

Students' English Learning Motivation In Joining Toefl Class

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ABSTRACT

The purposes of this research were to investigate the kinds of the students' motivation in learning English through TOEFL Class, to know the level of motivation that students have in learning English at TOEFL Class and to know the solutions from the lecturer to increase students' motivation. The kind of this research is descriptive research conducted by using mixed method. The sample of this research were 34 students. The data were collected through questionnaires and interview. The analysis of the data from the questionnaires was using licert scale and to analyze the data from interview was using Milles and Huberman's method they were reducing the data, displaying the data and taking conclusion and verification. Based on the results, the students were both have intrinsic and extrinsic motivation in learning English, in terms of the level of motivation in learning English through TOEFL Class, students motivation can be classified into "Average level", and in increasing or motivating the student in learning English at TOEFL Class the lecturer was often gave suggestion and advices to the students, she also made a sharing session, and gave praises, rewards and tasks to motivate them.

Key Words: *English, Learning, Motivation, TOEFL Class, Language Development Centre*

INTRODUCTION

English proficiency must be one thing that people need to improve in order to reach what they want to. One of the tools to support the English proficiency of people is Test of English as a Foreign Language (TOEFL). TOEFL is a standardized test to measure an English language skill in academic setting. That is why this kind of test becomes a great challenge to deal with for who wants to assess his/her English proficiency.

ETS (Educational Testing Service) presents some kinds of TOEFL that are widely accepted, popular, and preferred such as ITP (Institutional Testing Program), iBT (Internet-Based Test) or PBT (Paper –Based test) in earlier time. Each kind has different system to another kind. Though TOEFL has more than types, the test generally consists of English language skill such as listening, reading, and also language component in terms of grammar and vocabulary. As a country in which English becomes a foreign language, Indonesia makes TOEFL as a requirement that people need to fulfill in some cases.

Fortunately, State Institute for Islamic Studies Padangsidimpuan where the researcher is studying has begun to offer TOEFL class since early 2018. The According to the researcher's experience as one of the second generation student in TOEFL class, it was a good way to improve students' English proficiency.

Unfortunately, TOEFL class has not received much attention during the past years. It was shown that most of the students in State Institute for Islamic Studies Padangsidimpuan have some problems and fear when they want to follow TOEFL class. The fearful was the incorrect pronunciation they made because of the different pronunciation system that is influenced by their mother tongue, being afraid of having examination, making grammatical mistakes, not being confident to study with the other students are other problems in TOEFL class. The main problems in TOEFL class was

seen from students attendance or students schedule.

In terms of learning, someone will succeed in learning if he or she has a will to learn. The will or drive to learn in this case is called motivation. In English language, motivation is recognized in two types. They are intrinsic motivation and extrinsic motivation. If someone is learning English through a wish to learn more about a culture, its language and people and to integrate more within the target-language society, he or she is intrinsically motivated. While extrinsic motivation refers to learning involvement in order to achieve some others aims such as being able to speak English in order to get a better job. So, the effectiveness of their learning is influenced by motivation.

There are many studies focused on students's motivation of learning English have been carried. One of the researchers is written by Wagiyo (2018). Based on the result of the study the researcher concluded that the respondents of the study in this case was they were lack of intrinsic motivation. As a matter of fact, they have not realized that English is important for them in the future for instances making them more knowledgeable, getting good jobs, searchingfor information, and being successful in any field.

Deldeniya Madhubashini (2018) also conducted the result about students' motivation in learning other language, It this case, the students were highly intinsically and extrinsically motivated to learn Japanese although their intrinsic motivation appeared to be a little higher than their extrinsic motivation.

However none of the researcher focused on students' motivation in Joining TOEFL class for learning English whereas the TOEFL test is one of tool to prove that someone can speak English proficiently. That is why this study focuses on English students' motivation in learning English by Joining TOEFL class.

LITERATURE REVIEWS

1. Learning Motivation

The word “motivation has already variably defined many researchers. Based on Hammer (2001) motivation was known as the “internal factor” that drives somebody to do something. Meanwhile Arno defined that motivation is the of the condition when someone try to initiate, maintain, guide the behavioursuntil se/he reached the goal.

In more specific definition, Wlodwoski (2008) defined that motivation is the processs that can encourage and generate the behaviour, give directionor purpose to behave, and lead to chose or prefer a particular behavior.

In the same vein, Parsons, Hinson and Brown (2001) defined that motivation is the important motivation as an important component or factor in the learning process. Learning and motivation might have the same importance to achieve the goal or something. Learning makes us know new knowledge and skills and motivation pushes or encourage us to go through the learning process². Briefly, motivation is the action that can impact human’s life to increase personal behaviour then they can create their self- concept to think more about everything that they want to get.

2. Kinds of Motivation

Quoted by Ratanawalee (2013) from Krashen, He mentioned the following factors which are related to motivation that will attempt to relate the second language ability to these two functions

Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second

language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal.

Another kinds of motivation are intrinsic and extrinsic motivation. There are many experts explain it. Wayan Suryasa (2017) defines Intrinsic motivation is the condition when somebody learn something by him/herself and try to learn what they think it is worth for or necessary for him willingly and voruntarily. There are many factors that influence the motivation from internal, such as goals, needs, age and etc.

Arnold (2001) defined extrinsic motivation is the desire to get reward and avoid punishment. It reinforce externalneed to persuade the learner to take a part in learning activity that Arnold explained extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity such as homework, grade, or doing something to please teachers. And there are many factor that influence the motivation from internal, they are teachers, society, peers or friends, parents, facilities, time to study, and etc.

The role of the teacher also can increase students' motivation. By motivating, the students can expand initiatives and and activities, also can control preserve perseistences in learning activities. There are several strategies that teacher can do to motivate the students like provide the value, made a competition, giving task and the results, raising awareness, giving praise and reward.

3. TOEFL Class

TOEFL class was developed by Language Development Centre of IAIN Padangsidimpuan. The mission of this course is to provide the highest level of instruction to students with a pre-

existing knowledge of English in order to consolidate their skills and communicate with greater accuracy and fluency.

The TOEFL Boot camp course is designed to prepare students for the TOEFL ITP, with some additional materials for the iBT test level as well. The curriculum combines language input (grammar, vocabulary, functions) with task skills (reading, writing, speaking, and listening). A greater emphasis is placed on the latter, as both TOEFL ITP and iBT tests are structured into three and four main parts, corresponding to each skill. The students will be regularly assessed once a month in order to produce an organic learning environment, which addresses their needs and abilities, and will allow for relevant test practice as appropriate to their needs. On this course, students will practice skills, sub-skills, and strategies necessary in order to take the official TOEFL tests.

METHOD

The kind of this research is descriptive research conducted by using mixed method. Population of the research is the students of IAIN Padangsidimpuan who studied in TOEFL class in the third generation, the sample of this research were 34 students. The data were collected through questionnaires and interview. The analysis of the data from the questionnaires was using licert scale, those are as follows:

Table 3.3 Likert Scale

Options	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Disagree	1	1
Disagree	2	2

Neutral	3	3
Agree	4	4
Strongly Agree	5	5

Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table 3.4 Mean Range for Motivation Level.

Mean Range	Criteria
3.68 – 5.00	High degree of motivation
2.34 - 3.67	Average degree of motivation
1.00 - 2.33	Low degree of motivation

To know the mean from the questionnaire this reseach used the formula

$$\bar{x} = \frac{\sum x_i}{n}$$

Description:

\bar{x} = mean

x_i = the number of the data

n = the number of sample

To know how many students choose the same statement there researcher analyzed it by using the formula:

$$P = f/N \times 100\%$$

P = percentage of students that understand the concept

f = number of students that understand the concepts

N = total number of students

To analyze the data from interview was using Milles and Huberman's method they were reducing the data, displaying the data and taking conclusion and verification.

RESULT AND DISCUSSION

Based on the result from questionnaire, the overall mean score of intrinsic motivation was 4.11 and extrinsic motivation was 3.68. It can be concluded that the students had both intrinsic and extrinsic motivation, and students dominantly had intrinsic motivation in learning English at TOEFL class rather than extrinsic motivation.

Related to the previous research which is relevant with this research. Based on the result Supiah Wagiyono concluded that the participants in his study have extrinsic motivation and they were lack of intrinsic motivation. The different this research and the previous researches were this research concluded that the students had high intrinsic and extrinsic motivation while the previous research had high intrinsic motivation and low in extrinsic motivation.

Deldeniya Madhubashini concluded that the students were highly intrinsically and extrinsically motivated to learn Japanese although their intrinsic motivation appeared to be a little higher than their extrinsic motivation. So the research has the same result.

To answer the second research questions was also from the result of questionnaires, the overall meanscore for the level of students' motivation was 3.58, looking at the score the students were still in an average category in learning English at TOEFL class.

Based on previous research written by Fajar Mukhtar the students' motivation to learn English based on questionnaire results that can be said was still in "moderate class". These two researches have the same result. In collecting the data also has the same method which is mixed method.

The other research investigated about the level of students' motivation in learning English is Jutarat Vibulphol. The findings showed that most of students relatively had high level of motivation,

eventhough the majority of the students in each class reported having a relatively high level of motivation, about twenty percent of the students overall showed a lack of motivation.

The answer for the third question was taken from the interview with the lecturer of TOEFL class, from the in interview researher conclude that the lecturer had given her best to teach the students. Not only in teaching but thelecturer also gave her best in motivating the students, she was often giving a value about why the students must learn English and gave time to talk in personal with the students who had the problem.

Jutarat Vibulphol also discussed about the teacher's strategy in motivating students in Learning English. The teacher apply external control over the students' learning such as giving immediate feedback and using external sources of motivation, like rewards and punishment, were also practiced in a number of classrooms. Teacher also gave new task demonstration, language practices such as reading texts aloud in chorus, doing exercises on the blackboard and giving feedback on students' assignments. It had similar result with this researche cause the lecturer also give feedback, rewards, punishment and tasks.

CONCLUSION

. Based on the result and discussion in chapter IV, the conclusion can be drawn as following:

1. The students were both have intrinsic and extrinsic motivation in learning English at TOEFL class. However, the students were mostly intrinsically motivated. Intrinsic and extrinsic motivation is a desire to get what the students want even the desire have different goal. Extrinsic motivation comes from the desire in order to get better result, increase learner career, or become more prestige and power, and the intrinsic motivation

comes from the desire the higher level of the knowledge.

2. In terms of the level of motivation in learning English at TOEFL class, students motivation can be classified into “Average level”. It can be seen in questionnaire result from the students’ attendance, the students’ activeness, the students persistence and the learning outcomes. Overall, the results indicated that the students possessed a high level of motivation intrinsically and extrinsically, but in learning process they were still in average level. It showed from the students attendance, activeness, persistence and learning outcomes in the TOEFL class.
3. Lecturer’s role in increasing or motivating the student in learning English at TOEFL increasing or motivating the students in learning English at TOEFL class by givig suggestion and advices too the students about how important to learn English. Lecturer was often giving, praise, and task. But was seldom giving punishments. The lecturer also made a sharing session or making conversation to the students who had problems in following TOEFL class or problems in the students’ lives. Hopefully, with this method it can motivated students in learning English at TOEFL classuntil the end of semester.

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