threshold:

The High-Intermediate Level for National Taiwan University and National
Chengchi University. *United Daily News*.

Zhang, Z. (2021). It is all about TOEIC: Discovering topics and trends in
employee perceptions of corporate language policy. *Journal of Multilingual
and Multicultural Development*, 1–19.
https://doi.org/10.1080/01434632.2021.1938087

Zhengdong, G. (2009). IELTS preparation course and student IELTS
performance: A case study in Hong Kong. *RELC Journal*, *40*(1), 23–41.
https://doi.org/10.1177/0033688208101449

Zou, S., & Xu, Q. (2017). A washback study of the Test for English Majors for
Grade Eight (TEM8) in China—From the perspective of university program
administrators. *Language Assessment Quarterly*, *14*(2), 140–159.
https://doi.org/10.1080/15434303.2016.1235170

Websites

https://snpmb.bppp.kemdikbud.go.id/utbk-snbt/informasi-umum   Retrieved   15
December 2023

https://framework-snpmb.bppp.kemdikbud.go.id/. Retrieved in 16 December 2023

https://snpmb.bppp.kemdikbud.go.id/utbk-snbt/informasi-umum. Retrieved in 18
December 2023