
Assessing Cilacap State Polytechnic Students' Ability to Conduct English Proficiency Test: Challenges and Strategies

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Abstract

The purpose of this study was to evaluate Cilacap State Polytechnic students' readiness for the EPT-P and determine the obstacles they encounter as well as the strategies they employ to pass the test. This research used a mixed-methods case study design. To collect data, it used test and questionnaires which refer to the theory of Self-Regulated Learning, Test Taking Strategy, TAM and study of interlanguage. Analysis was based on Likert scale responses. It involved 60 final-year students of Cilacap State Polytechnic in the academic year of 2021/2022 from different study programmes. The study found that students at the State Polytechnic of Cilacap had a general lack of English competence, with just 25 out of 60 (41%) scoring over the 400 EPT-P pass score. Key issues were linguistic difficulties 37 students (62%) struggled with long reading texts, 41 (68%) struggled with essay writing, and 40 (67%) had difficulty listening, with 17 (28%) strongly agreeing. Psychological challenges were particularly significant: 28 students (47%) reported anxiety, while 44 (73%) reported losing focus. Technological and resource challenges were prominent, with 40 students (67%) lacking preparation materials and 55 (92%) never having had official instruction. Furthermore, 33 students (55%) considered the listening equipment unclear, and 54 (90%) thought the test was overpriced. Only 16 students (27%) prepared mentally and physically, while only 9 (15%) took classes. These findings, which were backed by many language learning and educational

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theories, emphasise the importance of economical training, easily accessible materials, and personalised coaching in improving student performance.

Keywords: English proficiency test; readiness; challenge; strategy

1. INTRODUCTION

In today's globalized world, English proficiency has become a vital skill for academic advancement and professional development. One of the most widely recognized measures of English language competence is the Test of English as a Foreign Language (TOEFL), as universities and employers increasingly require proof of English proficiency. Success in the TOEFL has become an essential achievement for many students. Sari et al., (2021) delivered the TOEFL assesses language proficiency across academic and professional settings. These fields have been organized and separated. The TOEFL test is normally divided into three sections, each with 140 questions. The TOEFL test consists of three components: Listening Comprehension, Structure and Written Expression, and Reading Comprehension.

The first component of the TOEFL exam is usually Listening Comprehension, which is divided into Parts A, B, and C. The following part, Structure and Written Expression, is separated into Parts A and B. The final section is Reading Comprehension. According to Bruce, et al., (2018) this listening part evaluates the capacity to understand real speech patterns used in both formal and casual situations, including academic ones. Fitria & Prastiwi (2020) also said that listening Part includes 50 questions which consist of three parts taking 30 to 40 minutes to finish. This portion tests our ability to hear and understand English conversations and monologues. These conversations consist of short discussions, long conversations, and speeches. Structure and textual expression consist of 40 questions in 25 minutes. The reading test, on the other hand, requires 55 minutes to finish 50 questions. Next, in the study conducted by Mulyapradana et al., (2023), it was declared that there are forty multiple-choice questions in Structure and Written Expression, and there is a 25-minute time limit to finish. The purpose of this grammar segment is to assess students' comprehension of popular English expressions and syntax. This section's test questions cover tenses, verb choice, word construction, sentence completion, and grammatical error identification.

Polytechnic institutions aim to equip students with hands-on technical skills that meet the needs of the industry. However, with English serving as the global lingua franca, especially in science, technology, and business, the ability to communicate proficiently in English has become just as important as technical expertise. As a standardized test measuring academic English proficiency, TOEFL offers a valid and reliable method of assessing students' language readiness. Evaluating students' TOEFL abilities can help educators identify language gaps and provide targeted instruction to improve their global competitiveness. Rifiyanti et al., (2023) argued that it is crucial to assess your level of English proficiency. This assesses language mastery and identifies opportunities for improvement.

There are many previous studies that discuss the importance of TOEFL for students. Numerous Indonesian universities now mandate the TOEFL examination prior to the final graduation assessment (Friska, 2022). It was also supported by Ali (2020) in her research that TOEFL evaluates language proficiency in the participants' English in an academic context, particularly at the university level. Polytechnic students, as prospective professional workers in the fields of engineering and applied sciences, are required not only to excel in technical skills but also to possess cross-cultural communication abilities. However, several studies indicate that polytechnic students still face various challenges in taking the TOEFL test, both in terms of learning motivation, availability of learning resources, and the teaching approaches used. This underscores the need for a more in-depth analysis of the position of TOEFL in the context of English language learning in polytechnics. Some universities additionally consider how important it is for their graduates to have a standard English proficiency score. As a result, practically all universities require their graduates to meet specific English proficiency requirements prior to graduation. Many businesses are considering English proficiency certificates during the hiring process. All things considered, possessing a specific level of English ability is crucial (Rionaldi & Saputra, 2019).

State Polytechnic of Cilacap is one of the vocational institutions that requires TOEFL as a prerequisite for graduation for students who will be conferred degrees. It is called EPT-P (English Proficiency Test-Politeknik Negeri Cilacap). For all study programmes, an EPT-P score of 400 is required. The test is usually conducted from April to December annually.

Each student is required to pay one hundred thousand to take the test. If students fail to meet the standard score, they will retake the test by paying and re-registering. This can occasionally be the reason why students put off taking the test, leaving their diplomas on campus. Even after graduation, they still find it difficult to get the minimal score of 400 needed to receive a certificate.

In addition to being a requirement for obtaining a diploma and bachelor certificate, EPT-P can also be used as an additional competency that can support their performance in the workforce. Cilacap State Polytechnic students, particularly those in technical or vocational fields, often face unique challenges when preparing for the EPT-P. Unlike students in language or humanities programmes, polytechnic students typically receive limited instruction in academic English and have fewer opportunities to practice the language in varied contexts. This gap in language exposure and proficiency can make achieving a competitive EPT-P score difficult. Furthermore, many polytechnic institutions focus on practical and career-oriented education, which may not align with the academic language demands of the EPT-P. As a result, students may struggle with sections such as reading complex texts, understanding spoken academic lectures, or writing well-organised essays.

Sarair et al., (2024) stated that using online tools, such as TikTok, YouTube, and TOEFL-specific applications, with a strong focus on cognitive and metacognitive abilities, was one of the students' solutions. Lecturers should think about including time management tips and authentic TOEFL-like materials in the curriculum to help students be ready for the test. Herman (2023) identified the usage of parallel structure with paired conjunction, which only three students were able to master, was found to be the most challenging skill for the students. Lack of information and training in practicing the grammar component and students losing focus while managing their time were some of the causes making the skill the most challenging. Meanwhile Janeri (2024) found that less practice is the biggest obstacle that students faced, accounting for 74% of the overall percentage. Eighty-six percent of the students expressed the anticipation that the graduation process will get easier over time. In line with Janeris' study, Azhari et al., (2022) argued that test-takers may encounter on the TOEFL exam, such as insufficient preparation leads to a lack of grammar, vocabulary, and experience with audio discussions;

psychological factors, such anxiety and fear, make it difficult to think clearly and react effectively; poor time management that results in responses that are either too quick or too slow; insufficient general knowledge and the inability to draw conclusions from the information given.

Based on the above studies, the researcher tried to describe different objectives from the previous studies. This topic was chosen in response to a notable disparity between the English curriculum taught at Cilacap State Polytechnic and the requirements of standardized English proficiency tests, such as EPT-P. This topic raises questions about students' readiness for the real EPT-P test, strategies, and challenges. Additionally, this study aims to examine the readiness of polytechnic students to undertake the EPT-P test, identify the primary difficulties they face, and explore effective strategies that students can implement to achieve their target EPT-P score.

2. LITERATURE REVIEW

Many institutions demand that students take standardised English proficiency tests to make sure they have the language abilities needed to succeed in an English-medium learning environment. English language proficiency assessments can be instrumental at the institutional level in planning curriculum and instruction and placing students into appropriate programs. ELP assessments can also be useful at the individual level, supporting students, parents, and teachers to improve their English language learning and teaching (Wolf & Butler, 2018). Meanwhile Black & Wiliam; Heritage; Purpura; Bailey in Wolf & Butler (2018) declared that ELP tests can be used primarily as learning assessments or as learning assessments. While assessment for learning is meant to provide information about students' strengths and weaknesses for improving learning during instruction (i.e., for formative purposes), assessment of learning is meant to provide information about students' current levels and achievements after a specific period of instruction (i.e., for summative purposes). There are many different types of ELP assessments that can be used for these purposes with young students, including standardised tests and classroom-based assessments of various formalities (such as portfolio assessments, classroom tests and quizzes, observations, collaborative assessments, and self-assessments).

Additionally, they state that certain factors, including item or task design, training, administration methods and setting, score reporting and feedback, and empirical validation studies, must be considered when creating and utilizing standardized English language proficiency test. Lander & Brown (1995) argued a proficiency test is not meant to be restricted to a single language competence, course, or curriculum. Standardized multiple-choice questions on grammar, vocabulary, reading comprehension, auditory comprehension, and occasionally a sample of writing had historically made up competence tests. One major problem that polytechnic students encounter when taking the TOEFL exam is the pressure to do well in order to achieve language competence standards for academic programs or employment possibilities. This pressure can lead to test anxiety, which can have a severe impact on students' test performance. Furthermore, some students may struggle with some aspects of the test, such as the speaking or writing sections, due to a lack of practice or exposure to academic English. To address these issues, educators and administrators can offer test preparation classes, practice materials, and advice on test-taking practices to assist students in preparing efficiently for the TOEFL test. Various studies show that polytechnic students face a number of challenges in preparing for the TOEFL test. Listening portion of the TOEFL is a little trickier than the reading and writing portions (Romadhon, 2022). Both the mean and the dominating factor indicate that most participants consider physical environment issues, like background noise distractions and distorted audio from a subpar CD player, to be serious obstacles to their research. The actual content and setting of the listening exam are undoubtedly the most difficult for the participants. Additionally, the limitation in mastering academic English poses a challenge for polytechnic students. As mentioned by Purba et al., (2024), there are four issues that Darma Agung University students in the Physics Study Programme face when answering the fifth-semester TOEFL exam. These include a lack of motivation, a lack of practice chances, a lack of fundamental skills, and differences in each student's aptitude.

By offering test preparation classes, practice materials, and advice on test-taking techniques, educators and administrators may assist students in overcoming these obstacles and gaining the resources they need to prepare for the TOEFL test. Polytechnic students can reach their academic

and professional objectives and improve their chances of passing the TOEFL test by taking proactive measures to solve these issues. According to Maulana & Lubis (2022), students had to complete a workshop and simulation before taking the TOEFL test in order to learn the best study techniques and strategies, particularly for the fifth and seventh semesters at STMIK Royal in Kisaran. Rahman & Purwaningtyas (2022) added that the TOEFL test is demanding for test takers due to the high standard and difficulty level of each question. For preparing for it, test takers must prepare for months and invest in specialised training classes. Despite extensive preparation, a significant number of individuals fail the test. Alek et al.,(2019) reported that the poor sound system quality (70%) and the speaker's difficult-to-understand accent (60%) make students have trouble in the listening section. Furthermore, 60% of them said that this section's implied meaning was hard to understand. In the meantime, students' difficulties in the structure and written expression section were associated with their inability to understand grammar (85%) and their lack of vocabulary (75%). However, a lack of idiom knowledge (75%) and a lack of familiarity with the subject (85%) were linked to difficulties with reading comprehension. Next, Narayana & Soepriyanti (2023) added that students struggled with listening, structuring, and reading skills. They encountered difficulties listening to negative and idiomatic language, as well as lengthy chats. They struggled with grammar, including parallel organisation, subject-verb agreement, and error recognition. students faced challenges with unfamiliar language, synonyms and antonyms, implicit meaning, and time management when reading.

3. METHODS

This research used case study research design with a mixed-methods approach (MMR) in which combines the strengths of both qualitative and quantitative data. Pramesti (2023) declared the combination of these two methods in an MMR approach helps to address the limitations of each method by leveraging the strengths of qualitative methods to balance out the weaknesses of quantitative methods. The research only focuses on Cilacap State Polytechnic and students' English proficiency test performance, challenges, and strategies. Data were collected using two main instruments: a questionnaire and a free EPT-P prediction test.

The questionnaire is designed to identify the challenges and strategies of participants in facing the English Proficiency Test - Prediction (EPT-P), which includes four main aspects: linguistic challenges, psychological challenges, technical and resource challenges, as well as strategies and readiness for the test. The linguistic aspect refers to the Interlanguage theory (Selinker, 1972) and the Second Language Acquisition theory Krashen in Nattinger (2014) which explained the development of students' language proficiency. Psychological challenges refer to the Foreign Language Anxiety theory (Horwitz, Horwitz, & Cope, 1986) and Technical and resource challenges are based on the Technology Acceptance Model (TAM). Davis in Purwanto (2022) stated that the main purpose of TAM is to provide a reference for analyzing the external influence of factors such as trust, intention, and user goals. Meanwhile for identifying participants' strategies and readiness, researcher applied Zimmermans' and Cohens' theory which emphasize the importance of self-management and answering techniques in facing tests.

The respondents were given a free EPT-P prediction test in the form of a paper-based test (PBT). It was conducted on May 19th, 2024. The location of the study was in the language laboratory of Cilacap State Polytechnic which is located on Dr. Soetomo Street No. 1 Sidakaya, Cilacap, Central Java. The researcher used the Likert scale to obtain the level of agreement that responders have with specific statements conducted self-assessment. According to Beglar & Nemoto (2014), the Likert scale is very useful in educational research since it may examine student attitudes, self-perceptions, and satisfaction.

The respondents consist of a selected group of final-year students from six study programmes, such as mechanical engineering, informatics engineering, electronics engineering, electrical engineering, environmental pollution control technology, and agroindustry product development. Students who took the test were 315 in academic year 2021/2022, and they were used as the data population. Meanwhile, the researcher only took 60 as the sample for this study, with 10 students randomly selected from each study programme. The researcher used the following actions as part of their technique for gathering data. The researcher first asked the head of departments for permission to perform their investigation in a TOEFL class. Subsequently, the EPT-P prediction

test was scheduled. Third, the test was given by the students. Fourth, following the test, students were invited to complete a Google Form questionnaire. To gather the data, questionnaire results and response sheets were utilised. After then, a copy of the data was submitted to conduct the analysis. In analyzing questionnaire data, the first step that needs to be taken is to group the items of questions based on the relevant theoretical framework.

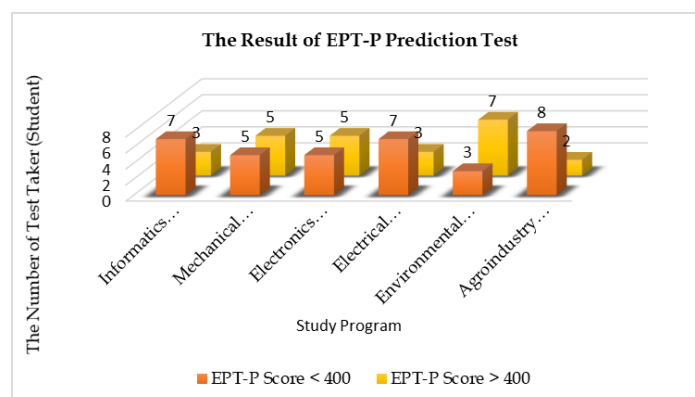
4. RESULTS AND DISCUSSION

The study's findings will be described in terms of research questions, such as examining polytechnic students' readiness to take the EPT-P test, identifying the primary challenges they face, and exploring effective strategies that students can implement to succeed in passing the EPT-P test. Before knowing the challenges that were faced by them, the researcher gave a test for them to determine how well-prepared the students are for the EPT-P test.

4.1 The readiness of polytechnic students to undertake the EPT-P test

Despite passing the EPT-P test being required for receiving a diploma or bachelor certificate, the Cilacap State Polytechnic offers free EPT-P prediction tests given by the Cilacap State Polytechnic Language Centre (LCC). Students are given a free EPT-P prediction test to help them assess their preparation to take the real test required for graduation. The test had 60 test takers, and it was conducted at the Language Laboratory of Cilacap State Polytechnic. From the test, the following results were obtained:

Figure 1. The result of EPT-P Prediction Test.



This graph shows the EPT-P Prediction Test results from six study programmes designed to assess students' English competence. Overall, only 25 of 60 students (41%) scored higher than the 400 passing standard, demonstrating a general lack of English proficiency. The Agroindustry Product Development programme had the most students with low scores—eight earned less than 400. In comparison, Informatics and Electrical Engineering had significantly better results, with just 7 students each scoring below 400 and 3 scoring above. A few students in Mechanical and Electronics Engineering scored above 400, indicating the potential for peer mentoring. The best achievement came from Environmental Pollution Control Technology, where seven out of ten students exceeded 400, indicating improved English skills.

4.2 Identifying the primary challenges Cilacap State Polytechnic students face to pass EPT-P

Despite its importance, many students at Cilacap State Polytechnic struggle to achieve the required EPT-P score due to various challenges. These include limited English skills, inadequate learning infrastructure, test anxiety, low self-confidence, and differing academic backgrounds and motivation levels. To better understand these issues, a Likert-scale questionnaire was distributed to 60 students after taking the EPT-P prediction test. The questionnaire focused on three main areas: Linguistic, Psychological, and Technical/Resource-related challenges.

4.2.1 Linguistic Challenges

Those challenges include limited vocabulary, difficult sentence structures, fast speech, grammar difficulties, and unfamiliar academic language. The study of interlanguage theory (Selinker, 1972) looks at how learners create an interlanguage system that is impacted by both their mother tongue and the target language. It also looks at the methods they use when they make mistakes or use the language incorrectly. Reseracher used this hypothesis to analyse the questionnaire items that enquire about sentence structure issues or language transfer from the first language. In the meantime, Nattinger (2014) explained Krashen's Second Language Acquisition Theory, which highlights the significance of understandable input in language acquisition. Here are the results of the questionnaires that illustrate the linguistic challenges faced by students during the test.

Table 2.

The Linguistic Challenges Faced by Students During Test.

No.	Statement	Total Respondent				
		1	2	3	4	5
1.	I have difficulty understanding long reading passages in the EPT-P test.	-	-	3	20	37
2.	I struggle with academic vocabulary used in EPT-P test	-	2	6	35	17
3.	I find it hard to write a well-structured essay in English	-	-	4	15	41
4.	I often cannot catch details in EPT-P test listening audio.	-	-	3	40	17

*1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

The table describes that a large number of students (37 out of 60) strongly agree that they struggle to understand long reading passages, and 20 agree, indicating that reading comprehension is a significant barrier. Academic vocabulary also poses a challenge, with 35 students agreeing and 17 strongly agreeing. While writing well-structured essays is another difficulty, 41 strongly agree, showing a strong trend of writing struggles. Listening skills are also problematic, with 40 students agreeing they often miss details in audio and 17 strongly agreeing.

4.2.2 Psychological Challenges

The Foreign Language Anxiety Theory (Horwitz et al., 1986) examined how participants respond when they feel uneasy, anxious, or unconfident when speaking a foreign language, especially when taking tests, giving public speeches, or dealing with native speakers. It is possible to interpret questionnaire results showing these anxiety levels as important affective hurdles in the language learning process. This is the result of the questionnaire regarding students they often face.

Table 3.

Psychological Challenges that faced by students

No.	Statement	Total Respondent				
		1	2	3	4	5
1.	I feel anxious or nervous when taking the EPT-P Prediction test	-	13	11	28	8
2.	I lose concentration easily during the EPT-P Prediction test	-	7	-	44	9
3.	I lose motivation to finish the test when I find it difficult.	-	20	13	21	6

*1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

The above table illustrates that most students get nervous and lose concentration when doing the EPT-P test. It is supported by 44 of 60 students who agree regarding the issues. While some students stayed motivated despite the difficulty of the test, a significant proportion reported a decrease in motivation under stressful settings, with 23 students agreeing (35%).

4.2.3 *Technical and Resource-Related Challenges*

The EPT-P test often requires access to good technology and study resources. However, many students around the world face technical and resource-related challenges when preparing for or taking the test. This is also experienced by students of the State Polytechnic of Cilacap. Besides the linguistic and psychological challenges they face, they also encounter technical and resource-related challenges. In this approach, perceived usefulness (the usefulness of technology) and perceived ease of use (the ease of employing technology) are the two primary constructs. This framework will therefore be used to analyse the questionnaire items that disclose students' opinions about the online learning platform, the accessibility of the contents, or their reliance on technology.

Here are the results of the questionnaire used to determine the technical and resource challenges that students experience.

Table 4.

Technical and Resource-Related Challenges that students face

No.	Statement	Total Respondent				
		1	2	3	4	5
1.	I have never received formal TOEFL/EPT-P training	-	-	-	55	5
2.	I do not have sufficient access to TOEFL/EPT-P preparation materials	2	9	9	36	4
3.	The audio equipment used during the listening section was not clear.	10	7	10	27	6
4.	The cost of the TOEFL/EPT-P test and preparation materials was too high for me.	-	-	6	23	31

*1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

The table shows the students' perceptions of the numerous problems they faced while preparing for the EPT-P. A notable conclusion was that the vast majority (91%) of respondents agreed, with 55 agreeing and 5 strongly agreeing, that they had never received official EPT-P training. In terms of access to prepare material, 36 students agreed and 4 strongly

agreed that they did not have sufficient access, while the remaining students were neutral or disagreed. Showing that this issue is serious, but it may not be universal. Responses to technical conditions, particularly in the listening section, were more divided.

A total of 33 students agreed or strongly agreed that the audio equipment was unclear, while 27 disagreed or stayed neutral, indicating variance in test environment quality. Finally, the TOEFL/EPT-P test and materials were seen as a significant barrier, with 31 students strongly agreeing and 23 agreeing that they were excessively expensive. The lack of dissent here underscores the general worry about affordability.

4.3 Effective strategies that student implement to support their success in conducting EPT-P test.

Success in the EPT-P test is determined not only by language competence but also by the tactics students employ to prepare for and perform on the test. Many students devise personal strategies to increase their chances of achieving a good score. These tactics involve active practice of all language abilities, a thorough knowledge of test forms, effective time management during the test, and remaining calm under pressure. Cilacap State Polytechnic's Language Centre offers a free EPT-P prediction test and a TOEFL seminar every year; however, it cannot guarantee that students will pass the EPT-P test.

A framework for determining how well students are able to control their own learning processes, including goal-setting, progress tracking, and outcome evaluation, is offered by Zimmerman's Self-Regulated Learning Theory (2022). This theory makes it easy to analyse questionnaire responses about time management, learning tactics, or self-reflection. Finally, Sheen and Ellis (2011) describe Cohen's Test-Taking Strategy Theory, which is used to analyse participants' exam-taking strategies. This includes both cognitive (such as guessing and context-based answer selection) and metacognitive (such as time management and question comprehension monitoring) strategies. Students' exam preparedness and the efficacy of their evaluation methods can be inferred from the questionnaire items that ask about these strategies. Based on data from the questionnaire about strategies and readiness, it can be obtained as follows:

Table 5.

The result of questionnaire about strategies that student implements to support their success in conducting EPT-P test

No.	Statement	Total Respondent				
		1	2	3	4	5
1.	I prepared physically and mentally by ensuring proper rest, nutrition, and relaxation before the test.	6	14	24	16	-
2.	I attended English courses, seminar or workshops to strengthen my skills for the EPT-P.	14	32	5	9	-
3.	I asked for advice and support from lecturers, tutors, or friends.	11	13	5	22	9
4.	I allocate regular time for EPT-P preparation.	13	22	8	11	6

*1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

The findings show that students used different levels of preparation techniques before the EPT-P test. 24 students chose scale point 3 and 16 chose point 4; a sizable percentage of students indicated that they were moderately prepared mentally and physically, indicating that simple self-care behaviours like rest and relaxation were very widespread. Formal academic preparation was noticeably deficient, though 32 students reported little involvement in English classes, seminars, or workshops, suggesting little use of organised learning options. While other students seemed less likely to do so. 22 respondents firmly agreed that they sought assistance from friends, tutors, or lecturers when it came to academic or peer support. At last, the replies on preparation time allocation were scattered, suggesting that students' scheduling practices varied.

5. CONCLUSION

The findings of this study show that there is a general lack of English proficiency among students at the State Polytechnic of Cilacap, with just 25 out of 60 (41%) scoring above the 400-passing mark on the EPT-P test. Overall, all six study programmes underperformed, with the Agroindustry Product Development programme having the lowest results. In contrast, the Environmental Pollution Control Technology programme did the best, with 7 out of 10 students scoring above 400.

Linguistic issues were the most significant challenge: 37 students (62%) difficulty with long reading passages, while 41 students (68%) strongly believed that writing essays in English was tough. Listening

difficulties were also prevalent, with 40 students (67%) agreeing and 17 (28%) strongly agreeing that they missed important facts in audio passages. These concerns are consistent with Selinker's Interlanguage Theory and Krashen's Second Language Acquisition Theory, which indicate inadequate language development. Psychological barriers also hampered performance; 28 students (47%) reported feeling frightened, and 44 students (73%) acknowledged to losing attention during the test. These findings support the Foreign Language Anxiety Theory. Technological and resource constraints also played a significant role: 40 students (67%) lacked access to preparation materials, and 55 students (92%) had never undergone official EPT-P training. Furthermore, 33 students (55%) thought the listening equipment was confusing, and 54 students (90%) thought the test and its materials were too expensive, confirming the issues raised in the Technology Acceptance Model (TAM).

In terms of preparation tactics, just 16 students (27%) reported preparing mentally and physically, while only 9 students (15%) attended lectures or courses. While 22 students (37%) requested assistance from others, 24 students (40%) expressed neutrality about preparation. This demonstrates a limited usage of systematic preparation, which is compatible with Zimmerman's Self-Regulated Learning Theory and Cohen's Test-Taking Strategy Theory. Finally, the EPT-P poses a variety of linguistic, psychological, technological, and strategic issues. To increase student performance, a complete support system is required, which includes low-cost training, readily available materials, and personalized coaching tactics.

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