

## THE ANALYSIS OF STUDENTS' MOTIVATION AND THE TOEFL PREPARATION CLASS IN RELATION TO THEIR PREDICTED TOEFL SCORES

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<p><b>Keywords:</b> Motivation; Predicted TOEFL Score Achievement; Trisakti-Fetec Students</p>	<p><b>Abstract:</b> The achievement of high predicted TOEFL scores by students is not easily obtained without strong motivation and thorough preparation from both the students themselves and their environment. The research conducted at FETEC (Faculty of Economics Trisakti English Center) aims to analyze the students' motivation and TOEFL preparation classes in relation to their predicted TOEFL scores. Quantitative research data was collected by distributing questionnaires to 20 respondents as a sample, using Google Forms. Sampling was conducted randomly or through simple random sampling. The collected data was processed according to research procedures and analyzed using multiple linear regression analysis in SPSS 20. The results of this study indicate that students' motivation and TOEFL preparation classes are crucial in achieving high predicted TOEFL scores. This improvement is achieved through various actions and measures, ranging from basic security and social integration to personal achievement and self-fulfillment. It illustrates how different levels of needs—from basic to self-actualization—drive students to take action and enroll in preparation classes to achieve their goals. These actions significantly contribute to the growth of students' motivation on the achievement of the predicted TOEFL score. The greater the students' motivation to enroll in TOEFL preparation classes, the higher their predicted TOEFL scores. Attaining high predicted scores satisfies their academic requirements, allowing them to participate in their thesis defense.</p>	
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### INTRODUCTION

The TOEFL (Test of English as a Foreign Language) is a standardized test that measures the English language proficiency of non-native speakers. It is widely used for academic, professional, and immigration purposes. Many universities and colleges, especially in English-speaking countries, require non-native English speakers to demonstrate their proficiency in English. TOEFL scores provide a standardized measure of a student's ability to understand and use English at a level necessary for academic success. Institutions have specific TOEFL score requirements for admission into undergraduate, graduate, and doctoral programs. Meeting or exceeding these scores is often a prerequisite for acceptance.



Some institutions use TOEFL scores to determine whether students need to enroll in English as a Second Language (ESL) programs before starting their academic courses. Certain employers, especially multinational companies or those based in English-speaking countries, require proof of English proficiency. TOEFL scores are often used to meet this requirement, ensuring that candidates can communicate effectively in English. For professionals seeking advancement in their careers, high TOEFL scores can be an asset, especially in roles that require strong English communication skills.

Students may have specific target scores required for their academic programs, jobs, or visas. Preparation classes focus on helping students achieve these specific goals. For students who have previously taken the TOEFL but did not achieve their desired scores, preparation classes offer a structured approach to improve their performance. Over all, students are motivated to take TOEFL preparation classes due to a combination of academic, professional, personal, and social reasons. These classes provide the structured learning environment, resources, and support needed to achieve their goals and succeed on the TOEFL.

The term motivation has been defined in various ways by different researchers. According to Harmer (2001), motivation is considered an "internal factor" that compels an individual to take action. Arno described motivation as the condition in which a person initiates, maintains, and guides behaviors until they achieve their goal. Wlodkowski (2008) offered a more specific definition, describing motivation as the process that encourages and generates behavior, provides direction or purpose, and leads to the selection of particular behaviors. Similarly, Parsons, Hinson, and Brown (2001) emphasized that motivation is a crucial component in the learning process, suggesting that both learning and motivation are equally important for achieving goals. Learning imparts new knowledge and skills, while motivation drives us to engage in the learning process.

People are motivated to learn a second language for various reasons, such as the need to learn about or socialize with those who use the language or the intention to participate and integrate into a community that speaks it. Sometimes, emotional or affective factors also play a significant role. Motivation can be categorized into intrinsic and extrinsic types. According to Wayan Suryasa (2017), intrinsic motivation occurs when individuals learn something on their own because they find it valuable or necessary, doing so willingly and voluntarily. Internal factors influencing this type of motivation include personal goals, needs, and age. Arnold (2001) defines extrinsic motivation as the desire to receive rewards and avoid punishment. This type of motivation relies on external incentives to encourage participation in learning activities, such as homework, grades, or pleasing teachers. External factors influencing extrinsic motivation include teachers, society, peers, parents, facilities, and study time.

Teachers play a crucial role in enhancing students' motivation. By motivating students, teachers can foster initiative, maintain persistence in learning activities, and promote active participation. Strategies for motivating students include highlighting the value of learning, creating competition, assigning tasks and providing feedback, raising awareness, and giving praise and rewards. At Trisakti University, to qualify for the thesis seminar, students must have a minimum TOEFL score of 450. Therefore, all students must prepare themselves to achieve the required TOEFL score. Students may take TOEFL preparation classes to improve their



overall English proficiency, including reading, writing, listening, and speaking skills. The TOEFL preparation classes can boost students' confidence in their ability to use English in academic and professional settings. Preparation classes teach effective test-taking strategies, time management, and the specific format of the TOEFL, which can be beneficial for other standardized tests as well. The students take the preparation class at FETEC. FETEC is a language training center established and managed by the Faculty of Economics at Trisakti University since 2000. Its goal is to improve students' proficiency in English and other foreign languages, providing high-quality facilities to explore the language skills and responsiveness of Trisakti University students. Additionally, FETEC offers skills and ethical guidance as expected in the Tridharma of the University.

## METHOD

This research employs a quantitative approach. As explained by Nenty (2009), the aim of quantitative research is to uncover truths and universal principles by examining relationships between variables or phenomena. A key characteristic of quantitative research is the use of objective, statistical data analysis techniques (Creswell & Creswel, 2017). This study uses a survey method, which Pinsonneault and Kraemer (1993) describe as a way to quantitatively describe specific aspects of a particular population, allowing results from a sample to be generalized to the larger population. The subjects of this study are 20 students who took TOEFL preparation class at FETEC, Trisakti University.

The main objective of this research is to obtain accurate and reliable data, facts, and information about the students' motivation and the impact of TOEFL preparation classes on their predicted TOEFL scores at FETEC, Trisakti University. The specific objectives are to provide a descriptive overview of the students' motivation and the TOEFL preparation classes for achieving their predicted TOEFL scores within FETEC, Trisakti University. The factors influencing students' motivation for achieving their predicted TOEFL scores include physiological needs, safety needs, love and belongingness needs, esteem needs, and self-actualization needs.

The research instrument utilized in this study is a survey, specifically a questionnaire designed in Google Forms to ensure easy access for students. The purpose of the survey is to thoroughly examine students' motivation and their experiences with the TOEFL preparation class. This survey employs a Likert scale, which is detailed in the table below.

Tabel 1. Skala Likert

Assessment Criteria	Rating Scale
Strongly Agree	5
Agree	4
Netral	3
Disagree	2
Strongly Disagree	1

In this research, data analysis is conducted by calculating the percentage of the obtained scores. The average scores of the respondents are then compared against the indicators in the percentage assessment table as follows:



Table 2. Percentage Assessment

Percentage	Category
0-20	Very Low
21-40	Low
41-60	Moderate
61-80	High
81-100	Very High

## RESULT AND DISCUSSION

### *Result*

This section presents the findings of the study, including descriptive statistics and results from the main and secondary analyses on the relationship between students' motivation and the TOEFL preparation classes on their predicted TOEFL score among FETEC students. This study examines two variables: students' motivation and TOEFL class preparation in relation to their predicted TOEFL scores, focusing on FETEC students at Trisakti University. Previous studies have categorized factors affecting student motivation into driving and attractive factors. From the collected questionnaires, several key factors were identified that influence student motivation, including physiological needs, safety needs, love and belongingness needs, esteem needs, and self-actualization needs. Students are motivated to attend TOEFL preparation classes at FETEC for various academic, professional, personal, and social reasons. These classes offer a structured learning environment, resources, and support necessary to achieve their goals and excel on the TOEFL.

The first finding is clear objectives reason. Students are motivated to take TOEFL preparation classes when they have clear academic, professional, or personal goals that require achieving a specific TOEFL score. The second finding is target scores. Specific score requirements for university admission, scholarships, or job opportunities create a strong motivation to prepare adequately. The third finding is perceived value, including career advancement and academic success. The need to advance in one's career by meeting job requirements or obtaining professional certifications drives motivation. The desire to succeed academically by securing admission to prestigious institutions or obtaining scholarships fuels motivation.

The fourth finding is self-efficacy, including confidence in abilities and skill improvement. Belief in one's ability to achieve a high TOEFL score can motivate students to enroll in preparation classes. This is often reinforced by the need to meet specific academic or professional standards. Recognizing the need to improve specific English language skills (reading, writing, listening, speaking) motivates students to seek structured preparation. The fifth finding is external pressures, including deadlines and requirements. Application deadlines and score submission requirements for universities, employers, or immigration authorities create external pressure, motivating students to take preparation classes. It also includes competitive environment. The need to stand out in a competitive environment, whether for university admissions or job markets, enhances motivation.

The sixth finding is intrinsic rewards, including personal growth. The intrinsic reward of



personal growth and development through mastering the English language can be a powerful motivator. It also includes satisfaction. The satisfaction of achieving a challenging goal, such as a high TOEFL score, can drive motivation. The specific needs of students (academic, professional, personal needs) shape their motivation to take TOEFL preparation classes. Without a clear need, motivation may be weak or directionless.

Motivation provides the energy and drive to take action, such as enrolling in a preparation class, studying diligently, and practicing regularly, to meet those needs. A student aiming to pursue a Master's degree in an English-speaking country (need) will be motivated to achieve a high TOEFL score to fulfill admission requirements. This motivation leads them to enroll in a TOEFL preparation class, where they can gain the necessary skills and knowledge to meet their goal.

### ***Discussion***

This study found several factors that made students have motivation and taking TOEFL preparation classes to achieve high predicted TOEFL scores. Numerous studies have been conducted on students' motivation to learn English. One such study by Wagiyo (2018) concluded that the respondents exhibited a lack of intrinsic motivation. They had not yet realized the future importance of English, such as enhancing their knowledge, securing good jobs, accessing information, and achieving success in various fields. Similarly, Deldeniya et. al., (2018) researched students' motivation to learn other languages. In this case, students were highly motivated both intrinsically and extrinsically to learn English, with intrinsic motivation slightly surpassing extrinsic motivation.

Clear objectives is at the top level in building students' motivation and taking the TOEFL preparation classes, namely 92% of those who have clear objectives can provide students with a sense of direction, measurable goals, relevance to personal aspirations, accountability, engagement, and self-regulation, all of which are crucial factors in maintaining and enhancing motivation to take a TOEFL preparation class.

Setting a target TOEFL score can significantly enhance students' motivation to enroll in and commit to TOEFL preparation classes. Respondents answered that 89% of them set a target score that provides a clear and specific objective for students to aim for, helping to focus their efforts and create a sense of purpose. By knowing the target score allows students to measure their progress through practice tests and quizzes, which can be motivating as they see their scores improve over time.

Perceived value can significantly motivate students to take TOEFL preparation classes by making them aware of the benefits and advantages that the classes offer. Students recognize the value, they are more likely to invest their time, effort, and resources into the preparation process. Respondents' answers about perceive value can motivate students to take the TOEFL preparation class reached 87%.

Respondents answered that 86% of them have self-efficacy, which is a person's belief in their ability to succeed in specific situations or accomplish a task, can significantly boost motivation to take TOEFL preparation classes. Students with high self-efficacy believe they can achieve a good TOEFL score, making them more likely to enroll in preparation classes to reach their goal. Confidence in their abilities reduces test-related anxiety, making the preparation process



less daunting and more approachable. High self-efficacy encourages students to commit to their goals and persist through challenges, knowing that their efforts will lead to improvement. Believing in their capability motivates students to put in the necessary effort and time, resulting in more consistent study habits and practice. Students with high self-efficacy maintain a positive attitude towards learning and overcoming difficulties, which is crucial for sustained motivation.

The finding that respondents have external pressure is at 89%. This means that External pressure can be a significant motivator for students to take TOEFL preparation classes. This pressure can come from various sources such as academic requirements, professional expectations, societal norms, and family expectations. Parents often have high expectations for their children's academic and professional success. The desire to meet these expectations and avoid disappointment can motivate students to prepare for the TOEFL. When families invest time and money in a student's education, there is pressure on the student to perform well and justify the investment, motivating them to take preparation classes seriously.

Intrinsic rewards, which are internal motivators that come from within the individual, can significantly enhance students' motivation to take TOEFL preparation classes. These rewards include personal satisfaction, a sense of accomplishment, enjoyment of learning, and self-improvement. This is shown by the respondents' answers that 92% of them have intrinsic rewards.

Data on students' motivation variable in taking the TOEFL preparation classes were obtained based on the results of filling in a questionnaire on respondents consisting of 20 (twenty) students of FETEC, Trisakti University which consists of 39 statement items with 5 (five) alternative answers. Each item statement is given a score of 1-5.

**TABLE OF ELEMENTS OF STUDENTS' MOTIVATION**

NO.	Elements of Students' Motivation	Average value	Category
1	Clear Objectives	3.40	Very high
2	Target Score	2.85	High
3	Perceive Value	3,35	Very high
4	Self-Efficacy	3,39	Very high
5	External Pressures	2.82	High
6	Intrinsic Rewards	3.82	Very high
	<b>AVERAGE</b>	<b>3.27</b>	<b>Very high</b>

Based on the distribution of scores regarding students' motivation to take TOEFL preparation classes, it can be stated that, in general, students' motivation in this area is above average at FETEC, Trisakti University. The motivation level is notably very high, with an average score of 3.27. The higher the students' motivation to take TOEFL preparation classes, the higher their predicted TOEFL scores. Achieving high predicted TOEFL scores fulfills their academic needs, enabling them to participate in thesis defense. Additionally, it meets their professional, immigration, and personal development needs.

## CONCLUSION

The relationship between motivation and need in taking a TOEFL preparation class is dynamic and interdependent. Needs establish the basis for motivation, while motivation drives students



to take actions that fulfill these needs. Understanding this relationship is crucial for effectively addressing both aspects to improve students' preparation and performance on the TOEFL exam.

The motivation theory closely related to the need theory is Abraham Maslow's Hierarchy of Needs, a well-known framework explaining how human needs motivate behavior. There are six elements of student motivation in TOEFL preparation classes that influence predicted TOEFL scores: 1) Clear Objectives: Providing students with clear objectives offers direction, measurable goals, relevance to personal aspirations, accountability, engagement, and self-regulation, all of which are essential for maintaining and enhancing motivation to take a TOEFL preparation class. 2). Target TOEFL Score: Having a specific target score gives students clear, measurable, and personally relevant goals that can significantly boost their motivation to participate in and succeed in TOEFL preparation classes. 3). Perceived Value: Recognizing the tangible and intangible benefits of TOEFL preparation classes enhances students' motivation by making them aware of the importance and benefits of their efforts. 4). Self-Efficacy: High self-efficacy boosts motivation by fostering confidence, persistence, a positive attitude, effective goal setting, and active engagement in the learning process. 5). External Pressure: External pressure from academic requirements, professional expectations, societal norms, or family demands can strongly motivate students to commit to their preparation, utilize available resources, and achieve their TOEFL goals. 6). Intrinsic Rewards: Personal satisfaction, enjoyment of learning, self-improvement, a sense of accomplishment, and autonomy are powerful intrinsic motivators. These internal rewards fulfill the learning process and encourage students to engage deeply with their studies, leading to better outcomes and sustained effort.

The greater the students' motivation to enroll in TOEFL preparation classes, the higher their predicted TOEFL scores. Attaining high predicted scores satisfies their academic requirements, allowing them to participate in their thesis defense. Furthermore, it addresses their professional and personal development needs.

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