
Students' Perceptions Toward the Mandatory TOEFL Score for Graduation: A Case Study of Non-English Department Students of the University of Mataram

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Abstract: This study explores the perceptions of non-English major students, specifically those in the Mathematics Education program at the Faculty of Teacher Training and Education (FKIP), University of Mataram, toward the mandatory TOEFL score policy as a graduation requirement (minimum 400 for non-English majors). Employing a qualitative case study design, data were collected from 30 eighth-semester students using closed-ended questionnaires (Likert scale) and semi-structured interviews, analyzed through thematic analysis. Findings reveal predominantly positive perceptions (81%), with students viewing the policy as a motivator for enhancing English proficiency and global competitiveness, though 19% deemed it irrelevant to their Mathematics-focused curriculum. Difficulties were prominent, particularly in the Listening Comprehension section (77% reported difficulties due to unclear audio, accents, idioms, and implied meanings), followed by Structure & Written Expression (67%, mainly grammar issues) and Reading Comprehension (60%, with the author's opinion, true/false/exception questions, main ideas/topics, vocabulary/synonyms, word references and restatement of ideas). Interviews highlighted mixed views: benefits for academic access but burdens from time constraints, high costs, and limited preparation support. The study concludes that while the policy effectively measures basic English skills, it imposes undue pressure on non-English majors, recommending intensive TOEFL courses, alternative assessments, and curriculum integration of English skills to mitigate difficulties and foster equitable implementation.

Keywords: TOEFL policy, student perceptions, non-English majors, graduation requirements, Mathematics Education

INTRODUCTION

The TOEFL (Test of English as a Foreign Language) is a standardized test assessing English proficiency in listening, structure, and reading, widely used for academic and professional purposes. According to Arifuddin et al., (2020) English proficiency is measured, among other things, through the TOEFL, which is expressed in the form of a TOEFL score. There are three types of TOEFL tests: the Paper-based Test (PBT), the Computer-based Test (CBT), and the Internet-based Test (IBT).

In Indonesia, universities like Mataram University mandate TOEFL scores for graduation, with a minimum of 400 for non-English majors and 500 for English majors, to ensure national education standards and global (Peraturan Menteri Riset, Teknologi & Tinggi.,

n.d.). However, this policy raises mixed perceptions, especially among non-English students who receive limited English instruction (Saputri, Thohir, & Junaidi, 2024). This study focuses on Mathematics Education students at FKIP, University of Mataram, who must achieve the TOEFL threshold despite their curriculum's emphasis on mathematics and pedagogy. Unlike English majors, these students often lack foundational English skills, leading to challenges in preparation and testing. Previous research (Alek, Nurlia, & Hausca, 2019; Wahyuni, 2024) has shown positive perceptions, but it does not distinguish between non-English majors, highlighting a gap that this study addresses. The research questions are: (1) What are the perceptions of Mathematics Education students toward the TOEFL policy as a graduation requirement? (2) What difficulties do they face in taking the TOEFL test? Objectives include

describing perceptions and identifying challenges. Significance lies in informing university policies for equitable implementation, with practical benefits for students and institutions.

The TOEFL policies implemented at Mataram University generate diverse perceptions and difficulties among Mathematics Education students, as perception is a complex cognitive process involving the interpretation of sensory information through stages like receptor stimulation, neural signal conversion, brain preprocessing, pattern recognition, and response (Goldstein, 2010). Types include positive (optimistic) and negative (pessimistic) views Irwanto (2002), shaped by factors such as prior experience, knowledge, context, and psychological influences, leading to varied student reactions to the graduation requirement. Factors like prior experiences and knowledge shape perceptions (Bandura, 1997), as seen in TOEFL preparation. TOEFL, developed by ETS, includes PBT, CBT, and IBT formats, which evaluate academic English skills (ETS, 2016). In Indonesia, universities use TOEFL Prediction tests for graduation (Mokodompit, 2023). Even for students majoring in English, they also have some difficulties. Especially for non-English major students, they have more difficulty in taking the TOEFL Prediction test. These difficulties are closely related to the questions. Difficulties for non-English majors include unclear audio, grammar gaps, vocabulary deficits, idioms, implied meanings, accents, and unfamiliar topics in Listening Comprehension (Gear, 2002; Sarair, 2022); grammar and sentence structure in Structure & Written Expression (Phillips, 2001); and main ideas, inferences, vocabulary, and opinions in Reading Comprehension (Rahmani and Fauzi, 2025). Mandatory TOEFL policies aim to boost proficiency but burden non-English students (Narayana & Soepriyanti, 2023; Susanti, 2016). Therefore, this study is aimed to identify students' perceptions and describe the difficulties they faced in meeting the TOEFL score policy as a graduation requirement.

METHOD

This study employs a qualitative methodology with a case study approach to explore students' perspectives on the University of Mataram's TOEFL policy as a graduation requirement. The case study examines bounded systems at Mataram University, specifically targeting 30 eighth-semester students (11 male, 19 female) in the Mathematics Education program at FKIP, where TOEFL scores are mandatory for thesis and graduation. Participants were selected via purposive sampling to ensure relevance (Creswell, 2014). Data collection involved closed-ended questionnaires using a Likert scale for clear, comparable responses, and semi-structured interviews with 15 participants lasting 15-30 minutes each. Data analysis combined descriptive quantitative methods for questionnaires, calculating frequencies, percentages, and Likert averages for objective insights into perceptions and difficulties. Thematic analysis (Braun & Clarke, 2006) was applied to interview transcripts to identify patterns and themes, providing deeper subjective interpretations of the TOEFL policy's impact.

RESULT AND DISCUSSION

Results

1. Perceptions Toward the TOEFL Policy

After the instruments were given to 30 students, data could be obtained. This data is also expected to be one of the components needed to answer the first research question, which is to describe the perceptions of mathematics education students at FKIP Unram regarding the mandatory TOEFL score policy as a graduation requirement. This data was collected using instruments in the form of closed-ended questionnaires and interviews. This questionnaire consists of 43 statements, each of which comes with 5 choices, namely: Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), Strongly Agree (SS). Then, students were asked to complete the questionnaire based on the facts. All the questions that were given and answered by the 30 participating respondents were recorded and categorized into 3 types, namely as follows Table 1.

Table 1. Perceptions of Mathematics Education Students regarding the TOEFL Test Policy as a Graduation Requirement

No	Items	Positive (%) (SS+S+N)	Negative (%) (STS+TS)
1	Perceptions of Mathematics Education Students regarding the TOEFL Test Policy as a Graduation Requirement	81	19

The Table 1 show that participants have positive perception toward the TOEFL test policy at university of Mataram. This can be seen from the number of strongly agree and agree responses, which were 81%. In the article "A technique for the measurement of attitudes" by Rensis Likert (Likert, 1932) stating that "the percentage of respondents who chose the positive category (agree/strongly agree) above 50% is an indicator of a majority positive attitude towards an object or policy". This finding is also supported by data from interviews with participants who said that:

P1 said: *karena bahasa inggris sekarang juga kan eee bahasa internasional yang bener bener emang bakal kepake di dunia kerja ataupun di dunia luar gitu jadi sangat positif dengan adanya toefl semua mahasiswa jadi tergerak untuk belajar bahasa inggris (Because English is now an international language that is really going to be used in the workplace and in the outside world, it is very positive that with TOEFL, all students are motivated to learn English.)*

P2 said: *Kebijakan ini memiliki dampak yang positif dalam jangka yang panjang karena dapat mempersiapkan mahasiswa menghadapi tantangan di dunia global (This policy has a positive long-term impact because it prepares students to face challenges in the global world.)*

Overall, participants P1 and P2 have a positive perception that Mataram University's policy of making TOEFL scores a graduation requirement is a positive and relevant step, especially in today's era of globalization. From the results of questionnaires and interviews with all participants, factors influencing students' perceptions of the TOEFL score policy as a graduation requirement at Mataram University were identified. Goldstein (2010) stated that perception is not merely the acceptance of external stimuli, but rather the result of a complex interaction between those stimuli and cognitive processes and individual experiences, which are influenced by factors such as experience, knowledge, and social context. The results of student perceptions are summarized in the following data Table 2.

Table 2. Factors Affecting the Perceptions of Mathematics Education Students Regarding TOEFL Policy

No	Items	Total % (SS+S)	Total % (N)	Total % (TS+STS)
1	General perception	50	24	26
2	Experience	65	9	5
3	Knowledge	61	37	6
4	Context of the situation	55	22	7

From the data above, 65% of students perceive the TOEFL policy as a graduation requirement based on their previous test experiences, while 61% attribute their knowledge to studying, courses, and tutoring, 55% to the student environment, and 50% to general statements heard about the policy at the university. The data show that experience and knowledge have a greater influence than general perceptions and situational context, but all three complement each other in shaping students' positive perceptions. The researchers' interview responses also support this data.

P1 said: *Pengetahuan bahasa inggris saya sebelumnya menjadi faktor utama yang berkontribusi pada hasil tes saya (My prior knowledge of English was a major factor contributing to my test results.)*

P2 said: *Pengalaman belajar bahasa Inggris dari sekolah dasar dan kebiasaan menonton film/mendengarkan musik sangat membantu membentuk fondasi (My experience learning English in elementary school and my habit of watching movies and listening to music greatly helped me build a foundation)*

P3 said: *Pengalaman belajar bahasa Inggris saya sebelumnya, terutama pengetahuan yang dipelajari di bangku sekolah, lumayan membantu karena saya sudah punya dasar tata bahasa dan kosa kata (My previous experience learning English, especially what I learned in school, was quite helpful because I already had a foundation in grammar and vocabulary.)*

Overall, participants P1, P2, and P3 agreed that their prior knowledge and experience of learning English—such as basic grammar, vocabulary from elementary school, and the habit of watching movies or listening to music—were

the main factors that contributed positively to their TOEFL test results.

2. Difficulties in Taking the TOEFL Test

This section will answer research question number 2, namely the difficulties faced by students of the Mathematics Education study program at FKIP Universitas Mataram when taking the TOEFL test as one of the graduation requirements. Data obtained from the questionnaire shows various levels of difficulty experienced by students in taking the test such as the Table 3 below:

Table 3. Difficulties in each TOEFL test section

No	Items	Total % (SS+S)	Total % (N)	Total % (TS+STS)
1	Listening Comprehension	77	20	3
2	Structure & Written Expression	67	30	3
3	Reading Comprehension	60	37	3

Most students experience difficulties in all three sections of the TOEFL test, with the Listening Comprehension section being the most challenging, as 77% of students find it difficult, followed by Structure & Written Expression (67%) and Reading Comprehension (60%), highlighting listening skills and grammar mastery as the primary challenges. The small percentage

of students who did not find the test difficult (3%) underscores the need for enhanced learning support to better prepare students for the TOEFL. According to Table 2.1, the listening comprehension section's difficulty, with 77% agreeing or strongly agreeing, stems from various reasons, as detailed in the data from Table 4.

Table 4. The difficulties in the Listening Comprehension section

No	Items	Total % (SS+S)	Total % (N)	Total % (TS+STS)
1	a) Speaker sound is unclear	70	23	7
2	b) Poor understanding of grammar	37	60	3
3	c) Lack of vocabulary mastery	43	50	6
4	d) Poor command of idioms	56	43	0
5	e) Lack of understanding of implied meaning	63	33	3
6	f) Use of accents and dialects that are difficult to understand	57	40	3
7	g) Topics that do not meet educational standards	40	37	23

The table results show that the main difficulties students face in the TOEFL listening section are the clarity of the speaker's voice (70% agree), understanding implied meaning (63%), difficult accents and dialects (57%), and the Use of accents and dialects that are difficult to understand (57%). Meanwhile, topics that do not

meet educational standards (40%) and Poor understanding of grammar (37%) are less considered as significant obstacles, with high neutrality on several items. This data is supported by interview responses from participants:

P1 said: *kendala kerap kali muncul karena audio yang kurang jelas (problems often arise due to unclear audio)*

P2 said: *kendala di bagian listening itu karena di pustik dan pubah pake speaker jadi kadang ga jelas terdengar karena terdistract. terus aksenn ngomongnya di listening bukan kayak yg sering kita denger jadi asing aja gitu (The problem with the listening section is that they use speakers in the library and cafeteria, so sometimes it's hard to hear clearly because of distractions. Also, the accent in the listening section is different from what we usually hear, so it sounds strange)*

P3 said: *bagian paling sulit adalah Listening Comprehension. Saya kesulitan menangkap makna percakapan berbahasa Inggris secara cepat, terutama jika pembicara berbicara cepat (The most difficult part is Listening Comprehension. I have trouble quickly grasping the meaning of English conversations, especially if the speaker talks fast.)*

Moreover, after having the most difficult part in the listening comprehension section, the next section that test-takers have the most difficulty in is the structure and written expression section such as Table 5.

Table 5. Difficulties in the structure and written expression section.

No	Items	Total % (SS+S)	Total % (N)	Total % (TS+STS)
1	a) Part A (Structure)	66	30	3
2	b) Part B (Written Expression)	63	27	10

From the data above, 66% of students had difficulty answering part A (structure) and 63% had difficulty with part B (written expression). This data is supported by interview responses from participants:

P1 said: *structure & written expression, menurut kita mudah tadi kadang nilainya sedikit karena grammar dasarnya yang salah (structure & written expression, in our opinion, is easy, but sometimes the score is low because the basic grammar is wrong.)*

P2 said: *Di bagian Structure & Written Expression, saya merasa perlu lebih banyak latihan untuk memahami aturan tata bahasa yang lebih kompleks (In the Structure & Written Expression section, I feel I need*

more practice to understand more complex grammar rule)

P3 said: *Structure & Written Expression, saya sering bingung memilih struktur kalimat yang benar karena tidak terlalu paham aturan grammar secara detail (Structure & Written Expression: I often get confused when choosing the correct sentence structure because I do not really understand the grammar rules in detail.)*

The last section in the TOEFL test is the Reading Comprehension section. This section is the easiest in the TOEFL. There are 60% of students who argued that this section is the most difficult section and the reason why this section is difficult will be shown in the Table 6.

Table 6. The most difficult question in the Reading Comprehension section

No	Items	Total % (SS+S)	Total % (N)	Total % (TS+STS)
1	a) Main Idea / topic	53	30	17
2	b) Vocabulary (synonyms)	53	33	13
3	c) References / word references	30	53	17
4	d) Restatement (rephrasing ideas in the text)	37	47	16
5	e) Inferences (conclusions from the text)	44	43	13
6	f) Opinion (author's viewpoint)	30	60	10
7	g) True, False, Exception, mentioned word	30	54	16

The table results show that the main difficulties students face in TOEFL reading comprehension are understanding the main ideas/topics (53%), and vocabulary/synonyms (53%). Meanwhile, word references (30%) and restatement of ideas (37%) are considered less challenging, with a high level of neutrality on several items. These results are supported by the interview responses from participants:

P1 said: *sulit memahami bacaan apa yang sih yang dimaksud dari bacaan dan yang di format hitam kayak di paragraph pertama. antonym sinonim aa itu juga udah angkat tangan (It is hard to understand what the text means and the black formatting like in the first paragraph. Antonyms and synonyms are also confusing)*

P2 said: *Reading Comprehension, karena teks yang panjang dan banyak kosa kata yang bukan merupakan kosa kata yang digunakan sehari-hari (Reading Comprehension, because the text is long and contains many words that are not part of everyday vocabulary)*

P3 said: *Reading comprehension karena banyak kosa kata bahasa Inggris yang jarang saya temui (Reading comprehension because there are many English words that I rarely encounter)*

Participants P1, P2, and P3 agreed that reading comprehension was a difficult part of the TOEFL test, mainly because of the long texts, difficult and uncommon vocabulary, scientific terms that are rarely used in everyday life, and the difficulty of understanding synonyms/antonyms and implied meanings in the reading passages.

The discussion delves deeply into the data collected from both questionnaires and semi-structured interviews, providing a comprehensive analysis of the perceptions held by students in the Mathematics Education study program at the Faculty of Teacher Training and Education (FKIP), Mataram University, regarding the mandatory TOEFL score policy as a graduation requirement. This in-depth exploration not only describes how students interpret and respond to the policy within their academic journey but also identifies and elaborates on the various difficulties they encounter during the TOEFL test preparation and execution.

Focusing on the first research question, which centers on describing students' perceptions of the TOEFL exam policy as a graduation requirement, the analysis reveals that a

significant majority of participants—specifically 81%—demonstrate a predominantly positive perception. These students do not merely view the policy as an obligatory step in their graduation process but recognize it as a meaningful initiative that goes beyond administrative formalities. Instead, they perceive it as an essential catalyst for enhancing their English language proficiency, which they believe is crucial in today's interconnected world of education and professional life. This positive framing underscores the policy's role in motivating students to engage more actively with English learning, fostering a sense of purpose and relevance that extends to global competitiveness and lifelong skill development. Such perceptions highlight the policy's potential to bridge gaps in language skills among non-English majors, who often enter university with varying levels of English exposure, thereby contributing to a more well-rounded educational experience.

These findings align closely with previous research, such as the studies conducted by Wahyuni (2024) and Alek et al., (2019), both of which also documented generally favorable attitudes among students toward the TOEFL test as a mandatory graduation requirement. These earlier works emphasize how such policies can serve as motivational tools, encouraging students to invest time and effort into language improvement. Delving deeper into the factors shaping these positive perceptions, the discussion identifies prior experiences with TOEFL preparation and testing as a foundational element. Drawing on Bandura's (1997) theory of self-efficacy, these experiences—such as repeated practice sessions and familiarity with test formats—play a pivotal role in reducing anxiety and building confidence. Students who have engaged in mock tests or preparatory courses often report feeling more equipped to handle the exam's demands, viewing it as a surmountable challenge rather than an insurmountable barrier.

Beyond internal factors like experience and knowledge, the environmental context emerges as another critical influence on students' perceptions, emphasizing the role of external support systems. This resonates with Azhari et al., (2022) stated that institutional support, including access to language labs and peer study groups, significantly boosts students' positive perceptions of the TOEFL as a graduation requirement, as it fosters a sense of preparedness and community that mitigates test-related stress.

This is in line with Goldstein's explanation in his book *Cognitive Psychology*, which states that when humans decide something is good or bad, there is a cognitive process that is influenced by experience, knowledge, and environmental situations. This is also explained by Nhung (2021), students' 47 cognitive appraisals of TOEFL are shaped by environmental factors, such as lecturer guidance and resource availability, which interact with prior knowledge to form positive attitudes, reduce perceived threats, and enhance motivational beliefs. Thus, student perceptions are the result of a complex interaction between internal and external factors.

Shifting to the second research question, which investigates the difficulties encountered by students during the TOEFL test, the discussion uncovers significant challenges, with Listening Comprehension emerging as the most formidable section, reported by 77% of participants. This section's demands for oral comprehension highlight a critical gap in students' preparedness, as many struggle with the rapid pace and nuances of spoken English, which are essential for effective academic and communicative interactions. Specific hurdles include unclear audio quality (70%), challenges in grasping implied meanings (63%), unfamiliar accents and dialects (57%), and limited mastery of idioms (56%). These findings echo broader research, such as Sari (2021), and Gear (2002), which attribute such difficulties to insufficient exposure among non-English majors. This is in line with Zuhrayana (2018) illustrates how listening-related problems can compound overall test anxiety and unpreparedness, suggesting that integrated training strategies are needed to address these interconnected skill deficits and prevent delays in graduation

CONCLUSION

Based on the results of research on the perceptions of students in the Mathematics Education study program at the Faculty of Teacher Training and Education, Mataram University, regarding the TOEFL score policy as a graduation requirement, it can be concluded that many students have a positive perception of this policy. They consider TOEFL to be a motivation to improve their English language skills, which are important in academic and professional contexts in the era of globalization. However, this policy also poses difficulties,

especially in the Listening Comprehension section, which is considered the most challenging due to factors such as sound quality, accent, vocabulary, and implied meaning. The Structure & Written Expression section is also a challenge due to a lack of grammar mastery, while Reading Comprehension is relatively easier, although there are still difficulties with restatement and inference questions. Although this policy is effective in encouraging English proficiency, efforts are needed to reduce the burden and increase support for non-English major students.

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