

**THESIS**

**THE PROFICIENCY LEVEL OF ENGLISH LANGUAGE LEARNERS BASED ON  
TOEIC TEST: A Survey At SMKN 1 Mataram West Nusa Tenggara Academic  
Year 2014/2015**



*Submitted as a Partial Fulfillment of the Requirements for Bachelor Degree in English  
Department Faculty of Teacher Training and Education University of Mataram*

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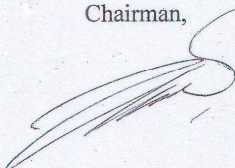
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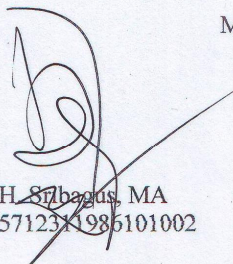
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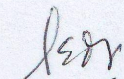


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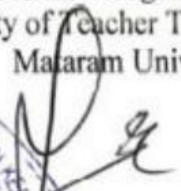
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## **CANDIDATE'S DECLARATION**

I hereby certify that this thesis entitled “The proficiency level of student based on TOEIC test: A survey at SMKN 1 Mataram West Nusa Tenggara Academic Year 2014/2015”, is submitted as a partial fulfillment of requirement for the degree of Bachelor of Education and it is the result of my own work. This thesis has never been submitted for higher degree either to any University or institution.

Mataram, May 2015

The Writer

Andam Dewi Putri

## ACKNOWLEDGMENT

Praise to Allah S.W.T and the greatest gratitude for the guidance and blessing so that the writer is finally able to write her thesis entitled” The proficiency level of student based on TOEIC test: A survey at SMKN 1 Mataram West Nusa Tenggara Academic Year 2014/2015”.

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Finally, it has to be admitted that nobody is perfect and the writer also realizes that there are still some weaknesses in her thesis because of her limited knowledge and ability. Thus, the writer openly receives critics and suggestions. Furthermore, she expects that this thesis will be useful for the writer particularly and the readers generally, especially for those who are involved in English teaching proficiency.

Mataram, May 2015

The Writer

## **MOTTO**

“The Only Person You Should Try To Be Better Than Is The  
Person You Were Yesterday”

-Unknown-

# **DEDICATION**

This thesis is fully dedicated to:

1. The best mother on earth, Ibundaku tercinta Sur'ah
2. The best father on earth, Papaku tersayang Iskandar Muda
3. My super inspiring sister, Ade Nilam Sari Putri
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6. My classmates
7. Him

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## **ABSTRACT**

**Andam Dewi Putri**

**E1D 011 005**

This research was aimed at identifying the proficiency level and factors influence in determining student's proficiency level at SMKN 1 Mataram in academic year 2014/2015. The population of this research was 240 students in 4 major programs, i. e, Accounting, Office Administration, Marketing, and Banking. The sample of this research was 35 students of accounting program. The proficiency level of the students was identified by using TOEIC listening and reading test. According to the research finding, the average of students of SMKN 1 Mataram proficiency result shows that 27 out of 35 students belong to the novice level and 8 other students belong to the elementary level. This research indicates that the target of curriculum 2006 failed to be achieved since it required students to be able to achieve intermediate level of proficiency.

Key words: proficiency level, lesson hours, learning materials, curriculum, English learners.

# CHAPTER I

## INTRODUCTION

### 1.1 Background Of Study

It is the urgency of every educational institution which follows curriculum 2006 to guide the students to achieve the intermediate proficiency level. This target is claimed to be very hard to get. It is due to the number of students who cannot get the target because of many reasons. The lesson hours and learning materials in teaching and learning process are said to involve in determining the success of curriculum applied.

Camp (2014) stated that the common sense aside, there is overwhelming evidence that learning takes time, and that places where students get more time to ask are places where students tend to excel. School as one of places provides students with time and place to ask and learn. However, most of the schools do not provide sufficient time for students to understand, and materials which should be learned. Thus, it makes students hard to achieve the target of each learning process.

The learning materials also determine the students' achievement in teaching and learning process. A number of students are able to achieve the target of curriculum 2006 because, in fact, they are able to understand the learning materials given in schools. Unfortunately, there are many students who are not able to reach the target because learning materials cannot help them to reach the goal. A perspective believes that the

inappropriate learning materials given in insufficient time with high target of success will lead students to fail in teaching and learning process.

The success of curriculum can be justified by identifying the ability of students. The ability of student can be seen from the proficiency level they have. The language proficiency involves the ability of the learners which is elaborated into four skills; they are listening, speaking, reading, and writing. In collecting the information about students' language proficiency, the proficiency test is used. The test divides the level of language proficiency into 5 levels.

This research is trying to indentify the ability of students based on TOEIC proficiency test and factors involve in determining students proficiency level. This can justify the success and failure of curriculum applied. One of the schools in Mataram which probably needs the information about the student's proficiency level is SMKN 1 Mataram. This is due to the fact that SMKN 1 Mataram who basically follows the curriculum 2006, has no information about the students' proficiency level especially for grade XI. Considering that condition this research is conducted at SMKN 1 Mataram.

## **1.2 Research question**

Based on the problems described in the background of study, the problems raised in this research are:

1. 2.1 What is the proficiency level of students grade XI of SMKN 1 Mataram 2014/2015?

1. 2.2 What factors determined students' proficiency level grade XI of SMKN 1 Mataram 2014/2015??

### **1.3 Research objectives**

The objectives of this research are:

1.3.1 To identify the proficiency level of students grade XI of SMKN 1 Mataram 2014/2015

1.3.2 To identify the factors determined students' proficiency level grade XI of SMKN 1 Mataram 2014/2015?

### **1.4 Scope of research**

This research is limited to identify the proficiency level and factors determined the proficiency level of students. The proficiency test used in this research focuses on the listening and reading comprehension. Factors determining students proficiency test that the researcher will try to focus on is the lesson hour and learning materials.

### **1.5 The Significance of Research**

#### **1.5.1 Theoretical Significance**

Theoretically, this research gives information about the proficiency level and factors determined the proficiency level of students.

#### **1.5.2 Practical Significance**

1. For students, the result of this research can be used as guidance in learning English inside and outside the classroom.

2. For principal of vocational high school, the result of this research can be used in adding information about model or technique that is suitable in teaching and learning English, and also in order to improve the percentage of good English learners output in the school.

3. For further researcher

This research hopefully can give additional information about the characteristics of English language learners. Thus, it is expected to help the researcher in developing a better research.

## **1.6 Definition of Key Terms**

a. Language learning

Krashen (cited in Setiyadi, 2006: 21) stated that language learning is a conscious knowing about a target language.

b. Curriculum

The curriculum generally contains a statement of purpose and special purpose, showing the selection and organization of content, implies and manifests a certain learning patterns (Hilda Tabadalam Oliva, 1991: 6)

c. Proficiency

Proficiency is the ability of an individual to speak or perform in target language. The ability itself is elaborated into four skills; they are listening, speaking, reading, and writing

d. TOEIC

TOEIC tests are the international standardize proficiency test. The skills which are tested in TOEIC proficiency test are the listening and reading comprehensions. It contains the familiar content for everyday English speaker. The TOEIC test is believed successful in assessing the student's progress in overall English language ability (Lougheed: 2006)

e. Survey Study

Survey research is the type of research which provides us with information collected from individual's responses to the question given. The survey study is divided into two types, they are; questionnaires and interview (Trochim, 2006)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Language Learning

Krashen (cited in Setiyadi, 2006: 21) divided two different ways in gaining a target language. Those two ways are acquisitions and learning. According to Krashen, Acquisition is the subconscious process in first language acquisition, while learning is the conscious knowing about a target language. Thus, the language acquisitions occur when the speakers are not aware of the result. It impacts in the grammatical rules used by the speaker. Language learning, on other side, happens usually in classroom situation or places where speakers are aware about the process in acquiring the language.

Learning a target language can involve several patterns and there are numbers of factors involved in this language learning pattern. Mackey (cited in Setiyadi, 2006: 23) stated that there are three factors determining the language learning pattern. Those factors are linguistic, social, and psychological.

Linguistic factor includes the difference and interference between mother tongue and target language. It is stated that the mother tongue differs from the target language in form of grammar, phonology, vocabulary, stylistics, and graphics. Furthermore, Mickey declares that the

more different the form, the more problems language learners probably face. Setiyadi (2006: 24) supports this theory by stating that the language learner found it difficult to understand the system in the target language. Especially for students in Indonesia who has different tense with the English

Setiyadi (2006: 24) argues that the difference between target language form and mother tongue will be less difficult to learn when the students are similar to the culture of the target language. This idea appears due to the fact that learning another language cannot be separated from learning about its culture.

The interference happens when people learn about new language and their mother tongue interferes with the target language. Interference happens because of the similarity between the mother tongue and target language. How it interferes depends on the aspect of language they are trying to reach. The interference in learning speaking, for example, will cause more errors because the learners try to make similarity between their mother tongue and target language. The use of wrong grammar and overgeneralization in the target language might often happen in this case.

Social factor is essential to the language learning pattern because it is a part of social phenomenon. The influence relates in a very complex way. But there are several aspects which can be identified in order to see

the influence of social factor. Those aspects are home, community, occupation, school, religious meeting, radio, television, and reading matters.

Setiyadi (2006: 27) supports that the community is a crucial term in learning a language. When the speakers have more contact to the community in which the target language is spoken often, there will be more possible success in learning the target language. This is supported by the fact that in the community, speakers can find naturalness of using the language because it is often used in the daily communication.

Nariswariatmojo (2006) elaborates the psychological factors into intelligent, attention, interest, aptitude, and motivation. Intelligent is the ability to utilize abstract concepts effectively and learn quickly. The great intelligence gives more progress to the learning process. Attention is concentration or mental focus towards the learning process. Interest is persisting tendency to pay attention to and enjoy some activity or content. Aptitude is the capacity to learn which is owned by everyone. The good way to use the aptitude maximally is by study and practice as much as we can. Motivation is a factor which operates in determining the direction of an individual's behavior to words an end or goal.

## 2.2 Proficiency level of English language learners

Proficiency level is the standard in assessing the progress of acquiring a new language. It involves the ability of the learners. The ability itself is elaborated into four skills; they are listening, speaking, reading, and writing. Based on the scope of study above, the researcher limited the elaboration of the proficiency level on the listening and reading comprehension. This part will try to elaborate the proficiency level in language learning arranged from beginner, early intermediate, intermediate, early advanced, and advanced according to TOEIC listening and reading proficiency description, 5 levels of Alberta K–12 ESL Proficiency Benchmarks and the TOEIC Listening and Reading Scores Descriptors and European CEFR levels.

TOEIC divides the proficiency level into six levels; they are novice, elementary, intermediate, basic working proficiency, advanced working proficiency, general professional proficiency. Each level will be elaborated as follows:

- a. General professional proficiency (905-990) is the level of students who can understand the conversation of native speakers of English. They are able to read adequately for most functional needs.

- b. Advanced working proficiency (785-900) is the level of students who can understand most work related situation. They can function their understanding in all situation but with greater degree of facility and accuracy. The students also read many types of documents with varying degree of ease and little use of dictionary
- c. Basic working proficiency (605-780) is the level of students who can understand explanation of work problem and also discussion of current events by native speakers of English. They read with occasional use of dictionary and also start to read many news article and popular novels.
- d. Intermediate (405-600) is the level of students who can understand explanation related to the routine work and limited social conversation, the students only understand basic technical manual for beginners with high use of dictionary
- e. Elementary (255-400) is the level of students who can understand simple exchange in everyday professional or personal life with non native English speaker. They only read simple dictionary and mostly use dictionary
- f. Novice (10-250) is the level of students who can understand immediate simple exchange survival needs and use simple questions. They only understand and read simple memos and menus. They are likely to read and translate word by word

The ability of English language learners is elaborated more specifically in 5 levels of Alberta K–12 ESL Proficiency Benchmarks. The table of Alberta shows the ability the student might have when they are in particular proficiency level.

a. Beginner

- ❖ The listening comprehension ability of the students at this level is still low. They understand only few subjects and academic words, simple descriptive texts and simple sentences which is familiar with their social needs expressions. Student at this level of listening still requires the visual, gestures to demonstrate the new information.
- ❖ Students who are still in the level of beginner read through familiar word and simple sentence. They are likely to read and translate word by word. It is more understandable for them if the learning process in reading is full of pictures.

b. Early intermediate (developing)

- ❖ Students listening at this level might understand more academic word due to the increasing of vocabulary from beginner level they have passed, they start to understand the compound sentence, social and

idiomatic expression. However, there is still the need of using supported media to acquiring the new information they hear.

- ❖ Students at this level understand more detailed simple sentences and word families. They understand the passage well when they rereading it and the reading use contextual clues. The passage must contain usual or common social expression to make the students understand well.

c. Intermediate (expanding)

- ❖ Students at this level improve their range of descriptive, subject-specific and academic words. They start understanding compound and complex sentences, also understand slang and humor in target language.
- ❖ The students are able to read a range of complex sentences with subordinate clauses and more new expressions. They are likely to start predicting the meaning of sentence rather than translating each word.

d. Early advanced (bridging)

- ❖ Students at this level improve their range of descriptive, subject-specific and academic word.

They start understanding variety of sentence structures and also understand sarcasm and innuendo in target language.

- ❖ The students are able to read a range of sentence structures and multisyllabic words. They are likely to imply meaning of socio and cultural references, consistently with expression and self-corrects.

e. Advanced (extending)

- ❖ Students at this level have broad range of vocabularies. They start to understand and subtle the meaning of variety sentence structure, also understand information gap questions.
- ❖ The students are able to read a range of sentence structures and spell unique words. They are likely to comprehend more complex grammar and variety form of sentences. The students also can read in appropriate intonations for each expressions

TOEIC Listening and Reading Scores Descriptions and European CEFR levels also have invented well elaboration on each level of proficiency. Specifically, TOEIC listening and reading score descriptions divides the level of students based on the scores of the student. It is divided into three levels of points for listening, they are

400 points, 300 points and 200 points and four levels of points for reading. They are 450 points, 350 points, 250 points, and 150 points.

Briefly, in terms of the listening, for students who get minimum 400 points will be able to understand the central idea of the listening which uses broad range of vocabulary and syntactically complex sentence. Students who get minimum 300 points are those who understand the central idea which uses the easy or medium level of vocabulary. Lastly, students who get minimum 200 points are only able to understand the short spoken language.

The students, who get 450 minimum scores in reading comprehension, will show their understanding in inferring the central idea of a written text. They also can relate the two texts which share things in common. It is usually hard for them to understand the text which uses the difficult vocabulary. Students who get minimum 350 points will have difficulty in connecting the information within the text; they cannot understand difficult vocabulary. However, they can infer the details of the text by using ruled-based grammatical structures. Students, who get minimum 250 points, can only make simple inferences based on the limited amount of text. They understand only medium level of vocabulary. Students who get minimum 200 points are those who cannot make inferences about the information on the written text; they can only understand easy

vocabulary and common phrase. They often feel hard to find the meaning of single sentence.

European CEFR is the common European framework of references of language. It divides the level of proficiency of the students into three broad divisions, they are; basic user, independent user, and proficient user. It, then divides each group into six levels. They are, A1 (Breakthrough or beginner), A2 (“basic user-waystage”), B1 (“independent user-threshold”), B2 (Vantage or upper intermediate), C1 (Effective Operational Proficiency or advanced), C2 (Mastery or proficiency).

A1 (Breakthrough or beginner) includes the students who can understand and use only familiar and very basic phrases used in everyday communications. They are still starting to learn how to introduce themselves. A2 (“basic user-waystage”), is the students who can use and understand very basic personal and family information, shopping, local geography, employment. They use simple grammar structure and simple terms related to their routines.

Furthermore, B1 (Threshold or independent user) includes those students who already mastered the vocabulary and expressions related to the activities in home, school, and workplaces. They also are able to elaborate their dreams, hope and ambitions. One step ahead the

B1, B2 students are able to create and understand more complex and structured sentences.

C1 students are those who can easily communicate effectively in target language with high fluency and accuracy. C2 students can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations. (Educational testing service: 2011)

### **2.3 Curriculum 2006**

Education Unit Level Curriculum (SBC) or Curriculum 2006 was a curriculum developed by education, and implemented in each educational unit in Indonesia. SBC is legally mandated by Act No. 20 of 2003 on National Education System, and the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards. Implementation of the SBC in schools started at the academic year 2007/2008.

Curriculum 2006 elaborated the target of the learning of vocational high school students into levels. There are three levels described in curriculum 2006 which should be achieved by the students. Those are novice level, elementary level, and intermediate level.

In novice level of proficiency the students are required to understand expressions on the basic social interaction for the benefit of life, mention objects, people, characteristics, time, day, month, and year,

describe objects, people, characteristics, time, day, month, and year, produce simple utterances sufficient for basic functions , explain in simple activities that are happening, understand simple memos and menus, schedule of public transport trips, and traffic signs, understand the words and terms of foreign and simple sentences based on the formula , and write a simple invitation

In elementary level of proficiency the students are required to understand simple everyday conversations both in professional and personal contexts with the non-native speakers, note simple messages either directly or through interaction tool, detail the job duties and educational background of him or her orally and in writing, tell a job in the past and future work plans, disclose a wide variety of intentions ,understand simple instructions, make short messages, instructions and a list of the choice of words, spelling and grammar.

In intermediate level, the students are required the students to be able to understand monologue that appeared in certain work situations, understanding the limited conversation with native speakers, presenting reports, understanding the manual use of equipment, understand simple business letters, understanding technical documents, and writing business letters and simple reports.

SBC implementation in English teaching and learning in vocational high school, generally, focuses to make students achieve intermediate level of proficiency. Specifically, students of vocational high school grade eleven are required to fulfill numbers of basic competencies. In listening, the students are required to respond the meaning in transactional conversation (to get things done) and interpersonal (social) accurately, fluently, and gratefully which use a variety of spoken language in the context of everyday life and which involves speech acts: expression of asking opinion, expressing satisfaction, dissatisfaction, advised, cautioned, received a request, and expressed feelings of relief, pain, and pleasure. They have to be able to respond the meaning in the monologue text using variety of spoken language accurately, fluently and gratefully in the context of everyday life in form of reports, narrative, spoof, hortatory exposition and analytical exposition. In reading skill, the students are required to be able to respond the meaning in short functional text (eg, banners, posters, pamphlets, etc.) using a variety of written language accurately, fluently and gratefully in the context of everyday life. They have to be able to response the meaning and rhetorical stages of essay writing using a variety of language accurately, fluently and gratefully in the context of everyday life and to use science in form of reports, narrative, spoof, hortatory exposition and analytical exposition (National Education Standards Agency: 2006)

The success indicators of curriculum 2006 can be explained as follows. In listening comprehension the students of second grade high school are required to be able to respond the opinion, respond the meaning in the monologue text in form of reports, narrative, spoof, hortatory exposition and analytical exposition, and identify the use of adjective and adverb in the text. While in reading comprehension, the students can identify the steps in developing a reports, narrative, spoof, hortatory exposition and analytical exposition, students can identify the main idea contained in the reports, narrative, spoof, hortatory exposition and analytical exposition, Students can identify the supporting ideas contained in the reports, narrative, spoof, hortatory exposition and analytical exposition, students can identify the use of adjectives in the level of comparison.

## **2.4 Factors influence the proficiency of students**

### **1 Lesson hours**

Camp (2014) stated that the common sense aside, there is overwhelming evidence that learning takes time, and that places where students get more time to ask are places where students tend to excel. In other words, it means that students are said to excel better in a place which allows them to study and ask many questions. School is one of the places which provide students with teachers who can help them with the learning materials. Some teachers make masterful use of their minutes with students, advancing the powerful use of

their time with students to something of an art form. The lesson hours used by teachers and student is very crucial and plays big role in determining the students understanding in the materials and their ability.

According to curriculum 2006, the lesson hour given to the teachers and students to complete the subject matter which needs to be understood by students is 4 hours per week. In that sort of time, both teachers and students are forced to understand each subject matter based on each competency standard. For example, the materials of descriptive text, structure of descriptive text, comparisons of adjectives which are a part of one competency standard are elaborated in two hours of teaching and learning and the other two hours will be used for other subject matters related to the same competency standards. (National Education Standards Agency: 2006). The importance of lesson hours is also elaborated by Andhika (2011). He stated that students have to practice and reread more in order to understand deeply about the materials they learned. Without sufficient time to learn the students can lose their knowledge and fall academically.

## 2 Learning materials

Jocelyn (2008) argues that teaching materials is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or learning tools or games that students can

handle to help them gain and practice facility with new knowledge. Teaching materials can support students' learning and increase students' success. Ideally, the teaching materials will be tailored to the content in which they are being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

She also stated that learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student. They can provide a valuable routine. For instance, if language teachers teach new vocabulary words in a particular day, knowing that they have a vocabulary game to provide the students with practice regarding the new words will both relieve the pressure of them and provide important practice (and fun) for their students

Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

However, the insufficient time and inappropriate learning materials can let students to fail in the learning process. Djamarah (2005) stated that the student

who failed in the learning process will get scores below the standard of minimum score. The student cannot achieve the standard level of mastery required. It shows that the learning materials cannot only add students' knowledge but it can also turn the students to be unsuccessful ones. When there is high load of learning materials given to both teachers and students with insufficient time to study, this condition will likely turn student to fail in learning process.

Furthermore, the learning materials can be factors influence the students' proficiency in achieving the target of learning process. The inappropriate learning materials use in order to complete particular target will cause students to fail at the end of learning process (Djamarah 2005). Thus, it is required that teaching materials should always be consistent with the objectives / competence, materials and indicators of success. This condition is often found in teaching and learning situation because teachers have difficulties in elaborating the high load of materials well, when the method of learning should be sought as accurately, efficiently and effectively as possible (Bimerzima: 2010).

Based on curriculum 2006, the learning materials for vocational high school students are descriptive text, structure of descriptive text, comparisons of adjectives, narrative, spoof, hortatory exposition and analytical exposition, short functional text (eg, banners, posters, pamphlets, etc.), expression of asking opinion, expressing satisfaction, dissatisfaction, advised, cautioned,

received a request, and expressed feelings of relief, pain, and pleasure. These big topics have to be understood by the students in order to achieve the learning target (National Education Standards Agency: 2006)

## **2.1 Previous Studies**

The study of proficiency level of English language learners has been done previously by several researchers and institutions. One of studies is done by Alberta Education (2010) about the description of the ability of English language learners which included in Alberta K–12 ESL Proficiency Benchmarks, and Pintrich (1991) about a manual for the use of motivated strategies for learning questionnaires (MSLQ).

Alberta (2010) investigated that the language ability of students of each level of proficiency different in skill of the learners. The proficiency levels are divided into five levels they are: Beginner, Pre-Intermediate, Intermediate, Pre-Advanced, and Advanced. Proficiency Benchmarks shows the characteristic of the learners from kindergarten (K) grade to the 12th grade (1-12). The population of study is the Canadian Student.

Alberta Research found that each level of proficiency has different skill accomplishment. Beginners' listening skills is still low and only understand simple sentence while reading. Early intermediate students can understand while listening to more academic words and reading more detailed simple sentence. Later on, the intermediate, early advanced, and advanced proficiency level is better than lower levels.

The difference between Alberta's study and this study is that the Alberta's analyzed all students in every grade while this study will only analyze the ability of the vocational high school students grade eleven.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This research used survey study type of research. Survey research is the type of research which provides us with information collected from individual's respond to the question given. The survey study is divided into two types, they are; questionnaires and interview (Trochim, 2006). This research allows the researcher to design the data to be collected and conclusions to be drawn to the initial questions of the study. It also provides a conceptual framework and an action plan to get information from questions given to set the conclusions. The survey study designs in this research use the qualitative-quantitative methods of often called mixed method in analyzing the data.

#### **3.2 Population and Sample**

##### **3.2.1 Pupulation**

The population is the students of grade XI at SMK 1 Mataram. The total number of students was 240 which were divided into 4 major programs; they were Accounting, Office Administration, Marketing, and Banking. Total students in each class were up to 40 students. However, on consideration of practicality and efficiency, it was impossible to use all the population as the sample of this research.

##### **3.2.2 Sample**

According to Arikunto (2006) sample is part of population that is observed. There are seven sampling techniques. They are cluster sampling, random sampling, stratified sampling, purposive sampling, area sampling, double sampling and proportional sampling.

However, the sampling technique which is used by the researcher is cluster-random sampling. Cluster-random sampling is a combination of random sampling and cluster sampling. Sugiyono (2012) defines that random sampling is a sampling technique in which the researcher takes any subject of the population randomly only if they have same characteristics. In SMKN 1 Mataram, there are three classes that belong to grade 11 accounting program. All the three classes have the same characteristics. Moreover, since the students are grouped in a class /or cluster, and the researcher cannot make a new class by using random sampling only, the researcher decides to choose the class/cluster that is observed randomly. Therefore, the class that is used as sample is grade 11 accounting class B which has 35 students.

### **3.3 Technique of collecting data**

#### **3.3.1 Kinds of Data**

1. Students' achievement
2. Curriculum

#### **3.3.2 Source of Data**

1. Students' test result

2. Curriculum 2006

### **3.3.3 Data collection procedure**

Data in this research was collected with documentation. It is the process to collect data of student's proficiency test result, and questionnaire result.

Proficiency level is the standard in assessing the progress of acquitting a new language. It involves the ability of the learners. The ability itself is elaborated into four skills; they are listening, speaking, reading, and writing. The proficiency test is conducted in one day. It includes the test on listening and reading. This test is considered as more effective and affordable.

### **3.3.4 Instrument**

1. TOEIC proficiency test
2. Curriculum document

## **3.4 Data analysis technique**

After collecting the data through proficiency test and questionnaire, the researcher then analyzed the data based on the steps below:

- a. Identifying the result from the listening and reading proficiency test result document of the students.

The identifications of TOEIC test used the Test Score Conversion Table taken from Barron's TOEIC test. The result of the listening was summed with the result of reading to get the total estimated test score. The total estimated test score was interpreted using the correlation table TOEIC listening and reading score descriptions which are attached at the appendix.

Based on the Test Score Conversion Table taken from Barron's TOEIC test, the total number of question is 200. It is divided into two sections, those are listening and reading. Listening section consisted of 100 questions. The score given to the correct response is between 5 and 10. 100 correct responses get 495 points. While, reading section also consisted of 100 questions. The difference between reading and listening section existed in the number of the question which get 5 point and 10 points.

- b.** Comparing the data of proficiency test to the curriculum 2006
- c.** The result would be interpreted, described and then discussed to get the conclusion

## CHAPTER 4

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Research finding

##### 4.1.1 The result of proficiency test.

The proficiency test used in this research was the TOEIC proficiency test. The result of proficiency test can be listed as follows:

Table 1 Students' score of TOEIC proficiency test

No	Name	L score	R score	Total	TOEIC Proficiency level
1	AKP	120	40	160	Novice level
2	AKL	100	25	125	Novice level
3	BS	160	60	220	Novice level
4	QWER	170	70	240	Novice level
5	TYU	140	35	175	Novice level
6	IOPA	180	95	275	Elementary level
7	SDFG	215	100	315	Elementary level
8	DTR	125	65	190	Novice level
9	JKLZ	270	165	435	Elementary level
10	XCVB	230	115	345	Elementary level
11	NMKL	110	80	190	Novice level
12	JHGF	150	50	200	Novice level
13	DSAP	115	80	195	Novice level
14	OIUT	160	95	255	Elementary level
15	YTRE	120	80	200	Novice level
16	WQZX	190	85	275	Elementary level
17	WEXC	190	50	190	Novice level
18	RTBV	165	70	235	Elementary level
19	BVTR	90	70	160	Novice level
20	BTYN	160	65	225	Novice level
21	YTBN	160	35	195	Novice level
22	YVNT	115	80	195	Novice level
23	YOCN	115	60	175	Novice level
24	AAAA	125	35	160	Novice level
25	DDDD	80	45	125	Novice level
26	FFFF	130	80	210	Novice level
27	GGG	130	45	175	Novice level
28	YIFD	120	35	155	Novice level

29	TWR	160	65	225	Novice level
30	SR	120	80	200	Novice level
31	SNW	195	85	280	Elementary level
32	TST	120	85	205	Novice level
33	YT	90	60	150	Novice level
34	YWB	125	115	240	Novice level
35	ZAZP	135	25	160	Novice level
	Total			7455	
	Mean			213	Novice level
	Highest			435	Elementary level
	Lowest			125	Novice level

Table 1 above shows the total of proficiency test from 35 students in SMKN 1 Mataram is 7455. The highest score was 435 and the lowest score was 125. The range between the highest and lowest score was 222. The mean obtained from the calculation is 213. According to TOEIC proficiency level description the mean shows that the proficiency level of the students in SMKN 1 Mataram is in novice level.

Table 2. Student proficiency level

No	TOEIC Proficiency level	Number of students	Percentage
1	Novice	27	77.1%
2	Elementary	8	22.9 %
3	Intermediate	0	0%
4	Basic working	0	0%
5	Advanced working	0	0%
6	General professional	0	0%

Table 2 shows the number of students divided based on their proficiency test. Based on TOEIC proficiency level division, the total number of students in novice level is 27 which achieved 71, 4% while in elementary is 22,9% with 8 students.

Table 3. Curriculum 2006 and proficiency level

Skill	Basic competency of curriculum 2006 (intermediate level)	Lesson hours	Indicators	Learning materials	Toeic (novice level)	Information
listening	Response the meaning in transactional conversation (to get things done) and interpersonal (social) accurately, fluently, and grateful which use a variety of spoken language in the context of everyday life and which involves speech acts: expression of asking opinion, expressing satisfaction, dissatisfaction, advised, cautioned, received a request, and expressed feelings of relief, pain, and pleasure	2x 45 minute	-response the opinion	-Unit 3 <i>Interlaguage</i> book	-Understand adequately for immediate survival needs, directions, prices... -Comprehend simple questions in social situations	Basic competencies are not achieved
	Response the meaning in the monologue text using a variety of spoken language accurately, fluently and acceptable in the context of everyday life in form of reports, narrative, spoof, hortatory exposition and analytical exposition	2x 45 minute	response the meaning in the monologue text in form of reports, narrative, spoof, hortatory exposition and analytical exposition identify the use of adjective and adverb in the text	-Unit 1-9 <i>Interlaguage</i> book  -Not found		
Reading	Response the meaning in short functional text (eg, banners, posters,	2x 45 minute	-Can identify the steps in developing a	-Not found	-Understand add words e.g. shop names	Basic competencies are not

	pamphlets, etc.) using a variety of written language accurately, fluently and acceptable in the context of everyday life		reports, narrative, spoof, hortatory exposition and analytical exposition		-Read simple memos and menus, train or bus schedules, traffic signs.	achieved
	Response the meaning and rhetorical stages of essay writing using a variety of language accurately, fluently and acceptable in the context of everyday life and to use science in text which form of reports, narrative, spoof, hortatory exposition and analytical exposition	2x 45 minute	-Can identify the main idea contained in the reports, narrative, spoof, hortatory exposition and analytical exposition -can identify the supporting ideas contained in the reports, narrative, spoof, hortatory exposition and analytical exposition -Can identify the use of adjectives in the level of comparison.	-Unit 1-9  -Not found  -Not found		

## Discussion

According to National Education Standards Agency (2006) curriculum 2006 requires students of vocational high school to achieve intermediate level of competency. In intermediate level, the students are required the students to be able to understand monologue that appeared in certain work situations, understanding the limited conversation with native speakers, understanding

the manual use of equipment, understand simple business letters, understanding technical documents, business letters and simple reports.

Furthermore, according to curriculum 2006, the students of vocational high school grade eleven have to fulfill numbers of competency standard which can help them to achieve the intermediate level of proficiency. In listening, the students are required to respond the meaning in transactional conversation (to get things done) and interpersonal (social) accurately, fluently, and gratefully which use a variety of spoken language in the context of everyday life and which involves speech acts: expression of asking opinion, expressing satisfaction, dissatisfaction, advised, cautioned, received a request, and expressed feelings of relief, pain, and pleasure. They also have to be able to respond the meaning in the monologue text using a variety of spoken language accurately, fluently and gratefully in the context of everyday life in form of reports, narrative, spoof, hortatory exposition and analytical exposition. In reading skill, the students are required to be able to respond the meaning in short functional text (eg, banners, posters, pamphlets, etc.) using a variety of written language accurately, fluently and gratefully in the context of everyday life. They are also have to be able to respond the meaning and rhetorical stages of essay written in the target language accurately, fluently and gratefully in the context of everyday life and to use science in form of reports, narrative, spoof, hortatory exposition and analytical exposition.

However, based on the research findings, the average of students of SMKN 1 Mataram proficiency result shows that the students were on the novice level with 27 of 35 students belonged to the novice level and 8 other students belonged to the elementary level. The 8 students who belonged to elementary proficiency level can understand simple exchange in everyday professional or personal life with non native English speaker. They read simple text and mostly use dictionary. While, the 27 students who belonged to novice proficiency level can understand immediate simple exchange survival needs such as direction and prices and used simple questions. They only understand and read simple memos and menus.

This result shows that the target of curriculum 2006 has not been achieved yet by the students. This is due to the fact that the students were not capable yet to understand and express the meaning of essays, responding and understanding the meaning of short functional text and monologue such as in the text narrative, spoof, hortatory exposition and analytical exposition. The student cannot understand the limited conversation with native speakers, presenting reports, understanding the manual use of equipment; understand simple business letters, understanding technical documents, and simple reports.

The condition above is caused by some factors which influence the proficiency level of students. The lesson hours during the learning process seem to be insufficient to help the students to be able to achieve the higher

proficiency level. The lesson hour given to the teachers and students to complete the subject matter which needs to be understood by students is 4 hours per week. During the time, both teachers and students are forced to understand each subject matter based on each competency standard. The number of subject matters elaborated before needs more time to be explained thus the students can understand well. However, when the time is not enough for students to learn, students will fail in achieving the target of learning process. Considering that, the intermediate level of proficiency was very hard to achieve.

Another cause was the learning materials provided by teachers were not suitable in helping the students to achieve the target of learning process. It was found that the materials to achieve some indicators were not found in the text book provided. The book focused on practicing students to answer multiple choice questions. There was no materials supporting the indicators such as to identify the use of adjective and adverb in the text of a reports, narrative, spoof, hortatory exposition and analytical exposition, identify the steps in developing the texts, identify the supporting ideas contained in the texts, identify the use of adjectives in the level of comparison contained in the texts.

The lack of materials about indicators above showed that the learning materials didn't cover the overall needs of students to fulfill the basic competencies in order to achieve intermediate level of proficiency. It showed

the need of teachers to find suitable textbook to use in teaching and learning process. The text book chosen should cover all the indicators of basic competencies.

In other words, the low proficiency level of students was caused by two factors. Those are the insufficient learning materials and lesson hours. Thus, the researchers proposed these factors to be improved by all relevant parties.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### 5.1 Conclusion

This research was aimed in identifying the proficiency level and factors influence the proficiency level of students at SMKN 1 Mataram in academic year 2014/2015l. From the research finding and discussion chapter in previous page, it is concluded that the average of students grade XI in SMKN 1 Mataram is on the novice level with the average score of 213. It is proved that the target of curriculum 2006 was failed to achieve since it requires the students to be able to achieve the intermediate level of proficiency.

#### 5.2 Suggestion

Based on the research result, the researcher provides several suggestions in improving student's proficiency level as follows.

##### 5.2.1 The teacher

- a. The teacher should be able to improve students ability in English by using effective methods and techniques
- b. The teacher should be able to monitor the students and give suggestions to help the students in improving their language ability

##### 5.2.2 The students

The students are expected to improve their proficiency level by study and practice as much as they can.

### 5.2.3 Further researcher

This research is not perfect. Thus, the researcher needs further researchers to strengthen the theory and the result by maximize in doing every step of the research. The further researchers are also expected to testify this study in order to prove the authenticity of the theory and the result of this research.

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## Model Test 2 Listening Comprehension

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section, with special directions for each part. You will have approximately 45 minutes to complete the Listening Comprehension sections.

### Part 1: Photographs

**Part 1**  
**Task 1**

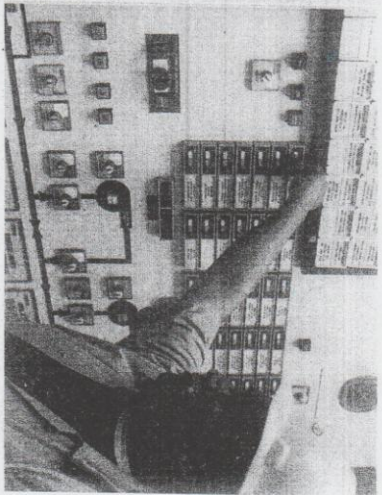
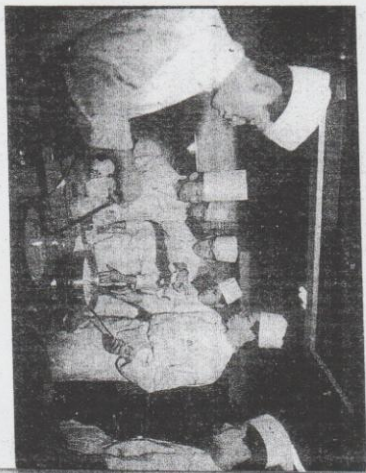
**Directions:** You will see a photograph. You will hear four statements about the photograph. Choose the statement that most closely matches the photograph and fill in the corresponding oval on your answer sheet.

Model Test 2

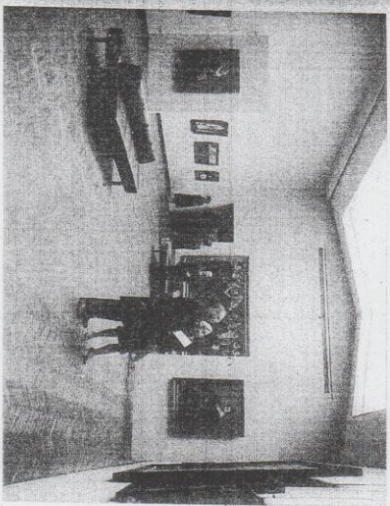
1



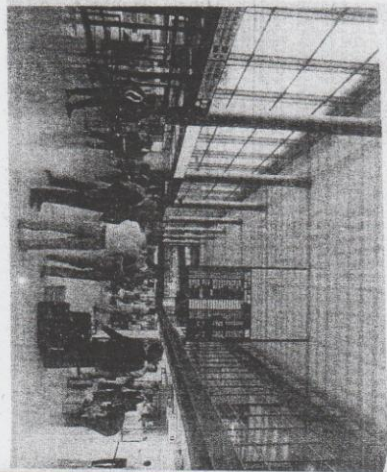
2



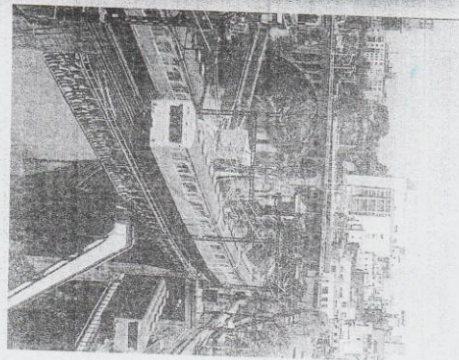
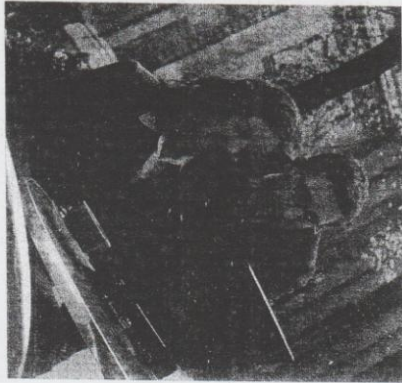
Model Test 2



5.



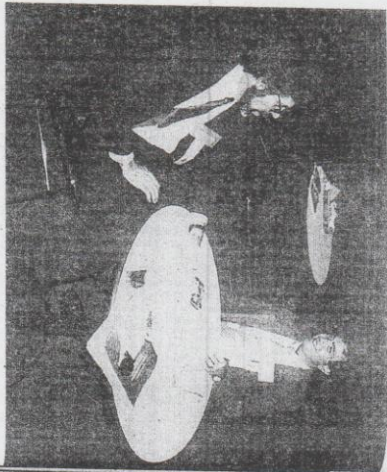
6.



Model Test 2



9.



**Part 2**  
**Task 8**

**Directions:** You will hear a question and three possible responses. Choose the response that most closely answers the question and fill in the corresponding oval on your answer sheet.

### Part 2: Question-Response

1. Mark your answer on your answer sheet.
2. Mark your answer on your answer sheet.
3. Mark your answer on your answer sheet.
4. Mark your answer on your answer sheet.
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37. Mark your answer on your answer sheet.
38. Mark your answer on your answer sheet.
39. Mark your answer on your answer sheet.
40. Mark your answer on your answer sheet.

### Model Test 2

10.



### Model Test 2

## Part 3: Conversations

**Directions:** You will hear a conversation between two people. You will see three questions on each conversation and four possible answers. Choose the best answer to each question and fill in the corresponding oval on your answer sheet.

41. What does the man want the woman to do?  
 (A) Help him remember something  
 (B) Do some typing for him  
 (C) Lend him a sweater  
 (D) Read a letter
42. When does he need it done?  
 (A) This afternoon  
 (B) Before noon  
 (C) On Tuesday  
 (D) By 8:00
43. Why can't the woman help him?  
 (A) Today is her day off.  
 (B) She is leaving at noon.  
 (C) She has to help Mr. Brown.  
 (D) She's busy doing something else.
44. What is the woman buying?  
 (A) Shirts  
 (B) Skirts  
 (C) Shoes  
 (D) Boots
45. How much does she have to pay?  
 (A) \$42.05  
 (B) \$45  
 (C) \$60  
 (D) \$245
46. How does she want to pay?  
 (A) Check  
 (B) Cash  
 (C) Credit card  
 (D) Gift certificate
47. How many copies does the woman need to make?  
 (A) 50  
 (B) 100  
 (C) 150  
 (D) 200
48. When does she have to have them finished?  
 (A) Before 11:00  
 (B) By 2:00  
 (C) At 4:00  
 (D) Tonight
49. What will she do when the copies are made?  
 (A) Mail them  
 (B) Read them  
 (C) Show them to her boss  
 (D) Take them to a meeting
50. Where does this conversation take place?  
 (A) In a hotel  
 (B) In a fish store  
 (C) In a restaurant  
 (D) In someone's house
51. How long will the man have to wait?  
 (A) Eight minutes  
 (B) Nine minutes  
 (C) Fifteen minutes  
 (D) Fifty minutes
52. What will he do while he waits?  
 (A) Have a drink  
 (B) Sit and think  
 (C) Go fishing  
 (D) Wash the dishes
53. Where is Mr. Wu now?  
 (A) In his office  
 (B) Out of town  
 (C) At a meeting  
 (D) On a flight
54. What does the woman want to do?  
 (A) Get a massage  
 (B) Speak with Mr. Wu  
 (C) Play ball  
 (D) Find out Mr. Wu's phone number
55. When will the woman be in her office?  
 (A) 2:00  
 (B) 2:30  
 (C) 10:00  
 (D) 10:30
56. Where did the woman leave her briefcase?  
 (A) At a meeting  
 (B) In her office  
 (C) On her desk  
 (D) In a cab
57. What is in the briefcase?  
 (A) Notes  
 (B) A report  
 (C) A cell phone  
 (D) Phone numbers
58. When does she need the contents of the briefcase?  
 (A) This morning  
 (B) This afternoon  
 (C) Tonight  
 (D) Tomorrow
59. Why does the man want to wake up early?  
 (A) He has to catch an early train.  
 (B) He wants to make a phone call.  
 (C) He's going to take a morning plane.  
 (D) He wants to hear the weather report.
60. How will the weather be tomorrow?  
 (A) Snowy  
 (B) Rainy  
 (C) Cold  
 (D) Hot
61. What time will the man wake up?  
 (A) 5:30  
 (B) 6:00  
 (C) 6:30  
 (D) 8:00
62. Where is the woman going to see the movie?  
 (A) At home  
 (B) At the college  
 (C) At the theater  
 (D) On the train
63. What will the man do tonight?  
 (A) Watch the movie with the woman  
 (B) Buy some tires for his car  
 (C) Have dinner with friends  
 (D) Go to sleep early
64. When will they take the train tomorrow?  
 (A) Before breakfast  
 (B) After breakfast  
 (C) Before dinner  
 (D) After dinner

## Model Test 2

65. What did the man send the woman?

- (A) Some photographs
- (B) Some money
- (C) A report
- (D) A letter

66. When did he send it?

- (A) Sunday
- (B) Monday
- (C) Tuesday
- (D) Wednesday

67. What does the woman ask the man to do?

- (A) Pick up the mail
- (B) Buy her a new dress
- (C) Lend her more money
- (D) Send something to her home

68. What sport does the man enjoy?

- (A) Golf
- (B) Tennis
- (C) Biking
- (D) Swimming

69. Where does he practice it?

- (A) At the hotel
- (B) At the park
- (C) At the exercise club
- (D) At the community center

70. How often does he practice it?

- (A) Two times a week
- (B) Three times a week
- (C) Four times a week
- (D) Five times a week

71. Who is the audience for this advertisement?

- (A) Airline pilots
- (B) Businesspeople
- (C) Tourists
- (D) Students

72. Why is this computer useful away from the office?

- (A) It's portable.
- (B) It can be rented.
- (C) It has a long-life battery pack.
- (D) It's easy to use.

73. How can a customer get a discount on this computer?

- (A) By ordering online
- (B) By calling the company
- (C) By completing an application
- (D) By ordering next month

74. What best describes the weather conditions the area is facing?

- (A) Cold
- (B) Fog
- (C) Snow and ice
- (D) Wind and rain

75. What problems will this weather cause tomorrow?

- (A) People will have trouble getting to work.
- (B) People won't have enough heat.
- (C) Flights will be cancelled.
- (D) People should buy plenty of food.

76. How will the weather be tomorrow afternoon?

- (A) Dry
- (B) Clear
- (C) Warm
- (D) Freezing

**Part 4: Talks**

**Task 8**

Directions: You will hear a talk given by a single speaker. You will see three questions on each talk, each with four possible answers. Choose the best answer to each question and fill in the corresponding oval on your answer sheet.

77. According to the study, who is expected to be the least fit?

- (A) A mail carrier
- (B) A construction worker
- (C) An oil rigger
- (D) An accountant

78. Which is mentioned as a way to get more exercise?

- (A) Doing aerobics after work
- (B) Riding a stationary bicycle during breaks
- (C) Walking during lunch
- (D) Stretching

79. What advice is given about eating?

- (A) Eat more at night
- (B) Don't eat before bed
- (C) Eat fruit and vegetables
- (D) Don't eat a lot of nuts

80. Where would you be likely to hear this message?

- (A) At a government agency
- (B) On a personal phone
- (C) At a recording studio
- (D) On an intercom

81. What type of message should you leave?

- (A) Confidential
- (B) Clear
- (C) Detailed
- (D) Short

82. What will happen if a caller dials 499-4778?

- (A) He can apply for work.
- (B) He will reach an office.
- (C) He can leave a message.
- (D) He will hear the time of day.

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83. What can this company do for you?  
 (A) Prepare your taxes  
 (B) Claim your return  
 (C) Write your financial records  
 (D) Staff your accounting department
84. How does the company determine its fees?  
 (A) By a flat rate  
 (B) With a single price  
 (C) By a prorated amount  
 (D) By an hourly rate
85. What should listeners do today?  
 (A) Provide financial records  
 (B) Make an appointment  
 (C) Return to the office  
 (D) Pay their taxes
86. What did the airlines do to increase sales?  
 (A) Reduce ticket prices  
 (B) Provide more polite service  
 (C) Make partnerships with hotels  
 (D) Serve better meals
87. Why have these airlines lost customers?  
 (A) Fewer people are flying.  
 (B) The planes were always late.  
 (C) Regional airlines are competing.  
 (D) It's off-season.
88. What percentage of its customers did Sky King Airways lose in the past year?  
 (A) 15%  
 (B) 20%  
 (C) 25%  
 (D) 50%

89. Who would he likely call this number?  
 (A) A salesperson  
 (B) A computer user  
 (C) A customer service representative  
 (D) An accountant
90. What will happen if the caller presses 1?  
 (A) She will get help.  
 (B) She can buy software.  
 (C) She will hear about new products.  
 (D) She can get an upgrade.
91. What should you do if you want information not listed?  
 (A) Dial 10  
 (B) Hang up and call again  
 (C) Go to a local store  
 (D) Stay on the line
92. What is the destination for this flight?  
 (A) Dallas  
 (B) Houston  
 (C) Madison  
 (D) Wilmington
93. What does the captain say about the flight?  
 (A) It will be late.  
 (B) There will be turbulence.  
 (C) It will be smooth.  
 (D) The flying altitude will be low.
94. What is the weather like there?  
 (A) Humid  
 (B) Rainy  
 (C) Breezy  
 (D) Sunny

95. What kind of problem does the area have?  
 (A) There was an accident on the freeway.  
 (B) The area is flooded.  
 (C) There was a fire.  
 (D) There was an earthquake.
96. Why are local relief centers running low on food?  
 (A) Flood victims have filled the shelters.  
 (B) Food spoiled because of moisture.  
 (C) There was too much rain to grow food.  
 (D) They cannot deliver the food.
97. If you want to donate food, where should you take it?  
 (A) To the public  
 (B) The relief center  
 (C) The radio station  
 (D) A food collection center
98. What will take place in seven days?  
 (A) The vocational system will change.  
 (B) This customer will get a new telephone.  
 (C) This customer will get a new telephone number.  
 (D) The telephone company's web address will change.
99. How can a customer save a message?  
 (A) Press two  
 (B) Press four  
 (C) Press seven  
 (D) Press nine
100. How can a customer learn about all of the new codes?  
 (A) Press ten  
 (B) Press the star key  
 (C) Visit the company's website  
 (D) Listen to the center message

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This is the end of the Listening Comprehension portion of the test. Turn to Part 5 in your test book.

## Reading

In this section of the test, you will have the chance to show how well you understand written English. There are three parts to this section, with special directions for each part.

**YOU WILL HAVE ONE HOUR AND FIFTEEN MINUTES TO COMPLETE PARTS 5, 6, AND 7 OF THE TEST.**

## Part 5: Incomplete Sentences

Directions: You will see a sentence with a missing word. Four possible answers follow the sentence. Choose the best answer to the question and fill in the corresponding oval on your answer sheet.

101. Inter-Cross Airlines' flight \_\_\_\_\_ Seoul has been delayed.  
 (A) to  
 (B) in  
 (C) by  
 (D) at
102. An \_\_\_\_\_ training period will be instituted in July.  
 (A) extend  
 (B) extended  
 (C) extension  
 (D) extant
103. \_\_\_\_\_ she left the ship, the purser signed out.  
 (A) For  
 (B) That  
 (C) And  
 (D) Before
104. Many subscribers have requested that we \_\_\_\_\_ the journals to their offices.  
 (A) mail  
 (B) mail  
 (C) mail  
 (D) mailing
105. The clerk found the typographical error after the messenger \_\_\_\_\_ the proposal.  
 (A) delivered  
 (B) delivers  
 (C) has delivered  
 (D) is delivering
106. Mr. Franklin directed a very \_\_\_\_\_ project.  
 (A) successfully  
 (B) successive  
 (C) success  
 (D) successful
107. You should register for the seminar \_\_\_\_\_ you attend.  
 (A) while  
 (B) before  
 (C) nor  
 (D) and
108. The speaker has \_\_\_\_\_ his speech by two minutes.  
 (A) short  
 (B) shortening  
 (C) shortened  
 (D) shortage
109. The vice-president will be seated \_\_\_\_\_ the chairman at the banquet.  
 (A) as  
 (B) by  
 (C) to  
 (D) from
110. The new waiter has not made any \_\_\_\_\_ mistakes.  
 (A) foolish  
 (B) fool  
 (C) foolishness  
 (D) fooled
111. By Friday, twenty-five applications had been submitted \_\_\_\_\_ the position of desk clerk.  
 (A) at  
 (B) on  
 (C) for  
 (D) by
112. The ship provisions officer \_\_\_\_\_ his supplies in large quantities.  
 (A) buy  
 (B) buys  
 (C) buying  
 (D) to buy
113. Mr. Cruz needs someone to \_\_\_\_\_ him with the conference display.  
 (A) assume  
 (B) assign  
 (C) assist  
 (D) assist
114. Budget meetings are held \_\_\_\_\_ in the conference room.  
 (A) rarely  
 (B) every week  
 (C) always  
 (D) sometimes
115. Arriving at the second shift of security guards \_\_\_\_\_ on duty.  
 (A) coming  
 (B) to come  
 (C) comes  
 (D) come
116. The final purchase price was higher than the investors \_\_\_\_\_.  
 (A) had expected  
 (B) expect  
 (C) are expecting  
 (D) will expect
117. A manager \_\_\_\_\_ new things from his or her staff.  
 (A) can sometimes learn  
 (B) learning sometimes can  
 (C) sometimes learn can  
 (D) sometimes can learning
118. The new insurance plan is especially families \_\_\_\_\_ with employees who have families.  
 (A) popularized  
 (B) popular  
 (C) popularized  
 (D) popularity
119. The finance committee will meet again \_\_\_\_\_ the eighth of May.  
 (A) for  
 (B) to  
 (C) from  
 (D) on
120. The airline will refund the money \_\_\_\_\_ you cancel the reservation.  
 (A) during  
 (B) soon  
 (C) when  
 (D) until

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121. Did Mr. Esté \_\_\_\_\_ the reference guide from the company library?  
 (A) loan  
 (B) borrow  
 (C) lend  
 (D) sent
122. \_\_\_\_\_ they were ordered, the brochures and business cards were never printed.  
 (A) Although  
 (B) Even  
 (C) However  
 (D) Despite
123. The operator does not remember receiving a fax from the Madrid office \_\_\_\_\_ from the Paris office.  
 (A) or  
 (B) and  
 (C) either  
 (D) but
124. Have you ever used this type of copy machine \_\_\_\_\_?  
 (A) before  
 (B) prior  
 (C) advance  
 (D) previous
125. If our ship \_\_\_\_\_ fewer passengers, the crew would not have to share rooms.  
 (A) had  
 (B) have  
 (C) will have  
 (D) would have
126. You should check your messages \_\_\_\_\_  
 (A) as soon as  
 (B) twice a day  
 (C) seldom  
 (D) rarely
127. The receptionist receives packages and \_\_\_\_\_ them until the proper department is notified.  
 (A) is holding  
 (B) held  
 (C) hold  
 (D) holds
128. The purpose of our conference is to help employees \_\_\_\_\_ our policies.  
 (A) understood  
 (B) understanding  
 (C) understand  
 (D) is understanding
129. \_\_\_\_\_ none of us were familiar with, the city, Mr. Gutman drove us to the meeting.  
 (A) Although  
 (B) Because  
 (C) Therefore  
 (D) However
130. The auditor discovered that the account ant had not been \_\_\_\_\_ the checks into the correct account.  
 (A) deposited  
 (B) deposits  
 (C) deposit  
 (D) depositing
131. If this report is sent by overnight delivery, it \_\_\_\_\_ Milan by noon tomorrow.  
 (A) reaches  
 (B) will reach  
 (C) is reaching  
 (D) has reached
132. Most employees drive to work and \_\_\_\_\_ the building from the parking lot.  
 (A) enter  
 (B) entered  
 (C) entering  
 (D) entrance
133. Employees who \_\_\_\_\_ attending the conference can get a discount on travel arrangements.  
 (A) have going  
 (B) are going  
 (C) will  
 (D) will be
134. Mr. Váico worked hard to develop his \_\_\_\_\_ in electronics.  
 (A) expertly  
 (B) expert  
 (C) expertise  
 (D) expectant
135. The head housekeeper is going to ask Ms. Chang how much time she \_\_\_\_\_ available.  
 (A) will have had  
 (B) is having  
 (C) have  
 (D) has
136. The operator \_\_\_\_\_ Mr. Smith if she knew where to reach him.  
 (A) will call  
 (B) had called  
 (C) called  
 (D) would call
137. The hotel marketing director is quite \_\_\_\_\_ about advertising in Europe.  
 (A) knowing  
 (B) knowledge  
 (C) knowledgeable  
 (D) knows
138. Mr. Ni \_\_\_\_\_ in charge of the research division for two years.  
 (A) has  
 (B) has been  
 (C) is  
 (D) had
139. The operator \_\_\_\_\_ Mr. Smith if she knew where to reach him.  
 (A) will call  
 (B) had called  
 (C) called  
 (D) would call
140. The trainers for the seminar had the crew \_\_\_\_\_ their equipment to the conference center.  
 (A) move  
 (B) moving  
 (C) mover  
 (D) moved

## Model Test 2

**Part 6: Text Completion**

Directions: You will see four passages each with three blanks. Under each blank are four answer options. Choose the word or phrase that best completes the sentence.

Questions 141-143 refer to the following letter:

July 12, 20—  
 Mr. Herb Ferrer  
 400 First Street  
 Seattle, Washington 98129-2665

Creek and Chung, Accountants  
 1000 State Way  
 Seattle, Washington 98109-2662

Dear Mr. Ferrer:

We are a mid-sized accounting firm. Our staff members have expressed dissatisfaction with our current insurance plan, so we are looking into other \_\_\_\_\_ . The insurance company we use now has recently

141. (A) employees  
 (B) positions  
 (C) activities  
 (D) options

raised its rates, while at the same time the quality of service has gotten worse. Naturally, we are not happy about paying more and more money for poor service \_\_\_\_\_ . We are interested in hearing more about (Any Health Care (AHC)).

142. (A) Therefore  
 (B) However  
 (C) Moreover  
 (D) Nevertheless

Could you please not a packet of information to me? Also, I would appreciate it if you could answer the following questions:

143. (A) enjoyable  
 (B) difficult  
 (C) convenient  
 (D) interesting

Thank you for your help.

Sincerely,

*Patricia Spadulich*  
 Human Resources Manager

Model Test 2

Questions 144-146 refer to the following e-mail:

From: Simon Yan  
 To: Mingwei Lee  
 Subject: Monday meeting

Dear Mingwei:

I have to leave town for a business trip \_\_\_\_\_ . There is an emergency in our Singapore

144. (A) so  
 (B) if  
 (C) as  
 (D) by

office. I am sorry that I will have to miss our Monday morning meeting, especially because I am eager to see your progress on my company's new financial center. This is an important project for National Bank.

My coworker, Hugh Harrison, will \_\_\_\_\_ me. Hugh plans to look for you at the

145. (A) escort  
 (B) replace  
 (C) assist  
 (D) accompany

construction site at 9:00 A.M. You told me that you have some concerns about the project's budget. Please talk with Hugh about this. While we don't want to spend a lot of extra money on this building, it is going to be our company's headquarters and needs to look good. You have an excellent reputation as a Construction Project Manager, so I'm \_\_\_\_\_ that

146. (A) doubtful  
 (B) positive  
 (C) wondering  
 (D) concerned

you can manage the budget and build a fantastic center for us at the same time. I will return one week from today. You can e-mail me until I return. Thank you.

Model Test 2

Questions 147-149 refer to the following memorandum.

Model Test 2

Memorandum

From: Reihnda Bellby, Company President  
To: Company Vice Presidents  
Re: Reducing electricity expenses

The electric company is \_\_\_\_\_ its rates by 25% next month, so we need to look at ways to reduce our electricity usage. Below is a list of recommendations. Please distribute this list to the departments in your area.

*Ways to Reduce Electricity Expenses*

1. Lights: Turn off the lights in meeting rooms when your meeting ends. Turn off the lights in the offices before you leave for the day.
  2. Computers: At the day's end, turn off your computer.
  3. Photocopying: Don't photocopy and fax documents. Most documents can \_\_\_\_\_ electronically.  
148. (A) send  
(B) sent  
(C) to send  
(D) be sent
  4. Fans/Heaters: Using fans or heaters in the office should not be necessary. The building's temperature is set at a comfortable level. If your office is too cool or warm, please contact the maintenance staff.
  5. Home Office Option: \_\_\_\_\_ employees to work at home one or more days a week  
149. (A) Allow  
(B) Allowing  
(C) To allow  
(D) Will allow
- saves money in many ways, including on electricity. Employees who are interested in this option should speak to their supervisors.

Questions 150-152 refer to the following announcement.

Sunrise Manufacturers, Inc. announced Friday that its president, Shirley Ocampo, would succeed Louis Freeland as the company's chief executive officer starting on September 15. Ms. Ocampo, 52, will be the first woman chief executive at the company in its 75-year history. Sunrise Manufacturers is \_\_\_\_\_ manufacturer of farming equipment in the

150. (A) large  
(B) larger  
(C) the larger  
(D) the largest

nation. This is a sector that has traditionally been \_\_\_\_\_ by men, making the

151. (A) dominate  
(B) dominates  
(C) dominated  
(D) dominating

appointment of Ms. Ocampo particularly significant. "We have waited a long time for this to happen," said Martha Steinway of the National Association of Female Executives. "This is a great achievement for women." Mr. Freeland, who will retire from Sunrise when Ms. Ocampo takes over his position next month, \_\_\_\_\_ at the company for 25 years.

152. (A) works  
(B) worked  
(C) had worked  
(D) has been working

Model Test 2

**Part 7: Reading Comprehension**

**Directions:** You will see single and double reading passages followed by several questions. Each question has four answer choices. Choose the best answer to the question and fill in the corresponding oval on your answer sheet.

Questions 153–154 refer to the following announcement.

As our company plans new products and processes, health, safety and environmental considerations are a priority. We are committed to operating our manufacturing plants and research facilities in a manner that protects the environment and safeguards the health and safety of all people. We will continue to allocate money to improve existing facilities as new safety information is brought to light.

153. What is the purpose of this announcement?
- (A) To announce an expansion
  - (B) To report on a merger
  - (C) To reassure the public about safety issues
  - (D) To explain a new company policy
154. What will the company do with existing facilities?
- (A) Make them safer
  - (B) Tear them down
  - (C) Have them inspected
  - (D) Renovate them

Questions 155–157 refer to the following report.

The profits for the Wu Company more than doubled in the fourth quarter over profit levels of a year ago. This is due in part to lower operating and administrative expenses. The electronics store chain earned \$42.6 million, compared with \$21.1 million in the fourth quarter of last year. Total profits for the year are \$122.8 million, compared with \$48.5 million last year.

155. How do fourth quarter profits for this year compare to those of last year?
- (A) Stayed the same
  - (B) Increased by twice as much
  - (C) Increased by more than twice as much
  - (D) Decreased by half
156. What contributed to the change?
- (A) Reduction of operating costs
  - (B) Higher number of customers
  - (C) New and better products
  - (D) More expensive products
157. The word *doubled* in line 3, is closest in meaning to
- (A) product
  - (B) necklace
  - (C) staff members
  - (D) group of stores

Questions 158–159 refer to the following advertisement.

**Data Entry Clerk**  
Insurance firm seeks reliable, detail-oriented person for operating system. Responsibilities include data entry, filing, and word processing. Good salary and benefits. Pleasant atmosphere. Respond to advance.

158. What is one responsibility of this job?
- (A) Answering the phone
  - (B) Data entry
  - (C) Selling insurance
  - (D) Operating a division
159. What is one benefit of the position?
- (A) They'll give you your own office later.
  - (B) You can work toward promotions.
  - (C) Benefits apply to dependents.
  - (D) You can earn commissions.

Questions 160-161 refer to the following magazine article.

**When you are looking** for a new job, you must talk to as many people as you can who work in your field or in related fields. This is called networking. Networking allows you to learn about new areas to pursue and to find out which companies may need someone with your skills. Networking is a fun and easy way to find out about new opportunities. And when your new job comes along, you will already know some of your colleagues.

160. What is networking?
- (A) Learning your job well
  - (B) Meeting people in related fields
  - (C) Studying lots of companies
  - (D) Getting along with your colleagues

161. What is NOT mentioned as something you can learn from networking?
- (A) New career areas
  - (B) Your colleagues and what they do
  - (C) Which companies may need you
  - (D) What the companies pay

Questions 162-163 refer to the following memo.

**MEMORANDUM**

To: All employees  
 From: Donetta Muscillo  
 Safety Coordinator  
 Date: June 5, 20--

Sub: Fire doors

Employees are reminded that doors designated as fire doors must stay closed at all times. The purpose of fire doors is to help direct smoke away from areas where people are working in case of a fire in the building. Even though the weather is hot and the repairs to the company's air conditioner are not complete, keeping the fire doors open is strictly prohibited.

162. What is the purpose of the company's fire doors?
- (A) To keep smoke away from people
  - (B) To provide escape routes
  - (C) To keep fire from spreading
  - (D) To contain heat

163. Why were employees probably keeping the doors open?
- (A) To get to a higher floor
  - (B) To look at the view
  - (C) To go from office to office
  - (D) To let in cool air

Questions 164-166 refer to the following calendar.

FEBRUARY	MARCH	APRIL	MAY
February 4- Bonn, Germany International Jewelry Trade Fair	March 11-April 15 Eisenach, Hungary International Furniture Fair	April 16-April 24 Hannover, Germany Art and Antiques Fair	May 27-June 12 Bonn, Eng and International Computer Exhibit
	March 12-March 20 Milan, Italy Automobile Show	April 14-April 21 Basel, Switzerland European Watch Fair	
	March 15-March 18 Guangzhou, China International Shoe Fair		
	March 20-March 25 Moscow, Russia International Textile Fair		

164. What does this calendar list?
- (A) Trade shows
  - (B) Musical events
  - (C) Sport competitions
  - (D) A tour itinerary

166. If you were a buyer for a dress manufacturer, where should you go in March?
- (A) Budapest
  - (B) Bonn
  - (C) Moscow
  - (D) Hannover

165. Which event does not take place in Europe?
- (A) Automobile Show
  - (B) International Shoe Fair
  - (C) Art and Antiques Fair
  - (D) International Jewelry Trade Fair

Questions 167-168 refer to the following announcement.

**ESTATE AUCTION**  
An auction for the estate of *Raul Diezge*  
will be held on  
Saturday, October 3, at 11:00 A.M.  
(preview starts at 10:00 A.M.)  
Location: 5667 North Hedge Lane

Some of the items to be auctioned

- 2004 Mercedes
- Cars and tractors
- Oriental rugs
- Jewelry
- Silver collector

Questions? Please call Estate Partners at 778-0099 between noon and 5 P.M.

167. Which of the following items will be auctioned?
- (A) Chinese antiques  
(B) Rare books  
(C) Brackets  
(D) Well-to-well carpeting
168. When can you start to look at things?
- (A) October 3, 11:00 A.M.  
(B) By appointment after calling 778-0099  
(C) Any day from noon to five  
(D) October 3, 10:00 A.M.

Questions 169-171 refer to the following magazine article.

**H**istorically, the businessperson has worked to help the company to grow. Larger companies meant greater success and greater profits. Larger companies also meant more jobs for people in the community. But some companies have become so big that they are no longer profitable or practical to run. When this happens, the company may downsize, or deliberately reduce growth. This corporate downsizing is no longer unusual. Major corporations have either already downsized or have announced plans to do so. But the decision to downsize is not always popular with the community, because it means loss of jobs.

169. Why would a company try to slow growth?
- (A) To meet government regulations  
(B) To save profits  
(C) To avoid raising  
(D) To meet its operations practices

170. Why may the community dislike the decision to downsize?

- (A) Area residents may lose their jobs.  
(B) The company will probably move.  
(C) The company's products will get more expensive.  
(D) The company will lose profits.


Questions 172-176 refer to the following article.

**M**eetings can waste a great deal of time. But you can make your meeting run more smoothly by following a few simple rules. First, have an agenda. This will help keep you focused on what is important. Next, decide who needs to be involved. More people means less efficient discussion. Finally, keep the discussion moving. Thank each speaker as he or she finishes

and move on to the next speaker. This encourages people to make their remarks brief. And don't forget: What happens after a meeting is more important than what happens during the meeting. The skills used then are more professional and less procedural. So no matter how well you run a meeting, it is the work that gets done after the meeting that is important.

172. What is one way to run a meeting well?
- (A) Watch how your manager runs meetings.  
(B) Minimize the number of participants.  
(C) Let the group make decisions.  
(D) Let everyone speak.
173. What is the purpose of a meeting agenda?
- (A) To keep the speakers organized  
(B) To allow free discussion  
(C) To send to others in advance  
(D) To keep focused on important items
174. How should you receive other people's comments at a meeting?
- (A) Try to keep others from talking.  
(B) Thank them and move on.  
(C) Give them as much time as they want.  
(D) Respond in detail to all comments.
175. The word *remarks* in lines 17-18 is closest in meaning to
- (A) meetings  
(B) questions  
(C) comments  
(D) schedules
176. The author states that
- (A) meetings should be held more frequently.  
(B) all meetings should be in the morning.  
(C) no one should receive credit for their work.  
(D) the real work is accomplished after the meetings.

Questions 177-180 refer to the following announcement.

 **The Peneltine Corporation**

is moving 60 technical and management-level employees to their new manufacturing plant in the western United States. Before the move, the company will prepare employees for the cultural changes they will encounter when moving from urban Europe to a small town in the American West. The employees and their families will attend special seminars on the habits of Americans. They will learn about the regional vocabulary and the daily life. Without this training, even small cultural differences could cause big misunderstandings.

177. Where is the new manufacturing plant?
- (A) In an urban area  
(B) In Western Europe  
(C) In the western United States  
(D) In a large town
178. What important part of the moving process is discussed?
- (A) Completing the plan  
(B) Getting the office furnishings  
(C) Arranging airline tickets  
(D) Teaching cultural differences
179. Who will attend the seminars in addition to the employees?
- (A) Their secretaries  
(B) Their families  
(C) Their supervisors  
(D) Their staffs
180. What do they learn in the seminars?
- (A) How to make travel plans  
(B) Methods of business management  
(C) Characteristics of American culture  
(D) Manufacturing techniques

Questions 181-185 refer to the following two e-mails.

From: "Yvonne Wu" <Yvonne@messages.com>  
To: Royal Hotel <reservations@royal.com>  
Subject: Room Reservations

I need a single room with a queen-sized bed for four nights, from March 15 until March 18. Do you have a room available then? I will be attending a conference at the Convention Center and I understand that your hotel is just two blocks from there. Please confirm this for me as I don't want to have to walk far or deal with cabs. Also, do you have a pool and a weight room? Is there a restaurant located in or near the hotel?  
Thank you for your help.

181. When does Yvonne Wu want to begin her stay at the Royal Hotel?
- (A) March 15  
(B) March 16  
(C) March 17  
(D) March 18
182. What kind of room does she request?
- (A) A room for one person  
(B) A room with two queen-sized beds  
(C) A room near the pool  
(D) A room with a view of the park
183. If Yvonne Wu makes the reservation suggested in the hotel e-mail, how much will she pay?
- (A) \$100  
(B) \$125  
(C) \$425  
(D) \$500
184. How far is the hotel from the Convention Center?
- (A) One block  
(B) Two blocks  
(C) Three blocks  
(D) Four blocks
185. What is included in the price of the hotel room?
- (A) Breakfast  
(B) Room service  
(C) Use of the pool  
(D) Use of the weight room

From: "Royal Hotel" <reservations@royal.com>  
To: "Yvonne Wu" <Yvonne@messages.com>  
Subject: Reservations for a Business Trip

We do have the type of room that you want. It costs \$100 per night. However, for the first night of your stay only, I will have to give you a king-sized bed as there are no queens available that night. It costs an extra \$25. I hope this will suit you. Starting on March 16, you can have the type of room you requested. I can confirm that we are located very close to the Convention Center, just one block farther than you thought. It is a very pleasant walk through a park to the Center, and I'm sure you will enjoy it. We do have a pool, but unfortunately it is currently closed for repairs. There is a full-service restaurant, BJ's, located in the hotel. Hotel guests are entitled to a free breakfast there. Lunch and dinner are also served and can be charged to your room for your convenience. If you would like to go ahead with your reservation, please send me your credit card information as soon as possible.

## Model Test 2

## Model Test 2

Questions 186–190 refer to the following agenda and e-mail message.

HORIZON OFFICE PRODUCTS, INC.  
COMMITTEE MEETING ON MARKETING  
THURSDAY, JUNE 15, 20—9:30 A.M.—11:30 A.M.  
PLACE ROOM 2

AGENDA

1. REVIEW OF CURRENT STRATEGY	BEN NGUYEN
2. GOALS FOR NEW STRATEGY	BO PARK
3. FOCUS GROUPS	MARTY TAYLOR
4. PROJECTS TO BEGIN	BARBARA SPENCER
5. PLANS FOR THE YEAR	RITA PALMER

To: Max Kohler  
From: Bo Park  
Subject: Committee Meeting

There were serious problems at today's meeting. We began on time, but Ben wasn't there, so we had to begin with the second agenda item. Then, thirty minutes after we began, Ben finally arrived and gave his presentation. Marty never came at all. I found out later that he's been out sick, but in any case his topic was never discussed. Barbara tried to explain her topic, but it was confusing. She did the best she could, but we really needed to hear from Marty first for her presentation to make sense. We couldn't agree on our next step, so we ended the meeting early, right after Barbara's talk. When will you return from this business trip? I know more of this would have happened if you had been here.

186. What was the topic of the June 15 meeting?

- (A) Marketing
- (B) Business trips
- (C) Work schedules
- (D) Ordering office supplies

187. What topic was discussed first?

- (A) Review of current strategy
- (B) Goals for new strategy
- (C) Focus groups
- (D) Projects to begin

188. What time did Ben start his presentation?

- (A) 9:00
- (B) 9:30
- (C) 10:00
- (D) 11:30

189. Who gave the last presentation?

- (A) Rita Palmer
- (B) Barbara Spencer
- (C) Marty Taylor
- (D) Bo Park

190. Why didn't Max attend the meeting?

- (A) He was out sick.
- (B) He wasn't invited.
- (C) He couldn't arrive on time.
- (D) He was away on a business trip.

Model Test 2

Model Test 2

Questions 186–190 refer to the following agenda and e-mail message.

**HORIZON OFFICE PRODUCTS, INC.**  
**COMMITTEE MEETING ON MARKETING**  
**THURSDAY, JUNE 15, 20— 9:30 A.M.—11:30 A.M.**  
**PLACE: ROOM 2**

**AGENDA**

1. REVIEW OF CURRENT STRATEGY	BEN NGUYEN
2. GOALS FOR NEW STRATEGY	BO PARK
3. FOCUS GROUPS	MARY TAYLOR
4. PROJECTS TO BEGIN	BARBARA SPENCER
5. PLANS FOR THE YEAR	RITA PALMER

To: Max Kohler  
 From: Bo Park  
 Subject: Committee Meeting

There were serious problems at today's meeting. We began on time, but Ben wasn't there, so we had to begin with the second agenda item. Then, thirty minutes after we began, Ben finally arrived and gave his presentation. Mary never came at all. I found out later that he's been out sick, but in any case his topic was never discussed. Barbara tried to explain her topic, but it was confusing. She did the best she could, but we really needed to hear from Mary first for her presentation to make sense. We couldn't agree on our next steps, so we ended the meeting early, right after Barbara's talk. When will you return from this business trip? I know none of this would have happened if you had been here.

186. What was the topic of the June 15 meeting?

- (A) Marketing
- (B) Business trips
- (C) Work schedules
- (D) Ordering office supplies

187. What topic was discussed first?

- (A) Review of current strategy
- (B) Goals for new strategy
- (C) Focus groups
- (D) Projects to begin

188. What time did Ben start his presentation?

- (A) 9:00
- (B) 9:30
- (C) 10:00
- (D) 11:30

189. Who gave the last presentation?

- (A) Rita Palmer
- (B) Barbara Spencer
- (C) Mary Taylor
- (D) Bo Park

190. Why didn't Max attend the meeting?

- (A) He was out sick.
- (B) He wasn't invited.
- (C) He couldn't arrive on time.
- (D) He was away on a business trip.

Questions 191–195 refer to the following e-mail and table.

From: "Avas Koca" <Avas@pec.com>  
 To: "Clarice Ryan" <Clarice@pec.com>  
 Subject: Report on Employees' Use of Time

Clarice, I agree that waste of work time is a serious issue. The Human Resources Department recently surveyed the employees. They are wasting close to two hours per day.

Here are my ideas to reduce this waste. First we need to agree on what are the most important behaviors to stop. For example, look at item #1. Many people are doing this however, it is the most difficult to stop. I recommend that we focus on activities #2, 4, and 5.

Making phone calls shows the largest difference between men and women. Women do this much more than men. We should ask all employees to limit these calls. They should return non-urgent messages at their lunch break.

For #4, we should focus on the younger age group. We will tell them that we are going to check their work accounts for personal messages. For #5, we can ask supervisors to watch this more carefully. Perhaps activity #3 should continue. This allows employees to know each other and it can increase their motivation. The supervisors will know if someone is spending too much time talking and not enough time working.

Are you available tomorrow? I'd like to meet with you to discuss our next steps.

### Model Test 2

#### Time Spent on Nonwork-related Activities

Activity	Percentage of employees who do this three times per week or more	
	Men	Women
1. Surfing the Internet*	85%	82%
2. Making personal phone calls	65%	80%
3. Talking to coworkers**	67%	70%
4. Writing personal e-mails*	45%	45%
5. Taking long breaks	30%	20%

\*Men: \* indicates activities with workers 25–35; \*\* most common with workers 45–60

191. Why was the survey done?

- (A) To help plan a better work schedule
- (B) To find out how employees waste their work time
- (C) To learn which employees know how to use the Internet
- (D) To discover which employees are unhappy with their jobs

192. Which is the most popular activity among the employees?

- (A) Going online
- (B) Talking on the phone
- (C) Socializing with other employees
- (D) Taking breaks

193. Among which group is writing personal e-mails most common?

- (A) Younger people
- (B) Older people
- (C) Women
- (D) Men

194. Which activity does Avas Koca consider the least problematic?

- (A) Going online
- (B) Talking on the phone
- (C) Socializing with other employees
- (D) Sending e-mails

195. Which activity does Avas Koca want supervisors to monitor?

- (A) Visiting websites
- (B) Sending personal e-mail
- (C) Answering phone messages
- (D) Spending too much time on breaks

Questions 196-200 refer to the following two letters.

## Model Test 2

The Printing Press  
111 Acorn Parkway  
San Antonio, TX 78216-7423

April 6, 20—  
Aureliose Clark  
Federal Bank  
6244 Centridge Street  
San Antonio, TX 78217-0099

Dear Mr. Clark:

I have been a customer at your bank for more than ten years. I am a small business owner and have been renting a space for my operations. My company is now ready to expand, and I am looking into buying a small building.

I am interested in two buildings. The one I prefer is on Main Street. It would require a \$300,000 loan, and I'm not sure if I qualify for that large a loan. There is another building that would suit my needs. The site is right although the location is not as good. I would need to borrow only \$120,000 to purchase this building.

I have a good credit record and am carrying only two debts at this time—\$5,000 on my car loan and \$120,000 on my house. I am hoping to get a thirty-year loan at 5% interest.

I would like to meet with you to discuss this as soon as possible. Would Tuesday, April 21 suit you? If not, I am available any other day that week. I look forward to hearing from you.

Sincerely,

*Jeremiah Hernandez*

Jeremiah Hernandez

196. Why does Mr. Hernandez want to buy a building?

- (A) He wants to rent it out.  
(B) He needs a place to live.  
(C) He is expanding his business.  
(D) He just bought a new company.

198. How much debt does Mr. Hernandez have now?

- (A) \$5,000  
(B) \$120,000  
(C) \$125,000  
(D) \$200,000

197. Why does he prefer the Main Street building?

- (A) It's bigger.  
(B) It's cheaper.  
(C) It's in a better location.  
(D) It's in better condition.

FEDERAL BANK  
8244 CENTRIDGE STREET  
SAN ANTONIO, TX 78217-0099

April 10, 20—  
Jeremiah Hernandez  
The Printing Press  
111 Acorn Parkway  
San Antonio, TX 78216-7423

Dear Mr. Hernandez:

Thank you for your interest in getting a loan from Federal Bank. We appreciate your business.

It is possible for us to lend you enough money for the cheaper building. We cannot give you a larger loan because you already have more than \$100,000 in debt. We can offer you a loan at the interest rate and for the term you want.

I am happy to meet with you to discuss this. I am not available on the date you mentioned. Can we meet the following day? Please let me know.

Best wishes,

*Aureliose Clark*

Aureliose Clark

199. How much money will the bank lend him?

- (A) \$100,000  
(B) \$130,000  
(C) \$200,000  
(D) \$330,000

200. When does Mr. Clark want to meet with Mr. Hernandez?

- (A) April 10  
(B) April 11  
(C) April 21  
(D) April 22

## Model Test 2

This is the end of the test. If you finish before time is called, you may go back to Parts 5, 6, and 7 and check your work.

#### Appendix 4

##### The list of accounting students' name

No	Name
1	Anindya kusuma putri
2	Ayu karisma lestari
3	Bunga septiana
4	chiata crisanti wia putri
5	Danu rifki pamungkas
6	De jaya
7	Dian andirani
8	Dinda tri novianti
9	Eliel Christiansen masloka
10	Ewin aprila
11	Goni yulhamid
12	Hulaimi
13	I ketut sukarta
14	Indri septiani
15	Irman fauzi
16	Kadek dwik oktayani
17	Muhamad Christian hadi
18	Munawarah
19	Mustiadi
20	Nabil rahman
21	Nafatia nadiawati
22	Ni kadek andriani
23	Nuzula hidayati
24	Purna irawan
25	Rima santika
26	Rohima
27	Sahrul murdani
28	Siti rahmanita issani
29	Siti sumayani
30	Sri mulyana
31	Sri nining wahyuningsih
32	Titin suhada tina
33	Yafet tatontos
34	Yohana sriadiningsih
35	Zaratun aini