



**TOEIC PREDICTION TEST AS A MEASUREMENT OF ENGLISH
LANGUAGE ABILITY OF VOCATIONAL SCHOOL STUDENTS: A STUDY
OF GRADE X STUDENTS OF SMKN 21 JAKARTA**

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Abstract

This study aims to analyze the results of the TOEIC Prediction Test as a tool to measure the English language proficiency of vocational high school (SMK) students, specifically tenth-grade students of SMKN 21 Jakarta. The study used a quantitative descriptive approach with 177 students from four majors: Accounting and Institutional Finance (AKL), Retail Business (BR), Office Management and Business Services (MPLB), and Software and Game Development (PPLG). Data were obtained from the TOEIC Prediction Test results on October 17, 2025, covering Listening, Reading, and total scores. The results showed that the average TOEIC Prediction score for students fell within the basic to intermediate range, with the PPLG major achieving the highest average score compared to other majors. These findings suggest that the TOEIC Prediction Test can be used as a tool for initial mapping of vocational high school students' English language proficiency. The results are expected to serve as a basis for planning more contextual English language learning that aligns with the needs of the workplace.

Keywords: *TOEIC Prediction Test, English proficiency, vocational high school students, tenth-grade*

Abstrak

Penelitian ini bertujuan untuk menganalisis hasil TOEIC Prediction Test sebagai alat ukur kemampuan Bahasa Inggris siswa Sekolah Menengah Kejuruan (SMK), khususnya siswa kelas X SMKN 21 Jakarta. Penelitian menggunakan pendekatan deskriptif kuantitatif dengan subjek sebanyak 177 siswa dari empat jurusan, yaitu Akuntansi dan Keuangan Lembaga (AKL), Bisnis Ritel (BR), Manajemen Perkantoran dan Layanan Bisnis (MPLB), serta Pengembangan Perangkat Lunak dan Gim (PPLG). Data diperoleh dari hasil TOEIC Prediction Test tanggal 17 Oktober 2025 yang mencakup skor Listening, Reading, dan total skor. Hasil penelitian menunjukkan bahwa rata-rata skor TOEIC Prediction siswa berada pada kategori dasar hingga menengah, dengan jurusan PPLG memperoleh rata-rata skor tertinggi dibandingkan jurusan lainnya. Temuan ini menunjukkan bahwa TOEIC Prediction Test dapat digunakan sebagai alat pemetaan awal kemampuan Bahasa Inggris siswa SMK. Hasil penelitian diharapkan dapat menjadi dasar perencanaan pembelajaran Bahasa Inggris yang lebih kontekstual dan sesuai dengan kebutuhan dunia kerja.

Kata kunci: TOEIC Prediction Test, kemampuan Bahasa Inggris, siswa SMK, kelas X



I. INTRODUCTION

English language proficiency is one of the essential competencies that Vocational High School (SMK) graduates must possess to face the global competitive workforce. With the increasing demands of the Business and Industry (DUDIKA) world, vocational high school graduates are required not only to possess technical skills relevant to their field of expertise, but also to possess adequate English communication skills. English plays a crucial role as a means of international communication, supporting job mobility and graduate competitiveness at the national and global levels.

To improve the quality of vocational high school graduates, a measurement tool is needed that can objectively, standardized, and relevantly map students' English language skills to the workplace. One instrument widely used internationally is the TOEIC (Test of English for International Communication). According to the Educational Testing Service (ETS), the TOEIC is designed to measure English language proficiency in the context of everyday work communication, particularly in professional and international environments. This makes the TOEIC relevant as an English language proficiency assessment tool for vocational education students.

Asriati et al. (2023) stated that having basic knowledge of the TOEIC test is crucial for students or vocational students who want to learn about and take this type of test, as it can stimulate them to be better prepared before taking the official test. Furthermore, Dari & Zasrianita (2021) stated that the TOEIC is a measure of everyday skills for people working in international workplaces. Satria & Zahraa (2018) also mentioned the importance of internal factors such as intelligence, behavior, interests, talents, and motivation in successfully taking the TOEIC test. A TOEIC score will demonstrate a person's ability to communicate in English with others in the workplace.

Furthermore, Brown (2007) stated that a good language test must meet the principles of validity and reliability to accurately reflect test takers' language abilities. The TOEIC, as an internationally standardized test, has undergone a systematic development and testing process so that its results can be used as a widely comparable indicator of English language proficiency. Therefore, the TOEIC is used not only in industry but also in educational institutions as a tool for measuring English proficiency.

The TOEIC Prediction Test is often used by educational institutions as a diagnostic test to determine students' English proficiency levels before they begin further learning. According to Richards (2015), diagnostic test results play a crucial role in helping educators design learning tailored to students' needs and ability levels. Therefore, the TOEIC Prediction Test can provide an initial overview of students' listening and reading abilities, which serves as a basis for planning more effective English learning.

Based on this background, this study aims to analyze the TOEIC Prediction Test results of tenth-grade students from various majors at SMKN 21 Jakarta. This analysis was conducted as an initial mapping of vocational high school students' English proficiency from the beginning of their studies. The results can then be used as evaluation material and for planning more targeted and contextual English learning.

II. RESEARCH METHODS

This research used a quantitative descriptive approach supported by TOEIC introduction and socialization activities for students. This method was chosen to obtain an overview of vocational high school students' English abilities based on the TOEIC Prediction Test results after an introduction and practice test sessions.

The activity began with an introduction and socialization of the TOEIC, conducted through lectures and discussions on October 16, 2025. During this stage, students were provided with an understanding of the purpose, benefits, and structure of the TOEIC test in the context of the workplace. This activity then continued with TOEIC test training, which included practice test sessions and discussion of sample questions. The test was administered on October 17, 2025.

The TOEIC introduction training lasted four hours in classrooms for each department, with one instructor per department. The training focused on the two main skills measured by the TOEIC: listening and reading skills.

The research subjects were 10th-grade students at SMKN 21 Jakarta from four majors: Accounting and Institutional Finance (AKL), Retail Business (BR), Office Management and Business Services (MPLB), and Software and Game Development (PPLG). The activities and data collection took place in classrooms at SMKN 21 Jakarta.

The instrument used in this study was the TOEIC Prediction Test in the form of multiple-choice questions. Generally, the TOEIC test consists of 200 questions, divided into two main sections: the Listening Section and the Reading Section. However, in this training activity, only five questions were used in each section as a form of practice and to familiarize students with the TOEIC question structure.

The TOEIC Prediction Test consists of seven sections: four sections in the Listening Section and three sections in the Reading Section. In the Listening Section, participants select the sentence that best describes the displayed image. 2) Question–Response, participants listen to a short question or statement and choose the most appropriate response. 3) Conversations, participants listen to a short conversation between two or more people, then answer several questions based on the conversation. 4) Talks, participants listen to a short monologue, such as an announcement or short speech, and answer questions based on the information heard. The Reading Section is divided into three parts, namely: 5) Incomplete Sentences, participants complete incomplete sentences with the correct word choice or grammatical structure. 6) Text Completion, participants fill in the blanks in short texts, such as emails, letters, or announcements. 7) Reading Comprehension, participants understand the content of the reading in the form of a single text (single passage) or a combination of several texts (multiple passages).

III. RESEARCH RESULTS

This section presents the results of the TOEIC Prediction Test data analysis for tenth-grade students at SMKN 21 Jakarta, which was conducted following the introduction and TOEIC test training activities. The data analyzed were test results sorted by major, providing an overview of students' English language abilities in each competency area. The analysis focused on the total TOEIC Prediction score, which reflects students' general listening and reading abilities.

The results are presented in the form of descriptive statistics, including the number of students, average score, minimum score, and maximum score for each major. This data presentation aims to map students' English language proficiency levels and identify differences in scores across majors. With this mapping, the school is expected to obtain a comprehensive initial overview of tenth-grade students' English language abilities as a basis for evaluation and future learning planning.

Table X. Summary of TOEIC Prediction Test Scores for Tenth-grade Students at SMKN 21 Jakarta

Jurusan	Jumlah Siswa	Rata-rata Skor	Skor Minimum	Skor Maksimum
AKL	38	413,68	45	840
BR	34	467,06	220	665
MPLB	70	420,07	90	725
PPLG	35	512,43	240	960

Based on the table above, it can be seen that the average TOEIC Prediction Test scores of tenth-grade students at SMKN 21 Jakarta show variation across majors. The PPLG major achieved the highest average score, at 512.43, with a minimum score of 240 and a maximum score of 960. These results indicate that, in general, students majoring in PPLG have relatively better English skills than other majors, particularly in listening and reading skills.

The BR major ranked second with an average score of 467.06, followed by the MPLB major with an average score of 420.07, and the AKL major with an average score of 413.68. Despite having different student numbers, all majors showed a fairly wide range between the minimum and maximum scores. This indicates differences in English proficiency levels within each major, necessitating a more adaptive and tiered learning approach tailored to student abilities.

In addition to being presented as average scores, TOEIC Prediction Test results were also analyzed as percentages to provide an overview of the proportion of students' English proficiency across majors. The data presentation in percentage form aims to facilitate interpretation of each major's contribution to the overall TOEIC Prediction Test scores of 10th-grade students at SMKN 21 Jakarta.

Average TOEIC Prediction Test Score Percentage

Jurusan	Rata-rata Skor	Persentase (%)
AKL	413,68	22,82%
BR	467,06	25,77%
MPLB	420,07	23,17%
PPLG	512,43	28,24%
Total	—	100%



Based on the percentage chart, the PPLG major contributed the most to the average TOEIC Prediction Test score, at 28.24%. This indicates that the English language proficiency of students majoring in PPLG is relatively more dominant than other majors. The BR major contributed 25.77%, followed by MPLB at 23.17%, and AKL at 22.82%. This percentage distribution confirms the variation in English language proficiency across majors, which should form the basis for more targeted learning planning.

DISCUSSION

The results of the study indicate that the English language proficiency of 10th-grade students at SMKN 21 Jakarta, as measured by the TOEIC Prediction Test, varies across majors. This variation is evident in the differences in average scores, minimum and maximum score ranges, and the percentage contribution of each major to the overall score. These findings indicate that background expertise, study habits, and exposure to English influence students' ability to comprehend listening and reading materials.

The PPLG major demonstrated the highest average score compared to other majors. This can be attributed to the competency characteristics of the PPLG major, which is closely related to information technology, programming, and the use of digital-based learning resources. Students in this major tend to interact more frequently with English terminology, whether through software, technical documentation, or online references. This is in line with the ETS (2020) study, which states that exposure to English in authentic and functional contexts can improve language comprehension, particularly in reading and listening skills.

The BR and MPLB majors ranked mid-range in terms of average TOEIC Prediction Test scores. This indicates that students in both majors have adequate English skills, but still need strengthening, especially in professional communication contexts. In the BR major, English skills play a crucial role in business activities and customer service, while in the MPLB major, English is used for correspondence, administration, and understanding work documents. The difference in scores between these two majors indicates the need for more contextual integration of English learning tailored to the needs of each area of expertise.

Meanwhile, the AKL major received the lowest average score compared to other majors. However, the wide range of minimum and maximum scores indicates variation in individual abilities within the major. This indicates that some students have good English potential, but this is not uniform across the board. According to Brown (2007), differences in

language ability within a study group can be influenced by motivation, learning strategies, and prior experience using English. Therefore, a differentiated learning approach is important to accommodate the needs of students with varying abilities.

The wide range of minimum and maximum scores in each major also indicates that tenth-grade students' English skills are still at an early stage of mastery. This is understandable considering that these students are just entering vocational high school (SMK) and have not yet received intensive work-oriented English instruction. The TOEIC Prediction Test, in this case, serves as an effective diagnostic tool for mapping students' initial abilities, as Hughes (2003) suggests that a good language test serves not only as an evaluation tool but also as a basis for learning planning.

Overall, the results of this study strengthen the TOEIC Prediction Test's role as a relevant instrument for measuring vocational high school students' English readiness to face the demands of the workplace. The data obtained can be used by schools to develop more targeted English language learning programs, including strengthening listening and reading materials, enriching technical vocabulary according to major, and gradually introducing TOEIC training. Thus, English learning in vocational schools is not only academic but also oriented towards the real needs of industry and the workplace (DUDIKA).

IV. CONCLUSION

Based on the research results and discussion, it can be concluded that the TOEIC Prediction Test is effective as an initial measure of the English language proficiency of tenth-grade students at SMKN 21 Jakarta. The test results show variations in English proficiency across majors, as reflected in differences in average scores, minimum and maximum score ranges, and the percentage contribution of each major to the overall TOEIC Prediction Test score.

The PPLG major had the highest average score, followed by the BR, MPLB, and AKL majors. These findings indicate that background competency and intensity of English exposure influence students' listening and reading skills. Furthermore, the wide range of scores across majors indicates that students' English proficiency is still uneven and at an early stage of mastery, requiring continuous and targeted reinforcement.

Overall, the TOEIC Prediction Test can be used as a diagnostic instrument that provides an objective picture of vocational high school students' English proficiency from the beginning of their studies. The results of this mapping are important as a basis for planning English learning that is more contextual, adaptive, and oriented toward student job readiness.

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