

A THESIS

**THE IMPACT OF TOEFL COURSE ON STUDENTS'
MOTIVATION (AN ANALYSIS AT IAIN PAREPARE)**



BY

**SITI ISRAYANI ARMIL
REG NUM. 18.1300.087**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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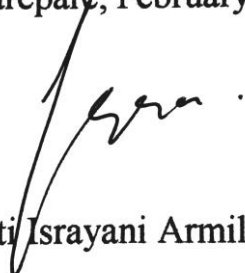
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Parepare, February 1st 2023



Siti Israyani Armil

DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that she conducted this thesis, if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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Siti Israyani Armil

ABSTRACT

Siti Israyani Armil. *The Impact of TOEFL Course on Students' Motivation (An Analysis at IAIN Parepare)* (Supervised by Nurhamdah and Abdul Haris Sunubi)

TOEFL is very crucial since how useful is it. A TOEFL course named GESIT (Gemar Intensif TOEFL) that has been conducted in this research is a course initiated to help students to get high score on the test. The aim of this research is to find out the kind of motivation that appear after the students took a TOEFL course in IAIN Parepare. It focused to find out students' motivation related to aspect of Gardner's and Maslow's theory of motivation. Those are integrative motivation, instrumental motivation, self-esteem and self-actualization.

This research used a descriptive research design with qualitative method. The subject of this research were the students of IAIN Parepare which have been joined the TOEFL course held by UPT Bahasa. Interview is used as data collection technique. The interview result is analyzed by following the step of data analysis technique by Miles and Huberman.

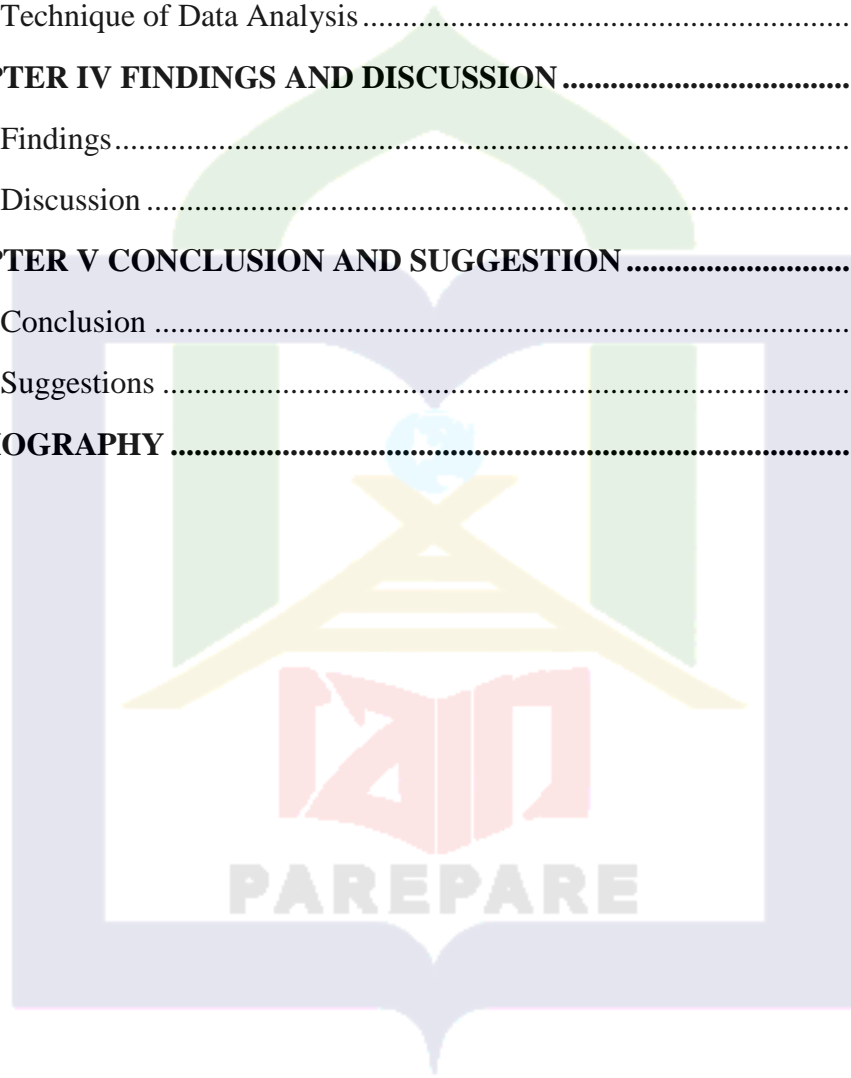
The result of this research indicates that there are a lot of kind motivation appeared after the students joined the course. Those motivations consist of integrative and instrumental motivations such as desire to interact to English community, native speakers, go abroad, and desire to get some practical advantages such as got scholarship and continue study. Another points that have been explained in this research are students' motivation about their self-esteem and self-actualization. The result showed that there are motivation to achieve accomplishments, crave for competence in English and accept recognition, validation and appreciation from other people. Not only that, there are tendencies of some students to actualize themselves. Their motivations are about desire to have new challenging experiences, concern with their personal growth and actualize their potential without thinking too much about other people's opinion.

Keywords: Impact, TOEFL Course, Students' Motivation

TABLE OF CONTENTS

COVER PAGE	i
PAGE OF TITLE.....	ii
SUBMISSION PAGE	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
ENDORSEMENT OF EXAMINER COMMISSIONS	v
ACKNOWLEDGEMENTS.....	vi
DECLARATION OF THE RESEARCH AUTHENTICITY	viii
ABSTRACT.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Research Questions	4
C. Objectives of the Research.....	4
D. Significance of the Research.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Research Findings	6
B. Some Pertinent Ideas.....	8
C. Conceptual Framework	18
CHAPTER III RESEARCH METHODOLOGY	19
A. Design of the Research.....	19
B. Location and Duration of the Research.....	19

C. Subject of the Research.....	19
D. Operational Definition of Variables.....	19
E. Instrument of the Research.....	20
F. Technique of Data Collection	20
G. Technique of Data Analysis.....	20
CHAPTER IV FINDINGS AND DISCUSSION	22
A. Findings.....	22
B. Discussion	35
CHAPTER V CONCLUSION AND SUGGESTION	39
A. Conclusion	39
B. Suggestions	40
BIBLIOGRAPHY	41



LIST OF TABLES

Table Number	Name of Tables	Page
4.1	Findings Table	35



LIST OF FIGURES

Figure Number	Name of Figure	Page
4.1	Conceptual Framework	18



LIST OF APPENDICES

No.	Title of Appendices
1	Letter of Thesis Supervisor Appoinment
2	Research Instrument
3	Interview Result
4	Documentation
5	Recommendation Letter from IAIN Parepare
6	Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
7	Letter of Research Completing
8	Curriculum Vitae

CHAPTER I INTRODUCTION

A. Background

In the world of education, motivation plays essential role. Students' motivation contributes to knowledge acquisition and it is very crucial to their success in the future.¹ Well motivated students will be more energized in learning activity and pursuing their goals. Being a motivated student can help to achieve a greater output, because it provides a clear focus and deters distraction from daily responsibilities.

In contrast to explanation above, lack of motivation can be major reason that prevents learner to success.² The reason why students are less motivated when learning because they do not have confidence that their effort will result a good performance and also they have other thing that need more attention.³ Lack of motivation is having a low enthusiasm and passion in doing something.

Motivation is called as a “predictor of achievement”. According to Uno, motivation is an impulse arising from presence of internal and external so that someone want to make changes in behavior or activity better than ever.⁴ In educational area, Keller define motivation as the students' desire to engage in learning environment.⁵ While Schunk stated that motivation has potential to affect the what, when, and how of learning. Additional, he explained that

¹ Elgilani Elshareif and Elfadil A. Mohamed, “The Effect of E-Learning on Student Motivation”, *Online Learning Journal* 25.3 (September 2021) 128-143 p.129

² Lee Jeamu, Youngtae Kim and Youngmin Lee, “A web-based program to motivate underachievers learning number sense”, *International Journal of Instructional Media* 35.2 (2008) 185-194

³ Carnegie Mellon University, “Student lack interest or motivation”. Accessed from <https://www.cmu.edu/teaching/solveproblem/strat-lackmotivation/index.html>

⁴ Hamzah B. Uno, “*Teori Motivasi dan Pengukurannya*”, (Jakarta : Bumi Aksara, 2006)

⁵ John M. Keller, “*Motivation and Performance*”, (New Jersey : Lawrence Erlbaum Associates, 2002)

motivation increases the likelihood of engaging in activities that will help students to learn and achieve better performance.⁶

Based on definitions above, the researcher conclude that motivation is an engagement from external and internal to achieve better result. Also, students' motivation is desire that student has to participate in learning process to achieve good result.

Motivation should be seen as a very important in the learning process. The motivated student has the strength to learn, to discover and capitalize on capabilities, to improve academic performance and to adapt to the demands of school context.⁷ There is a lot factors that could affect students' motivation. Some of them are class and learning environment, included course environment.⁸

The Test of English as a Foreign Language, abbreviated as TOEFL, is administrated by Educational Testing Service (ETS). It aimed to build a series of language tests to assess English proficiency skills of non-native speakes who desired to study at colleges in the United States.⁹ According to Wait and Gressel, TOEFL is often the only application metric common for international applicants from various academic backgrounds.¹⁰ The other study explained that TOEFL is a test which determines whether a non-native English speakerhas strong enough to succeed in courses at a university in thge United States and Canada.¹¹ From those definitions, the researcher concluded that TOEFL is an English language

⁶ Joel T. Schmidt, "Preparing students for success in blended learning environments: future oriented motivation & self-regulation", *Educational Research* (January 2007) p. 301

⁷ Manuela Ferreira, Ana Paula Cardoso and Jose Luis Abrantes, "Motivation and Relationship of the Student with the School as Factors Involved in the Percieved Learning", *Procedia – Social and Behavioral Sciences* 29 (2011) 1707-1714

⁸ Vitor Silva "8 Factors that Affect Students' Motivation in Education" <https://www.builtbyme.com/students-motivation-in-education/> cited 15.19 tgl 24 nov 2022

⁹ Melissa Barnes, "The Washback of the TOEFL iBT in Vietnam", *Australian Journal of Teacher Education* 41.7 (October 2016) 158-174 p.159

¹⁰ Isaac W. Wait and Justin W. Gressel, "Relationship Between TOEFL Score and Academic Success for International Engineering Students", *Journal of Engineering Education* 98 (October 2009): 389-398 p.389

¹¹ Paula L. Hampp, Fergina Lengkoan and Tirza A. Kumayas, "Synthesizing Grammar and Structure Problems Faced by Indonesian TOEFL Participants", *Jurnal Pendidikan Bahasa Inggris Undiksha* 9.1 (2021): 64-68 p.64

proficiency test that required to apply to universities in the United States or other countries and it very necessary for applicants from various academic backgrounds whose mother tongue is not English. Beside that, a good TOEFL course also could be additional application to seek for a new job.

Indonesia is one of the countries that use TOEFL to measure students' English proficiency level. Most universities in Indonesia utilize TOEFL as one of requirement to graduate from the university. One of them is IAIN Parepare. Based on the researcher's experience during the TOEFL class on fifth semester, there are still a lot of students who do not familiar with TOEFL test. The students do not really think that TOEFL score will be useful for them in the future. Same goes with teacher, they did not use proper methods to teach the subject. Although the institution already prepared subject of TOEFL on academic class, it is not enough for the students to understand the whole material without additional lessons outside the formal class.

A TOEFL course named GESIT (Gemar Intensif TOEFL) that has been conducted in this research is a course initiated to help students to get high score on the test. So, it can be conclude that this course is a TOEFL Preparation before the test takers do the real test. This course is expected to help students who want to apply both local or abroad scholarships.

The previous related study about this topic was deals with students' motivation to join free TOEFL training and what they perceived from this training. The study finding shows that the students believe that a good TOEFL score will beneficial for their future.¹² The second previous related research about this topic was aimed to find out what are the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare. The result showed that the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare was instrumental motivation and integrative

¹² Cut Shentia Samara, "Students' Motivation to Join Free TOEFL Training at LDC UIN Ar-Raniry" (Sarjana Thesis; UIN Ar-Raniry: Banda Aceh, 2020) p. iv

motivation and the primary types of motivation among the students at TOEFL program of ELFAST English Course in Pare was instrumental motivation.¹³ The third previous research is about students' motivation to learn English at TOEFL Class. This research was intended to analyze students' English learning motivations in joining toefl class at language development centre of IAIN padangsidimpuan. The purposes of this research were to investigate the kinds of the students' motivation in learning English through TOEFL Class. The results shows the students were both have intrinsic and extrinsic motivation in learning English at TOEFL Class.¹⁴

Based on previous studies above, there is still lack of studies which talk about students' motivation affected after taking a TOEFL course. This is crucial since a high TOEFL score will be very useful in the future. Focused to Gardner's and Maslow's theories of motivation, the researcher want to know the motivation of IAIN Parepare students after joined the TOEFL Course and how the TOEFL Course impacts students' motivation in IAIN Parepare. So, the title of this study is **"The Impact of TOEFL Course on Students' Motivation"**.

B. Research Questions

Based on introduction above, the researcher presents the research questions as follows:

How students' motivation after took a TOEFL course in IAIN Parepare?

C. Objectives of the Research

Based on the research questions above, the researcher formulated the objectives of the research as follows:

¹³ Anisa Zuhria Sugeha, "Students' Motivation on Learning English at TOEFL Program of ELFAST English Course in Pare" (Sarjana Thesis; Universitas Brawijaya: Malang, 2015)

¹⁴ Sasmita Tarihoran, "Students' English Learning Motivations in Joining TOEFL Class at Language Development Centre IAIN Padangsidimpuan" (Sarjana Thesis; IAIN Padangsidimpuan: Padang Sidempuan, 2021) p. i

To find out how students' motivation after took a TOEFL course in IAIN Parepare

D. Significance of the Research

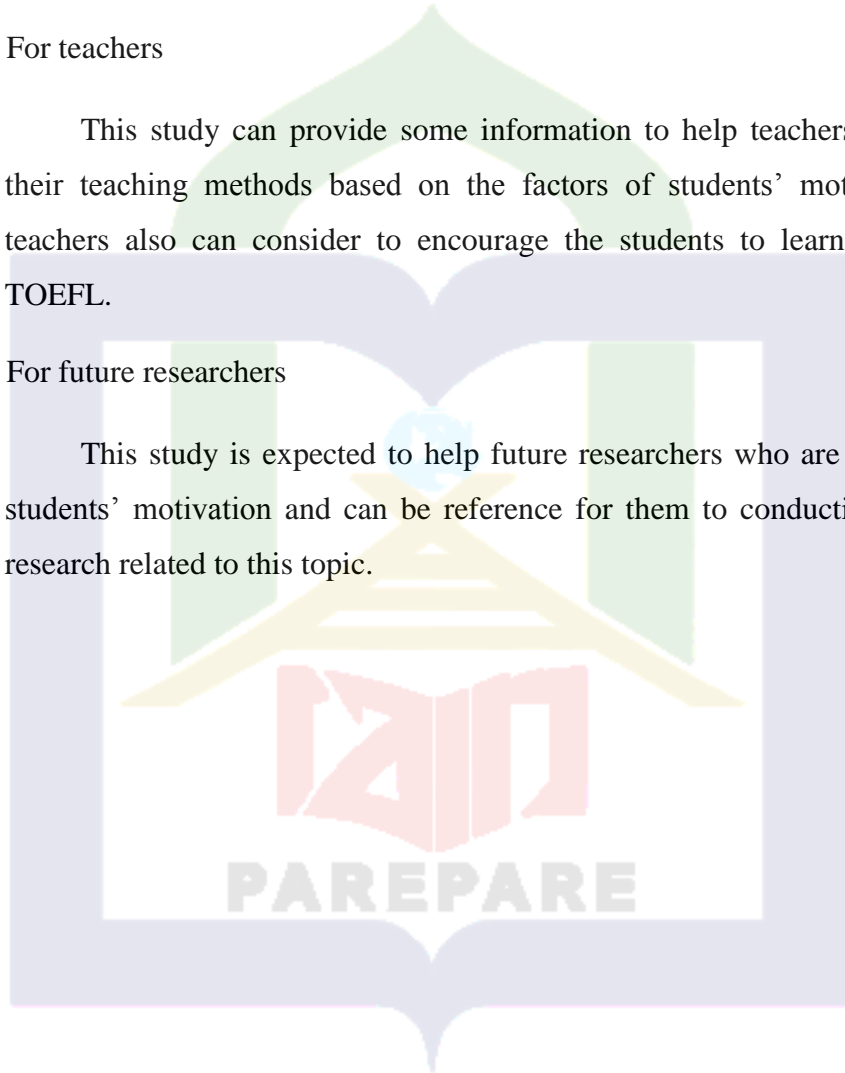
This research is expected to serve the following benefits:

1. For teachers

This study can provide some information to help teachers to improve their teaching methods based on the factors of students' motivation. The teachers also can consider to encourage the students to learn more about TOEFL.

2. For future researchers

This study is expected to help future researchers who are interested in students' motivation and can be reference for them to conducting the other research related to this topic.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many previous studies that is relevant to this research effort in finding students' motivation and TOEFL has been conducted through various findings. The researcher found some researchers who conducted research in terms students' motivation and TOEFL. The related studies are presented as follows:

The first previous research about this topic was aimed to answer three problems of study namely: (1) What are the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare? (2) What is the most dominant motivation in learning English of the students at TOEFL Program of ELFAST English Course in Pare? and (3) Is there any significant relationship between motivation used by the students at TOEFL Program of ELFAST English Course in Pare and their TOEFL scores?. In this study, the writer used Gardner's theory (1985) about motivation In this study, the writer used descriptive quantitative approach. The instrument used to investigate motivation is AMTB questionnaire designed by Gardner (1985). The result showed that the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare was instrumental motivation and integrative motivation and the primary types of motivation among the students at TOEFL program of ELFAST English Course in Pare was instrumental motivation. Related to the relationship between motivation and students' TOEFL scores, the positive significant correlation is revealed between motivation and students' English proficiency measured by TOEFL final scores.¹⁵

The second previous research is about students' motivation to learn English at TOEFL Class. This research was intended to analyze students' English

¹⁵ Anisa Zuhria Sugeha, "Students' Motivation on Learning English at TOEFL Program of ELFAST English Course in Pare" (Sarjana Thesis; Universitas Brawijaya: Malang, 2015)

learning motivations in joining toefl class at language development centre of IAIN padangsidempuan. The purposes of this research were to investigate the kinds of the students' motivation in learning English through TOEFL Class. The kind of this research is descriptive research conducted by using mixed method. Population of the research is the students of IAIN Padangsidempuan 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 results shows the students were both have intrinsic and extrinsic motivation in learning English at TOEFL Class.¹⁶

The third previous research was aimed to further describe the motivation and attitudes of nursing students towards the TOEFL. Data were collected by administering the TOEFL test to nursing students at level three (the 6th semester) of the Nursing Science Study Program STIKes Ngudia Husada Madura, as well as a questionnaire measuring motivation and attitudes toward the TOEFL. The results showed that although the respondents got a low score in the TOEFL test, they had high motivation and a supportive attitude towards TOEFL.¹⁷

The fourth previous related research was about students' motivations to join this free TOEFL training and what they perceived from this training. The sample were 6 English Education Department students who were chosen by using stratified sampling technique. The researcher used semi-structured interview to get information extensively. The researcher found that the students believe that this TOEFL training is a good opportunity for them to improve their English capability. They are aware TOEFL score will be beneficial for their future, and they have awareness to share knowledge with their surroundings.

¹⁶ Sasmita Tarihoran, "Students' English Learning Motivations in Joining TOEFL Class at Language Development Centre IAIN Padangsidempuan" (Sarjana Thesis; IAIN Padangsidempuan: Padang Sidempuan, 2021) p. i

¹⁷ Sitti Sulaihah and Dhaniel Prasetyo Irianto, "The Motivation and Attitude Towards Toefl Score of Nursing Students Program STIKES Ngudia Husada Madura," *Nursing Update: Jurnal Ilmiah Ilmu Keperawatan* 13.3 (September 2022) 19-27 p.19

From the interview, they perceived that the training is very helpful to improve their English skills and to employ strategies in answering TOEFL test.¹⁸

Based on some previous related researches above, the researcher concludes the difference between this research with those previous related researches is the theories that have been involved in this research. Those are use only one theory while this research combined two theories of motivation from two experts, Gardner's and Maslow's. The relationship between those researches with this research is the topic of students' motivation and TOEFL. In this research, the students of IAIN Parepare who joined a TOEFL Course program called GESIT (Gemar Intensive TOEFL) have been involved as the subject of the research. It focused to find out what kind of students' motivation affected by the TOEFL Course.

B. Some Pertinent Ideas

1. The Concept of Motivation

a. Definition of Motivation

Motivation has been widely accepted as one of aspects that impact someone's success level in the future. Some researchers have been defined motivation in many different ways. The following are some definitions by several researchers.

According to Uno, motivation is an impulse arising from presence of internal and external factors so that someone want to make changes in behavior or activity better than ever.¹⁹ Motivation refers to something from ourselves or the environment that encourage a person to be someone better. Punmanee as cited in Al-Ta'aniviews motivation as the process aroused by stimulus to achieve desired purposes, behaviors or

¹⁸ Cut Shentia Samara, "Students' Motivation to Join Free TOEFL Training at LDC UIN Ar-Raniry" (Sarjana Thesis; UIN Ar-Raniry: Banda Aceh, 2020) p. iv

¹⁹ Hamzah B. Uno, "*Teori Motivasi dan Pengukurannya*", (Jakarta : Bumi Aksara, 2006)

conditions.²⁰ Motivation is a continuous process which is based on a person's desire and interests. Keller's definition of motivation cited in Thuan explained that motivation refers to choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect.²¹ Motivation is a state of mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force that pushes people to work with a high level of commitment and focus, even if things are going against them. Motivation translates into a certain kind of human behavior. In short, motivation is the driving force behind human actions.

Based on definitions above, the researcher conclude that motivation is an engagement from external and internal to achieve better result. Also, students' motivation is desire that student has to participate in learning process to achieve good result.

b. Students' Motivation

In educational area, many researchers have been defined the definitions of students' motivation. Keller define motivation as the students' desire to engage in learning environment.²² While Schmidt refers to Schunk stated that motivation has potential to affect the what, when, and how of learning. Additional, he explained that motivation increases the likelihood of engaging in activities that will help students to learn and achieve better performance.²³ According to Pintrich and

²⁰ Mohammed Al-Ta'ani, "Integrative and Instrumental Motivations for Learning English as a University Requirement among Undergraduate Students at Al-Jazeera University/Dubai," *International Journal of Learning and Development* 8.4 (2018), 89-105 p.91

²¹ Pham Duc Thuan, "Attitude and Motivation in Language Learning: A Review," *Journal of English Language Teaching and Applied Linguistics* 3.5 (2021) 64-72 p. 68

²² John M. Keller, "*Motivation and Performance*", (New Jersey : Lawrence Erlbaum Associates, 2002)

²³ Joel T. Schmidt, "Preparing students for success in blended learning environments: future oriented motivation & self-regulation," *Educational Research* (January 2007) p. 45

Schunk, to improve students' motivation, teachers need to know their goals, interest, and value; how students' are affected by teachers and other students; and how to design instruction that teaches and motivates.²⁴

c. **Theory of Motivation**

Throughout its evolution, theory of motivation has struggled to merge both internal and external forces in its explanation, and consequently some theories have emphasised one over the other. Behaviourist theories emphasize external elements and view motivation as a response to stimuli limiting research to only that which is observable. Cognitive theories, in contrast, apply an approach acknowledging the role of individuals' thought, beliefs, values, and emotions in motivation. Many famous psychologists are connected both of these approaches.²⁵ Some of them are Gardner and Maslow theories.

1) **Gardner's Theory of Motivation**

Studies of motivation in the context of learning and foreign language acquisition have been dominated by Gardner's theory for the few last year. Dornyei in Syahrizal stated that Gardner's motivation theory had overwhelming dominance in second language motivation research. Gardner focus on both integrative and instrumental motivations in second language learning.²⁶ More explanation of both types of motivation provide as follows:

a) **Integrative Motivation**

Integrative motivation is a reflection of an individual genuine interest in language learning. An individual who has integrative

²⁴ P.R. Pintrich and D.H. Schunk, "Motivation in Education: Theory, research and applications," (New Jersey: Prentice-Hall, 2002) p. 24

²⁵ Joel T. Schmidt, "Preparing students for success in blended learning environments: future oriented motivation & self-regulation," *Educational Research* (January 2007) p. 31

²⁶ Utami Maulina Syahrizal, "The Impact of Integrative and Instrumental Motivation on Foreign Language Learning Among Indonesian Learners," *Journal of English Teaching Studies* 1.2 (September 2019) 1-12 p.1

motivation tends to learn a language because it will help him to get engaged with the native speaker or to learn the language to gain friends who speak the language. Gardner categorized these reasons as integrative reasons, which seems to reflect an interest to become integrated with the people who speaks the language.²⁷

Integrative motivation reflects “a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group.” It is connected with several components such as interest in foreign languages; desire to learn the target language; attitudes toward the learning situation; desire to interact with the target language community; and attitudes toward the target language community.²⁸

Furthermore, Gardner expressed that the understanding of an integrative motive suggests that success in second language learning depends on the learner's particular orientation, which is reflecting the will or desires of the learners to be typical associates of the language community, and to become connected with that community, at least vicariously.²⁹

b) Instrumental Motivation

Instrumental motivation is the contrasting form of integrative motivation toward the language learning tasks, which is characterized by a desire to gain social acknowledgment or financial advantages by means the knowledge of a foreign

²⁷ R. C. Gardner, “Integrative Motivation: Past, Present, and Future,” (Distinguished Lecturer Series; Temple University Japan: Tokyo, 2001) p. 9-10. retrieved from <https://publish.uwo.ca/~gardner/> (26 November 2022)

²⁸ Dörnyei, “Conceptualizing Motivation in Foreign-Language Learning,” *Language Learning* 40.1 (1990) p. 46

²⁹ R.C. Gardner & Wallace E. Lambert, “*Attitudes and Motivation in Second-Language Learning*,” (Rowley: Newbury House Publishers, 1972) p. 3.

language.³⁰ Dörnyei expresses that instrumental motivation reflects the learner's interest in language learning which is connected to the practical benefits of language proficiency, such as getting a better job or a higher salary.³¹

Moreover, Gardner states that the goals in instrumental motivation do not include any identification or a feeling of closeness or friendship with the target language people but more focus on a practical purpose of learning the language for the individual such as for obtaining a good job or for studying abroad. It does not imply that the individual who learn a second or foreign language wants to become particularly close to the native speakers in an emotional sense.³² In other words, instrumental motivation reflects the practical worth and advantages of learning a new language.

2) Maslow's Theory of Motivation

Almost all experts also agree that a theory of motivation is concerned with the factors that drive behavior and give direction to that behavior, it is also generally accepted that a person's motives for engaging in a particular activity are based on the underlying needs.³³ Many classifications of needs have been made, but the classification that is most widely referred to according to Brown is that presented by Maslow, which assumes a hierarchy of needs ranging from basic physiological needs that exist from birth such as the need for food, drink, clothing,

³⁰ R.C. Gardner & Wallace E. Lambert, "*Attitudes and Motivation in Second-Language Learning*," (Rowley: Newbury House Publishers, 1972) p. 3.

³¹ Dörnyei, "Conceptualizing Motivation in Foreign-Language Learning," *Language Learning* 40.1 (1990) p. 46

³² R. C. Gardner, "Integrative Motivation: Past, Present, and Future," (Distinguished Lecturer Series; Temple University Japan: Tokyo, 2001) p. 10. retrieved from <https://publish.uwo.ca/~gardner/> (26 November 2022)

³³ Fuada Abdul Hamid, "*Proses Belajar Mengajar Bahasa*," (Jakarta: Depdikbud Dirjen Pendidikan Tinggi Proyek Mengembangkan LPTK, 1997) p.97

health, property, love, etc.³⁴ Higher needs such as recognition, identity, self-esteem, achievement, knowledge, exploration, the fulfillment of which leads to self-actualization.

There 5 level of hierarchy of needs by Maslow, they are : 1) Physiological Needs, 2) Safety Needs, 3) Social Needs, 4) Esteem Needs, 5) Self Actualization. Maslow initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs.³⁵ However, he later clarified that satisfaction of a needs is not an “all-or-none” phenomenon, admitting that his earlier statements may have given “the false impression that a need must be satisfied 100 percent before the next need emerges.”³⁶

According to Kholid, esteem needs and self actualization, the two highest of hierarchy of need basically influenced by learning and environmental factors. These two motivation is relevant to second language learning research.³⁷

a) **Self Esteem**

Self-esteem needs is the fourth stage of Maslow's Hierarchy of Needs Theory. According to Maslow this fourth stage is the stage where the need or desire for a stable and firm evaluation of themselves, self-esteem and the recognition from others.³⁸

Most of people in our society have a need or desire for a stable, firmly based, high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. By firmly based self-

³⁴ H. Douglas Brown, “*Intrinsic Motivation in Classroom: Teaching By Principles, an integrative approach to language pedagogy.*” (San Fransisco: Perason Education, 2001) p.74

³⁵ Abraham H. Maslow, “A theory of human motivation,” *Psychological Review* 50.4 (1943) 370-396

³⁶ Abraham H. Maslow, “*Motivation and personality,*” (Delhi: Pearson Education, 1987) p. 69

³⁷ Idham Kholid. “Motivasi Dalam Pembelajaran Bahasa Asing.” *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan* 10.1 (2017) 61-71 p.62

³⁸ Abraham H. Maslow, *Motivation and Personality*, trans. Achmad Fawaid dand Maufur, (Yogyakarta: Cantrik Pustaka, 2018), p.77

esteem, we mean that which is soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Secondly, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation.

Self-esteem involves individuality, respect for others, accomplishment, and confidence. Most people are extremely critical of themselves, which stems from their own evaluation of self-accomplishment and potential. Self-esteem can be two-fold. First, people will crave accomplishment, confidence, competence, and fortitude. Secondly, they will yearn for importance, appreciation, acknowledgment, and status. When all of these needs are met, people will feel adequate, capable, strong, and worthy. If these needs are not satisfied, people will feel incompetent, unprotected, and unimportant.

b) Self Actualization

Self actualization are needs at the last stage or the stage that is at the top of the Maslow's Hierarchy of Needs Theory. According to Maslow the need for self-actualization is people's desire for self-satisfaction, their tendency to actualize their potential. Maslow further says that: this tendency can be expressed as a desire to be more yourself, to become what people are capable of.³⁹

Self-actualization needs are the highest level in Maslow's hierarchy, and refer to the realization of a person's potential, self-

³⁹ Abraham H. Maslow, *Motivation and Personality*, trans. Achmad Fawaid dand Maufur, (Yogyakarta: Cantrik Pustaka, 2018), p.77

fulfillment, seeking personal growth and peak experiences. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be.⁴⁰

Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested in fulfilling their potential. Self-actualization described as the full use and exploitation of talents, capabilities, potentialities, etc. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing. They are people who have developed or are developing to the full stature of which they are capable. This is an aspiration to fulfill one's own potential. This need is not driven by inadequacy, but instead by a craving for self-improvement. Maslow suggests that very few people ever attain this level. Self-actualized people tend to be impulsive, independent, analytical, and realistic.

2. Test Of English as a Foreign Language (TOEFL)

a. Definition of TOEFL

The Test of English as a Foreign Language, or generally known as TOEFL, is an English language proficiency test that required to apply to universities in the United States or other countries. According to Wait and Gressel, TOEFL is often the only application metric common for international applicants from various academic backgrounds.⁴¹ The other study explained that TOEFL is a test which determines whether a non-native English speaker has strong enough to succeed in courses at a

⁴⁰ Abraham H. Maslow, "A theory of human motivation," *Psychological Review* 50.4 (1943) 370-396

⁴¹ Isaac W. Wait and Justin W. Gressel, "Relationship Between TOEFL Score and Academic Success for International Engineering Students," *Journal of Engineering Education* 98 (October 2009): 389-398 p.389

university in the United States and Canada.⁴² This exam is very necessary for applicants whose mother tongue is not English. This type of TOEFL English test is generally required for entry requirements at almost all universities in the United States and Canada for both undergraduate and graduate programs. The TOEFL test results are also used as material for consideration of the English language skills of prospective students who apply to universities in other countries, including universities in Europe and Australia. TOEFL is more oriented to American English, besides that TOEFL is now starting to be used in the world of work as a mechanism for promotion levels.

b. Types of TOEFL

The evolution of TOEFL has been advanced as time goes by. Since 1963, TOEFL has been changed its form and measurement system several times. Based on that evolution, there are three types of TOEFL test, those are: Paper-Based Test (PBT); Computer-Based Test (CBT); and Internet-Based Test (iBT).

Paper-Based Test or PBT is the first types of TOEFL test. This type of TOEFL test is often found in some universities or institutions to test their students. The test requires the test takers to bring pencil to mark the chosen answers on the answer sheet. Paper-Based Test consists of three sections which are listening comprehension, structure and written expressions, and reading comprehension. Range score of this kind of TOEFL test is between 310-667.

The next type of TOEFL test is Computer-Based Test or PBT. Same as its name, computer is needed as the media to conduct this type of

⁴² Paula L. Hampp, Fergina Lengkoan and Tirza A. Kumayas, "Synthesizing Grammar and Structure Problems Faced by Indonesian TOEFL Participants," *Jurnal Pendidikan Bahasa Inggris Undiksha* 9.1 (2021): 64-68 p.64

TOEFL test. Computer-Based Test consist of four sections which are listening, structure, reading, and writing. Range score of TOEFL CBT is between 0-300.

The newest type of TOEFL test is known as iBT or Internet-Based Test. It replaces the computer form to an online system using internet network. Same as TOEFL CBT, Internet-Based Test consists of four section which are listening, structure, reading, and writing. Range score of TOEFL CBT is between 0-120 which each section values maximum 30.

3. Course

Courses are defined conceptually as learning processes about knowledge or skills that are held in a short time by an institution that is oriented to the needs of the community and the business/industry world. According to *Undang-Undang Dasar Nomor 20 Tahun 2003 Pasal 26* concerning the National Educational System, courses are a non-formal education unit organized for people who need provision of knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, businesses, and/or continue their education to a higher level.⁴³ *Peraturan Pemerintah Nomor 73 Tahun 1991* states that a course is an out-of-school education unit consisting of a group of community members who provide certain knowledge, skills and mental attitudes for learning residents.⁴⁴ In addition, in article 103 paragraph 1 of Government Regulation No. 17 of 2010 concerning Management and Implementation of Education that courses and training are organized for the community in order to develop professional personalities and to improve the vocational competence of course students.⁴⁵

⁴³ *Republic of Indonesia*, Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional

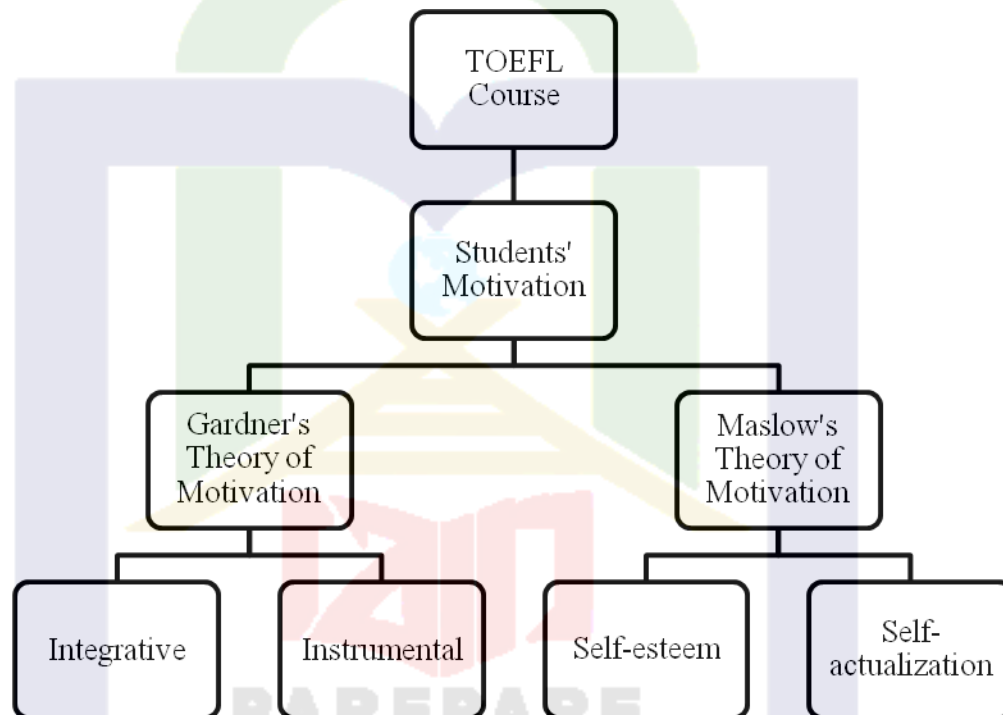
⁴⁴ *Republic of Indonesia*, Peraturan Pemerintah Nomor 73 Tahun 1991

⁴⁵ *Republic of Indonesia*, Peraturan Pemerintah No. 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan

Based on explanation above, the researcher concludes that course is non-formal education which held to fulfill community needs about particular knowledges, skills or competences.

C. Conceptual Framework

The conceptual framework below describes the outline of the research. the students who joined the course have been interviewed with some questions related to research question. For more details, look at the following chart.



Based on the chart above, it can be known that the conceptual of this research explained how this study focused to find out how students' motivation after joined the TOEFL course. The students have been interviewed by asking some questions related to the theory of motivation by Gardner which focused on integrative and instrumental motivation, also the theory of motivation of Maslow's which focused on students' self-esteem and self-actualization after joined the TOEFL course.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This study used a descriptive research design with qualitative method. Descriptive research is used to obtain information about the current status of phenomena and to describe what is exist with respect to variables or conditions in a situation.⁴⁶ This study is aimed to describe the impact of TOEFL course on students' motivation.

B. Location and Duration of the Research

The location of this research is in IAIN Parepare, which located in Jln. Amal Bakti. The researcher spent a few days for collecting and analyzing the data.

C. Subject of the Research

The subjects of this research are 5 students of IAIN Parepare who have been taken the TOEFL course of UPT Bahasa.

D. Operational Definition of Variables

1. Impact

Impact is defined as ultimate effect causing by a program on a problem or condition. Impact in this research refers to students' motivation impacted by the TOEFL course.

2. TOEFL Course

TOEFL Course is a course initiated to help students to get high score on the test. So, it can be conclude that is a TOEFL Preparation program before the test takers do the test.

⁴⁶ Robert V Labaree, "Types of Research Designs" (California : USC Libraries, 2021). <https://libguides.usc.edu/writingguide/researchdesign>, (10th December 2021)

3. Students' Motivation

Students' motivation is an impulse arising to become better or achieve something after joining the TOEFL Course.

E. Instrument of the Research

The instrument of this research that have been used is interview. It is use to find out what kind of students' motivation that appear after joining the TOEFL Course. The instrument of this research conducted the combination of Gardner's theory and Maslow's theory of motivation which aims to know whether integrative or instrumental motivation that impact by the TOEFL Course and how it impacts their self-esteem and self-actualization. Using those theories can help to find out students' thoughts about motivation to fulfill their own needs, to satisfy their own desires, and to reach their own goals. Also, the reason why this research combine Gardner's and Maslow's theories is to make it more diverse from other previous researches.

F. Technique of Data Collection

Based on the instrument of the research above, this research used interview as the techniques of data collection. Interview is a form of data collection which question is asked and the respondent answered it with some method such as offline and online interview. In this research, interview have been used to collect the main data.

G. Technique of Data Analysis

The technique of analysis data that have been used in this study is the version of Miles and Huberman. It consists of three steps; data condensation, data display and drawing conclusion/verivication.⁴⁷

⁴⁷ Matthew B. Miles, *et al.*, eds., "Qualitative Data Analysis: A Method Sourcebook – Third Edition" (California: SAGE Publications, 2014) p.12-13

1. Data Condensation

Data condensation refers to the process selecting, focusing, simplifying, abstracting and transforming the data which appear in written up field notes or transcription. It will provide more spesific data and make it easier for the researcher to collect further data and look for additional data.

In this steps, the researcher will selecting the data which is related with the research questions so the irrelevant data will be discarded. Then, the researcher simplified the data to make it easier to understand. After this, the researcher coded the data to theming each of responses.

2. Data Display

Data display is an organized, compresed assembly of information that permits conclusion drawing and action. A well displayed data is an important step towards achieving valid and reliable qualitative analysis. In displaying the data, it is accompanied by a continuous analysis process until the drawing conclusion process. In data display, the data presented in form of table and brief narrative descriptions of categorical connection.

3. Drawing Conclusions/Verification

At this stage, drawing conclusion from all the data that has been obtained as a result of the research. Drawing conclusion or verification is an attempt to find or understand the meaning, patterns, explanations, or causal conditions. In this step the researcher concluded the research findings about the impact of toefl course on students' motivation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter contains the findings of the research related to the research question and explains the findings based on the research question. The research question was focused to find out the kind of motivation that appear after the students took a TOEFL course in IAIN Parepare.

The research was conducted by interviewing students who had joined the TOEFL Course held by UPT Bahasa of IAIN Parepare. 5 out of 10 students who had joined the course were selected as the informants of this research because of their willingness to be involved in this research and interviewed by the researcher.

The result of the interviews related to the impact of the TOEFL course on students' motivation displayed in this chapter based on both theories of Gardner's and Maslow's which focus on integrative motivation, instrumental motivation, self-esteem, and self-actualization. The following is the details of the explanations:

1. Integrative Motivation

After completing the interview, the researcher finally got some data related to intergrative motivation of the students. The research findings are presented in the following description:

a) Improve the English skill

The informant named SFL stated that:

“Ya, saya memiliki motivasi yang lebih tinggi, saya termotivasi bahwasanya soal TOEFL itu persoalan trik, disisi lain juga memperbanyak juga kosakata. Dan jika saya memiliki waktu libur saya akan pergi ke kediri, saya ingin belajar. Karena kemarin mendapat motivasi dari tutor untuk pergi ke kediri.”

He explained that his motivation to learn about TOEFL is increased after joined the course. He thinks that TOEFL's questions is challenging because it needs some trick to know the answer.

Another statement came from the informant 2, he said that:

“Since I've been told about the important about those skills, I am kind of motivated a lot and as I've been told that it is important to pursue our next or advanced skill in english, so there is the reason why i still keep learning those skills.”

The informant 2 stated that he still learning the skills to answer TOEFL's questions because he has been told that it is important to improve the skill.

Another informant stated that:

“It is increased and it is also challenging to me to learn more about TOEFL. Because at that time i didn't know what kind of test it was and what's it for. And it implied some kind of achievement for me if I scored above the average.”

She said her motivation is increased and felt learn TOEFL is challenging for her to got high TOEFL score”.

The informant 4 also stated a similar statement:

“Lebih semangat untuk belajar karena saya bisa mengukur kemampuan saya, sehingga saya sadar aspek mana yang harus lebih saya tingkatkan.”

He said that his awareness about which aspect of TOEFL that he should improve after the test make him more excited to keep learning.

While the informant 5 said that:

“Motivasi saya untuk lebih belajar lagi karena kemarin sudah ada preparation terus sayang kalau ilmunya itu tidak dilanjut untuk belajar lebih lanjut lagi, karena kalau tidak dikembangkan, ilmu yang didapat kemarin akan stuck disitu saja.”

Based on those statement, the researcher found that students' motivation to keep learning TOEFL is rised and increased after they joined the TOEFL course.

b) Speaking and practicing with other people

The following statements is the willingness of the students' to practice their speaking skill after took the course. The informant 1 said that:

“Kemampuan saya yang paling kurang adalah speaking. Jadi secara otomatis dengan selesainya kemarin kursus TOEFL, saya memiliki inisiasi untuk bagaimana memperbaiki speaking lagi kedepannya dengan memperbanyak practice dan belajar dari teman.”

He claimed that he initiated to make his speaking skill better by practicing it with his friends. Similar statement also came from the informant 4, he stated that:

“Ya, setelah kursus tersebut saya lebih termotivasi untuk mengikuti kelas online gratis khusus untuk belajar speaking. Saya juga mencoba untuk menggunakan Bahasa Inggris dengan teman-teman.”

Besides practiced his speaking with friends, he also motivated to take online course to improve his speaking skill. Another statement came from the informant 5, he stated that:

“I have some friend they are not native, they are Philipines. Dan disitu kita sama-sama belajar.”

c) Interact with native speaker

The informants 2 stated that:

“I assumed that this programe, this course improved my english specially for my speaking skill and in the future maybe if i would like have a conversation, I have to talk with someone with better english like native or something. Native speakers is the best option, I have some desire to talk to the native speaker. It is because it is their mother tongue so i think it's gonna be the best option to learn with them to improve my speaking skill.”

He explained about how the TOEFL course improved his speaking skill and engaged him to have a conversation with English native

speakers in the future. For him, native speakers would be the best option to improve his skill.

Also, the informant 4 explained that his interest to be able to talk to native speakers is increased after he joined the TOEFL course, he said that:

“Jujur saja, sebelum mengikuti program ini saya sudah sangat tertarik untuk berbicara langsung dengan penutur asli Bahasa Inggris. Sehingga setelah mengikuti kelas ini, saya merasa lebih tertantang dan lebih semangat.”

Another statement came from the informant 1, he claimed if he had a chance to speak with native speakers, he probably would take that chance as he said that:

“Kalau native mungkin kalau ada kesempatan, iya.”

Besides that, the informant 3 argued that rather than having a conversation with native speakers, she more interests to speak to foreigners. She said:

“I just really want to be able to speak to foreigners. It’s not always have to be native speaker.”

The informant 5 said that:

“Memang kadang-kadang sering bicara dengan native speaker lewat online lewat aplikasi namanya DISCORD, kadang ngobrol disitu.”

Based on some statements above, most of the students have willingness to be able to interact with English native speakers.

d) Interact with English community or society

Some of the informants explained their willingness to interact with the target language community. The informant 1 stated that:

“Persoalan keinginan, pas selesai course kemarin, terbesit di pemikiran saya itu, saya ingin ke kembali ke sekolah, karena angkatan saya kemarin di sekolah adalah angkatan pertama pembentukan FEC, Friendship English Club. Jadi itu kemarin terbesit wah saya ingin kembali deh, bekerja sama dengan teman-

teman karena ada beberapa alumni yang alumni bahasa Inggris disini, IAIN. Jadi kemarin saya berinisiatif tapi sampai sekarang belum terealisasi.”

He claimed that after the course end, he had initiation to join language community back in his high school. Another informant explained that:

“Yeah, after this TOEFL preparation course I have desired or willing to involved with the society who speaks English and I am already involved in a platform called freetalk.com on the internet. It is a platform to talk about family, friends, everything and stuff. So yeah this willing to interact with people.”

He stated that after the course he had desired to be involved in English community and now he already joined a platform where he can practice his English skill by interacting with other people. Another informant said:

“Tentu saja, saya memiliki mimpi untuk bias tinggal langsung di lingkungan yang mayoritas masyarakatnya berbahasa Inggris agar saya bias berkomunikasi langsung dengan mereka.”

He explained his willingness to live in environment which majority of the society speaks English as their language.

Based on statements above, the researcher found that the students' motivation to interact with society or community who speak English increased after joined the TOEFL Course

2. Instrumental Motivation

After completing the interview, the researcher finally got some data related to instrumental motivation of the students. The findings are presented in the following description:

a) Got a scholarship

Some informants stated that they have desire to apply scholarships.

The informant 1 said that:

“Saya rasa sangat bersemangat karena rata-rata beasiswa atau lanjut S2, salah satu syarat wajib yaitu TOEFL.”

He explained that TOEFL is one of requirements to apply scholarship, that is why he had desire to apply scholarship. Another similar statement came from the informant 3, she stated that:

“Absolutely, it motivated me to learn more about the test and hunting for scholarship.”

She thinks that the TOEFL course motivated her to hunt for scholarship. While the informant 5 said:

“Impactnya banyak dari belajar TOEFL ini, karena jadi requirement untuk scholarship.”

Based on some explanations above, the researcher found that some students have motivation to got a scholarship after took the TOEFL course.

b) Continue study

The following statements' is about the students' desire to continue study to higher education. The informant 1 said that:

“Saya rasa berkeinginan karena sekarang lagi berusaha untuk mendaftar di Universitas Airlangga dan lagi-lagi saya rasa ini nantinya, maksud saya pelatihan TOEFL ini nantinya akan membantu saya karena salah satu tesnya adalah bahasa inggris. Nah seperti itu.”

He explained that the TOEFL course helped him a lot to apply in his target university because one of the test is English test. Another willingness came from the informant 2, he stated that:

“By joining this TOEFL Preparation course, I understand that english is not that hard and I would like to have myself study abroad, to have others' perspective of learning with professionals and others.”

It found that after joined the course he felt English is not that hard and he really hope to be able to continue study abroad. Beside that, the informants 3 said that:

“Hmmm, it opened my new perspective about studying abroad and I really hope i can get one of those scholarship soon. Because I am really curious and I think more excited about learning about TOEFL after joined that course.”

She explained that after joined the course she have thought about studying abroad with a scholarship. Another informants stated that:

“Saya merasa keinginan untuk melanjutkan pendidikan di luar negeri sudah ada sejak dulu sebelum mengikuti kelas ini. Akan tetapi, tutor banyak sekali memberi informasi baru selama kegiatan ini berlangsung sehingga saya merasa lebih tertantang. Sayangnya, TOEFL ini sudah tidak bias digunakan untuk mendaftar kuliah keluar negeri.”

The informants 5 stated that:

“Motivasi saya itu sayang kalau ilmunya tidak pakai untuk lebih lanjut, terus memang one of my dreams, study abroad, and then maybe on my master degree maybe something like that.”

According to some informants' statements, It was found that the students have motivation to continue study to higher education after joined the TOEFL course. Also, some of the said that the tutor engaged them to continue their study.

c) Pursue a job

The following statements' is about the students' motivation to pursue job after joined the TOEFL course. The informant 1 said that:

“Jadi persoalan pekerjaan, memang sebelum mendaftar LPDP, kan saya sudah memiliki sertifikat hasil pembelajaran dari TOEFL Course ini dan suatu kebanggaan ketika memiliki sertifikat TOEFL. Contohnya kemarin, pada pendaftaran pekerjaan di BUMN, saya melampirkan sertifikat TOEFL. Karena BUMN itu sendiri terkadang mensyaratkan TOEFL dengan skor tertentu dan ini suatu kebanggaan.”

He stated that after joined the course he got his certificate and it made him tried to apply a job in BUMN. Another statement about pursuing job came from the informant 2, he stated that:

“Talking about job, joining TOEFL Preparation Course helps me a lot when enhance my ability, my english ability and yeah it helps me a lot to improve my confidence about my future job, to pursue my dream job, yeah it is kind of motivating me a lot.”

He explained that the course engaged him to be confidence about his future job because it helped him to improve his English skill. The informant 5 said that:

“Motivasi pasti ada. Karena TOEFL sudah jadi persyaratan, misalnya kalau mau naik jabatan dia harus punya sertifikat TOEFL. Intinya itu TOEFL penting karena udah jadi persyaratan pekerjaan.”

Contrast with that, the following statements explained that:

“If it is including TOEFL I don’t really think ee I am gonna looking for a job, I think it’s more about study.”

“Saya sama sekali belum terpikirkan untuk mencari pekerjaan setelah kegiatan ini karena saya masih ingin belajar lebih banyak lagi sebelum terjun ke dalam dunia kerja.”

Both informants stated looking for a job is not their priority now. They more focused to study than to pursue a job.

Based on those statements about motivation to pursue job, not all of the students have motivation to pursue a job after took the TOEFL course.

3. Self-Esteem

After completing the interview, the researcher finally got some data related to students’ self-esteem after joined the course. The findings are presented in the following description:

- a) Accomplishment

The following are the statements of the informants related to achieving a accomplishment. The informant 1 stated that:

“Saya rasa sangat bersemangat karena rata-rata beasiswa atau lanjut S2, salah satu syarat wajib yaitu TOEFL. Jadi dengan memiliki persyaratan ini saya rasa sangat bersemangat untuk menggapai cita-cita.”

He said that he was really excited to achive accomplishment like applying graduate school. Because one of the requirements is TOEFL certificate. Another informant said that:

“I have excitement to achieve to gain more accomplishment in the future after joining the course.”

He felt more excited to achieve accomplishment in the future after joined the course. Also another statement came from the informants 2, he said:

“Pelatihan TOEFL ini membuka kesempatan yang luas bagi saya untuk bias mendaftar di beberapa kegiatan, seperti yang saat ini saya ikuti yaitu program PPSL yang mana salah satu syaratnya adalah sertifikat TOEFL.”

He felt motivated to register to various activity which required TOEFL certificate. The informant 5 said that:

“Lebih percaya diri sih karena sudah memiliki TOEFL skor, walaupun TOEFL skornya hanya 457, saya akan lebih percaya diri lagi untuk apply scholarship ataupun apapun itu.”

Based on those statements, most of the students was motivated to achieve accomplishment related to TOEFL after joined the course

b) Competence

There is students crave competence in TOEFL, she said that:

“After I learnt and know about what type of test in TOEFL, I really be more motivated, more indept to increase my score last time I did TOEFL and also after i learnt about the toefl test i feel motivated to pursue my dream by learning more about it and maybe get another test soon.”

Based on that statement, the researcher found that the course also impact students' motivation about improving their competence.

c) Recognition

The following statements' is about the students' motivation to get recognition or validation after joined the TOEFL course. The informant 1 said that:

“Tapi saya berusaha untuk membuat orang tua bangga dengan apa yang saya dapat.”

He stated that he want to make his parents proud, he want to get recognition from his parents by achieving his dream. Similar statement came from the informant 5, he said that:

“Yang saya pikirkan itu ekspektasi dari orang tua, dan untuk orang lain ya terserah. Saya lebih ke ekspektasi orang tua dibanding orang lain.”

Another informant stated that:

“I mean, of course it boosts my self-confidence when I got high score and also maybe it's validation to some people, ee because I have several friends who saw me as person who is not that smart but i can show them that i can flex to them that i can achieve that high score.”

She explained her motivation to get high score because she want to get validation from her friends, she want to show it to her friends that she can got high TOEFL score.

4. Self-Actualization

After completing the interview, the researcher finally got some data related students' motivation to actualize themselves after joined the TOEFL course. The findings are presented in the following description:

a) Desire to have new challenging experiences

Some of the informants explained their desire to have new challenging experiences after joined the course. The informant 1 stated that:

“... ketika memiliki waktu libur saya berniat ke kediri untuk challenge dengan bertemu banyak orang dengan latar belakang yang berbeda-beda untuk bagaimana belajar bahasa inggris.”

He stated that he want to challenge himself by meeting with lot of people from various backgrounds and finding out about their method to study English. The informants 3 also stated that:

“Definitely, actually i am looking for a you know like course like IELTS because after i got my real toefl test I really interested you know like IELTS test, so yeah.”

She explained that she want to challenge herself to try IELTS test because she really interested in it after joined the TOEFL course. The informant 5 also stated that:

“Untuk menchallenge diri sendiri dengan pengalaman yang baru, yaitu lanjut study atau short course, dan untuk challenge selanjutnya pengen coba TOEFL lagi dua tahun kedepan dan targetnya skornya dapat 500an.”

Based on those statements, some students have motivation to have a new experiences after took the course.

b) Concern with personal growth

Some of students expressed their concern to have personal growth after joined the course. The informant 2 said that:

“I have this excitement to achieve to gain more accomplishment in the future after joining the course I am opened for challenge, to challenge myself to be better person.”

He said that he felt excited to achieve more accomplishment and challenge himself to be a better person. A similar statement also came from the informant 4, he stated that:

“Tentunya, saya merasa bahwa dengan kemampuan bahasa yang saya dapatkan di kegiatan ini mendorong saya untuk belajar lebih banyak lagi dan terus mengeksplor kemampuan yang saya miliki.”

He explained that he felt his skill from this course engaged him to explore his ability.

Based on statements above, the researcher found that some of students focused to have a personal growth after joined the TOEFL course.

c) Less concern with the opinions of others

The following is students' explanation about their less concern with peoples' opinions about themselves. The informant 1 stated:

“Jadi sekarang untuk mencapai cita-cita, masalah memikirkan pendapat orang lain saya kira saya tidak begitu.”

Also, another informant said that:

“Well, my desired to achieve my dream i think it's not based on people expectations. I don't like to satisfy or to please their expectations.”

He explained that they don't think about peoples' expectation when it come to achieve his dream. The informant 5 said that:

“Saya juga tidak terlalu mendengar apa kata orang, saya jalani saja apapun itu, tidak peduli orang berkata apa, dan ekspektasi orang terhadap saya.”

Based on those statements, the researcher found that some students' motivation to achieve their dream is truly came from themselves, not based on peoples' expectations.

d) Tendency to actualize their potential

Some of students expressed their tendency to actualize their potential after joined the course. The informant 1 said that:

“Saya rasa saya mampu untuk ke jenjang-jenjang berikutnya karena belajar dan dapat pengalaman dari pelatihan ini.”

He stated that from his experiences joining the course, he think that he is capable to go to the next stages. Similar statement came from the informant 2, he stated that:

“Yeah, my desired to achieve my dream it is from me, it is the thought of mine and i believe that my potential i am enough i am capable enough to achieve this dream.”

He explained that he have potential to achieve his dream. He believe that he is capable enough to got it.

Based on those explanations, the researcher found that some students have motivation to actualize themselves after joined the TOEFL course.

Look at the table below for brief explanation about the findings:

Tabel 4.1 Findings Table

Students' Motivation			
Integrative Motivation	Instrumental Motivation	Self-Esteem	Self-Actualization
5 informants have motivation to keep learning English after the course ended	3 informants have motivation to got scholarship	4 informants have motivation to achieve accomplishment s	3 informants have motivation to challenge new experiences
3 informants have motivation to keep practicing their speaking skill	5 informants have motivation to continue the study	1 informant have motivation to have competence in TOEFL	2 informants have motivation to improve their personal growth
5 informants have motivation to interact with native speakers	3 informants have motivation to pursue job	3 informants have motivation to got recognition from others	3 informants less concern about others opinion about their motivation to achieve their dream
3 informants have motivation			2 informants have motivation

to get involved in language community			to actualize their potential
Amount of statements			
16	11	6	10

B. Discussion

In the first chapter, it has been mentioned that the purpose of this research is to find out what kind of motivation that appear after the students took a TOEFL course in IAIN Parepare. Based on the findings, the impact of the TOEFL course on students' motivation discussed in this chapter based on both theories of Gardner's and Maslow's which focus on integrative motivation, instrumental motivation, self-esteem, and self-actualization. The following is the details of the explanations:

1. Integrative Motivation

Based on the findings, it known that all of students is have motivation to keep learning English after they joined the TOEFL course. There are some reasons of that. Some thought that the questions of TOEFL is challenging because it is quite tricky. The students also have motivation to got higher TOEFL score than last time they did. Some of them also thought that their motivation to keep learning because they know that TOEFL is so important. Another reason they have desire to keep learning it because they aware which aspect of TOEFL that should be improve after joined the course.

Related to Gardner's theory which says integrative motivation is an impulse of an individual to acquire the target language in order to facilitate conversation or communication using English with people, the students have some integrative motivation such as want to be able to speak English with

other people, interact with native speaker and be involved in language community.⁴⁸

Based on the findings, after the TOEFL course ended, 2 students have initiative to keep learning English by practicing it with friends and taking online course to improve their speaking skill. 4 students' motivation to interact with native speakers is increased after joining the course because TOEFL is related to their foreign language. It also found that 3 students have motivation to be involved in community which speak English such as English club, English speaking platform in the internet and even go to the country where the majority speak English.

2. Instrumental Motivation

Related to Gardner's theory of motivation which says that instrumental motivation indicates the interest of students to learn English in hope to get practical benefits of learning a new language, students have desire to make their English better in order to get that advantages such as got scholarships and continue study to next education.⁴⁹

Based on the findings, it found that 2 students have motivation to apply a scholarship after joined the course. They thought that TOEFL is one of requirements for scholarship. They keep learning TOEFL because they have desire to hunt for scholarship. 4 students also have motivation to continue their study because joined the TOEFL course make them realize that TOEFL is not that hard. Not only that, the motivation to continue study and got scholarship is came from the tutor who always gave them encouragement and information about scholarship.

⁴⁸ Dörnyei, "Conceptualizing Motivation in Foreign-Language Learning," *Language Learning* 40.1 (1990) p. 46

⁴⁹ Dörnyei, "Conceptualizing Motivation in Foreign-Language Learning," *Language Learning* 40.1 (1990) p. 46

Beside got scholarship and continue study, it found that 2 students who joined the TOEFL course have motivation to pursue a job. It said that having a TOEFL certificate motivated him to apply a job in national company such as BUMN. Also, a student thought that the course made him to be confidence about his future job. But contrast with that, the other 2 students think that the course doesn't really have any impact on their motivation to pursue a job.

3. Self-Esteem

Related to Maslow's theory of motivation which says that self-esteem is motivation or desire for gain achievement, crave for competence and recognition from others, the students' responses indicate that they want to achieve some achievement such as continue their study and got scholarship. Some of them said that they want to got high TOEFL score, and some of them want to get validation and recognition from others.⁵⁰

Based on the findings, it known that there are some kind of students' motivation to got self-esteem impacted by the TOEFL course. The first one is achieving accomplishment. 3 students want to be a scholarship awardee and got into their dream university. It because having a TOEFL skill made them motivated to apply for scholarship. The second one is a students craves for competence. The student have motivation to improve their competence in TOEFL. The last one is recognition, validation or appreciation. A students want to make their parents proud and got recognition from them. Another students craves validation that he could score high score on TOEFL from people.

⁵⁰ Abraham H. Maslow, *Motivation and Personality*, trans. Achmad Fawaid dand Maufur, (Yogyakarta: Cantrik Pustaka, 2018), p.77

4. Self-Actualization

Related to Maslow's theory of motivation which says that self-actualization is motivation when people realize their potential, seek for personal growth and peak experiences, some students's responses indicate that after joined the TOEFL course they have tendencies to actualize themselves and not thinking too much about others' opinion about their reputation.⁵¹

Based on findings, it known that the students who joined the TOEFL course have motivation to actualize themselves. 2 of them want to have new challenging experiences such as meeting and learning with new people from various background to know how their view about learning English. Another want said that she want to challenge herself to learn and take IELTS test. 2 students also concern with their personal growth. They want to explore their ability and improving it to be better person. Beside that, 2 students have less concern with people's opinion and expectation. The motivation is truly came from the inside. It is not because they want to please people's expectation. 2 students tend to try to actualize their potential. They felt that they are able to achieve their goal and those feeling is increased after they joined the TOEFL course.

⁵¹ Abraham H. Maslow, "A theory of human motivation," *Psychological Review* 50.4 (1943) 370-396

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This subchapter explains about the conclusion of the research related to the research questions about kind of motivation that appear after students took A TOEFL course in IAIN Parepare. Based on the previous chapter, the researcher conclude that there are some kind of motivation that appeared which impacted by the course.

The students tend to feel challenged to learn English or TOEFL because they are integratively motivated after joined the course. They have motivation to keep improving their skill by practicing it with friends and taking a free online class. The students also felt that their motivation to interact with native speakers is increased after they joined the course. The researcher also conclude that they have motivation to be involved in English community such as English club, English online platform, English village in kediri and even another country which majority used English. Also, they have some instrumental motivations such as got scholarship, continue study to higher education, study abroad and pursue a job. About pursuing job, some students don't really have any desire to look for a job.

Beside those integrative and instrumental motivations that explained above, the students also have motivation about their self-esteem such as motivation to achieve accomplishments, crave for competence in English and accept recognition, validation and appreciation from other people. Not only that, there are tendencies of some students to actualize themselves. Their motivations are about desire to have new challenging experiences, concern with their personal growth and actualize their potential without thinking too much about other people's opinion.

B. Suggestions

In this research, of course, there are still many shortcomings, therefore I give recommendation to other or future researchers to do the similar research in other place in order to further develop and refine my research. In addition, I also recommend future researchers to continue this study so that the result are more clear.

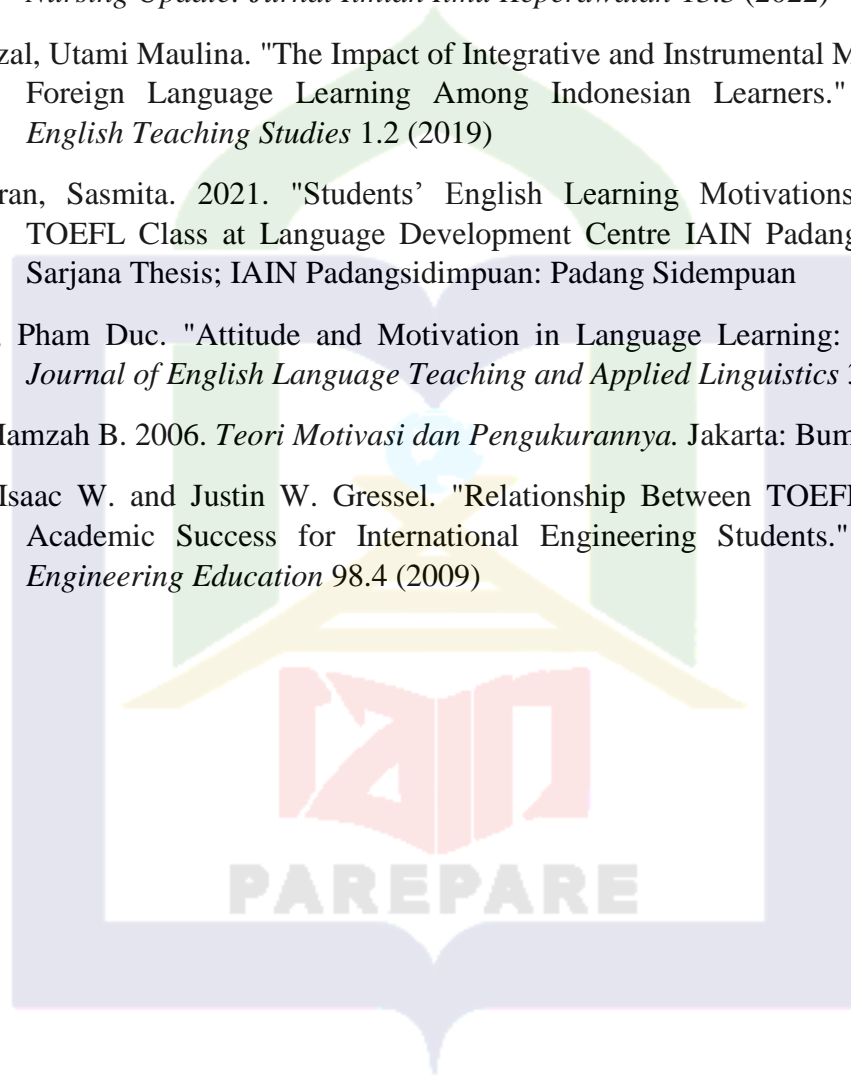


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APPENDICES



Appendix 1 : Letter of Thesis Supervisor Appointment



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1520 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
Menetapkan	:	MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	:	Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd. 2. Dr. Abd. Haris Sunubi, M.Pd.
		Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
		Nama : Siti Israyani Armil
		NIM : 18.1300.087
		Program Studi : Pendidikan Bahasa Inggris
		Judul Skripsi : The Washback Effect on Lectures' Language Assessment of Speaking Class On The 3 RD Year Students of English Education Program of IAIN Parepare
Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 11 Juni 2021

Dekan,



H. Saepudin



Appendix 2 : Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100, website: www.iainpare.ac.id , email: mail@iainpare.ac.id
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : SITI ISRAYANI ARMIL
 NIM : 18.1300.087
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
 JUDUL : THE WASHBACK EFFECT ON GESIT (GEMAR INTENSIF TOEFL) TOWARDS TEACHING AND LEARNING

PEDOMAN PERTANYAAN WAWANCARA

Variabel	Indicator	Item Number
Students' Motivation	Integrative Motivation	1, 2, 3, 4
	Instrumental Motivation	5, 6, 7
	Self-esteem	8, 9
	Self-actualization	10, 11, 12

A. Integrative Motivation

1. How your motivation to learn English or TOEFL after joined TOEFL Preparation Course? Do you think it increases or not?
2. Do you want to speak well in English after joined TOEFL Preparation Course? If yes, with whom do you want to speak to?

3. How about talking to native speakers? Do you have any desire to talk to them after joined TOEFL Preparation Course?
4. After joined TOEFL Preparation Course, Do you want to interact to community or society who speak in English?

B. Instrumental Motivation

5. How that course impact your dream? Do you think the course can help you to achieve your dream?
6. How your motivation to study abroad after joined TOEFL Preparation Course?
7. How your motivation to pursue a job after joined TOEFL Preparation Course?

C. Self-Esteem

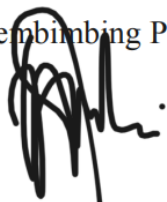
8. Do you feel more exciting to achieve more accomplishment after joined TOEFL Preparation Course?
9. Why you want to achieve more accomplishment? Is it for your self-confidence/self-pride or you want to get recognition from other people? (eg: parents, friends, teachers, etc)

D. Self-Actualization

10. After joined TOEFL Preparation Course, do you have any thought to challenge yourself with new experiences?
11. After joined TOEFL Preparation Course, is there any desired to achieve your dream without being pressured to satisfy other peoples' expectations or being burdened with other peoples' opinion?
12. After joined TOEFL Preparation Course, is there any desired to achieve your dream with thought you know you have potential to do so?

Mengetahui,

Pembimbing Pertama



Hj. Nurhamdah, S.Ag, M,Pd
NIP. 197311161998032007

Pembimbing Kedua



Dr. Abdul Haris Sunubi, S.S, M.Pd
NIP. 197503082006041001

Pembimbing Pertama

Pembimbing Kedua

Hj. Nurhamdah, S.Ag, M,Pd
NIP. 197311161998032007

Dr. Abdul Haris Sunubi, S.S, M,Pd
NIP. 197503082006041001

Appendix 3 : Interview Result The Informant 1

No.	Questions	Response
1.	How your motivation to learn English or TOEFL after joined TOEFL Preparation Course? Do you think it increases or not?	Jadi persoalan motivasi untuk belajar selanjutnya ya, kalau saya ya memiliki motivasi yang lebih tinggi setelah kursus tersebut, dengan belajar dari Ma'am Nurul Hasanah, saya termotivasi bahwasanya soal TOEFL itu persoalan trik, bagaimana kita belajar trik disisi lain juga memperbanyak juga kosakata. Dan bahkan saya juga berinisiatif jika nanti berkuliah S2 di Jawa, saya akan... pada waktu libur saya akan pergi ke kediri, saya ingin belajar. Karena kemarin mendapat motivasi dari Ma'am Nurul Hasanah, untuk pergi ke kediri."
2.	Do you want to speak well in English after joined TOEFL Preparation Course? If yes, with whom do you want to speak to?	Ya.. jadi memang dari segi bahasa inggris saya rasa yang paling kurang menurut saya adalah speaking. Jadi secara otomatis dengan selesainya kemarin persoalan pembelajaran TOEFL, kursus TOEFL, saya memiliki inisiasi untuk bagaimana memperbaiki speaking lagi kedepannya, ya begitu

3.	How about talking to native speakers? Do you have any desire to talk to them after joined TOEFL Preparation Course?	Persoalan interaksi, dengan siapa berinteraksi kalau native mungkin kalau ada kesempatan, iya. Tapi untuk sekarang saya memiliki teman yang memiliki kursusan, terkadang saya iseng-iseng ketika beliau mengajar dan setelah beliau selesai mengajar, terkadang saya bicara anak muridnya, maksudnya yang anak kursusnya toh. Kemudian terkadang juga sama teman saya, untuk bagaimana memperbaiki speaking, ya walaupun campur-campur, seperti itu.
4.	After joined TOEFL Preparation Course, Do you want to interact to community or society who speak in English?	<p>“Persoalan keinginan, pas selesai course kemarin, terbesit di pemikiran saya itu, saya ingin ke kembali ke sekolah, karena angkatan saya kemarin di sekolah adalah angkatan pertama pembentukan FEC, Friendship English Club. Jadi itu kemarin terbesit wah saya ingin kembali deh, bekerja sama dengan teman-teman karena ada beberapa alumni yang alumni bahasa inggris disini, IAIN. Jadi kemarin saya berinisiatif tapi sampai sekarang belum terealisasi. Seperti itu”</p> <p>- “Ya, ada”</p>
5.	How that course impact your dream? Do you think the course can help you to achieve your dream?	“Persoalan kursus ini membantu atau tidak, saya rasa sangat membantu, karena dari hasil kursus ini, pelatihan ini, alhamdulillah saya memperoleh skor TOEFL yang standar lah untuk eh mendaftar beasiswa, melewati passing grade untuk mendaftar beasiswa. Dan alhamdulillah saat ini berkat pelatihan TOEFL ini, TOEFL course ini saya menjadi Awardee

		LPDP alhamdulillah. Saya rasa ini merupakan... ya sangat membantu.
6.	How your motivation to study abroad after joined TOEFL Preparation Course?	“Saya rasa kalau ke luar negeri tidak terlalu berkeinginan karena sekarang lagi berusaha untuk mendaftar di Universitas Airlangga dan lagi-lagi saya rasa ini nantinya, maksud saya pelatihan TOEFL ini nantinya akan membantu saya karena salah satu tesnya adalah bahasa inggris. Nah seperti itu.
7.	How your motivation to pursue a job after joined TOEFL Preparation Course?	“Jadi persoalan pekerjaan, memang sebelum mendaftar LPDP, kan saya sudah memiliki sertifikat hasil pembelajaran dari TOEFL Course ini dan suatu kebanggaan ketika memiliki sertifikat TOEFL. Contohnya kemarin, pada pendaftaran pekerjaan di BUMN, saya melampirkan sertifikat TOEFL, ya tapi tidak lolos. Karena BUMN itu sendiri terkadang mensyaratkan TOEFL dengan skor tertentu dan ini suatu kebanggaan walaupun tidak lolos setidaknya lolos administrasi.”
8.	Do you feel more exciting to achieve more accomplishment after joined TOEFL Preparation Course?	“Saya rasa sangat bersemangat karena rata-rata beasiswa atau lanjut S2, salah satu syarat wajib yaitu TOEFL. Jadi dengan memiliki persyaratan ini saya rasa sangat bersemangat untuk menggapai cita-cita lah seperti itu.”
9.	Why you want to achieve more accomplishment? Is it for your self-confidence/self-pride or you want to get recognition from other people? (eg: parents, friends, teachers, etc)	“Ya jadi persoalan pengakuan, saya rasa tidak ji. Tapi, apa yang saya dapat sekarang, untuk bagaimana orang tua, bukan pengakuan. Tapi saya berusaha untuk membuat orang tua bangga dengan apa yang saya dapat.”

10.	After joined TOEFL Preparation Course, do you have any thought to challenge yourself with new experiences?	“Ya, jadi persoalan itu, mungkin saya tadi sudah mengatakannya bahwasanya ketika memang diterima di Jawa nantinya eh kan Surabaya lumayan dekat dengan Kediri, jadi saya akan, ketika memiliki waktu libur saya akan Kediri untuk challenge dengan bertemu banyak orang dengan latar belakang yang berbeda-beda untuk bagaimana belajar bahasa Inggris.”
11.	After joined TOEFL Preparation Course, is there any desired to achieve your dream without being pressured to satisfy other peoples’ expectations or being burdened with other peoples’ opinion?	“Jadi sekarang untuk mencapai cita-cita, masalah memikirkan pendapat orang lain saya kira saya tidak begitu. Maksudnya, apa yang menurut saya baik dan bisa memiliki dampak positif bagi saya, saya akan maju walaupun terkadang ya begitu lah ada sisi negatif dan positif dari pandangan orang lain tapi ya, saya rasa positif saya akan jalan, walaupun misalnya kadang orang tua bilang tidak usah karena jauh, saya tetap berusaha meyakinkan bahwa ini baik ji untuk kedepannya.”
12.	After joined TOEFL Preparation Course, is there any desired to achieve your dream with thought you know you have potential to do so?	“Jadi, saya rasa saya mampu untuk ke jenjang-jenjang berikutnya karena belajar dan dapat pengalaman dari pelatihan ini. Dan sekarang alhamdulillah dari keberkahan pelatihan ini salah satu target terdekat memang saat itu menjadi awardee LPDP dan alhamdulillah sekarang terwujud karena saya optimis saya bisa.”

The Informant 2

No.	Questions	Response
1.	How your motivation to learn English or TOEFL after joined TOEFL Preparation Course? Do you think it increases or not?	In the beginning i didn't really have any motivation to learn English TOEFL, since i've been told about the important about those skills, i am kind of motivated a lot and as I've been told that it is important to pursue our next or advanced skill in english, so yeah there is the reason why i still keep learning those skills.
2.	Do you want to speak well in English after joined TOEFL Preparation Course? If yes, with whom do you want to speak to?	I assumed that this programe, this course improved my english specially for my speaking skill and in the future maybe i would like have a conversation, i have to talk tith someone with better english like native or something.
3.	How about talking to native speakers? Do you have any desire to talk to them after joined TOEFL Preparation Course?	Native speakers is the best option, yeah i have some desire to talk wit them, to talk to the native speaker. It is because it is they're basic language, it is their mother tongue so i think it's gonna be the best way, the best option to learn with them to prove our speaking skill.
4.	After joined TOEFL Preparation Course, Do you want to interact to community or society who speak in English?	Yeah, after this TOEFL preparation course I have desired or willing to involved with the society who speaks english and i am already involved in a platform called freetalk.com on the internet. It is a platform to talk about family, friends, everything and stuff. So yeah this willing to affect with

		people
5.	How that course impact your dream? Do you think the course can help you to achieve your dream?	I see this course as my first step to be a person with better english it is because we were train hardly about those important aspects of english ofcourse this project, i mean this course help me a lot aboutr achieving my dream it is because by this preparation class it is proved that we are trained, we are expert enough to achieve our dream in the future.
6.	How your motivation to study abroad after joined TOEFL Preparation Course?	By joining this TOEFL Preparation course, I understand that english is not that hard and I would like to have myself study abroad, to have others' perspective of learning with professionals and others
7.	How your motivation to pursue a job after joined TOEFL Preparation Course?	Talking about job, joining TOEFL Preparation Course helps me a lot when enhance my ability, my english ability and yeah it helps me a lot to improve my confidence about my future job, to pursue my dream job, yeah it is kind of motivating me a lot.
8.	Do you feel more exciting to achieve more accomplishment after joined TOEFL Preparation Course?	Yeah yes, I have this excitement to achieve to gain more accomplishment in the future after joining the course I am opened for challenge, to challenge myself to be better person.
9.	Why you want to achieve more accomplishment? Is it for your self-confidence/self-pride or you want to get recognition from other people?	I think the reason why I'd like to have I'd like achive more accomplishment in the future, I think it's not about my self-confidence or self-pride nor to get

	(eg: parents, friends, teachers, etc)	recognition from other people but i think it's about digging my value or revealing myself as a human being.
10.	After joined TOEFL Preparation Course, do you have any thought to challenge yourself with new experiences?	Yeah, I have this thought, I'd like to see myself, I'd like to see my true potential, I'd like to know my limit. So yeah, I'm opened for challenge.
11.	After joined TOEFL Preparation Course, is there any desired to achieve your dream without being pressured to satisfy other peoples' expectations or being burdened with other peoples' opinion?	Well, my desired to achieve my dream i think it's not based on people expectations. I don't like to satisfy or to please their expectations. But, I think it's about my family and myself along the way
12.	After joined TOEFL Preparation Course, is there any desired to achieve your dream with thought you know you have potential to do so?	Yeah, my desired to achieve my dream it is from me, it is the thought of mine and i believe that my potential i am enough i am capable enough to achieve this dream.

The Informant 3

No.	Questions	Response
1.	How your motivation to learn English or TOEFL after joined TOEFL Preparation Course? Do you think it increases or not?	Of course it is increased and it is also challenging to me to learn more about TOEFL. Because at that time i didn't know what kind of test it was and what's it for. And it implied some kind achievement for if scored above the average.
2.	Do you want to speak well in English after joined TOEFL Preparation Course? If yes, with whom do you want to speak to?	Definitely, I just really want to be able to speak to foreigners. It's not always have to be native speaker.

3.	How about talking to native speakers? Do you have any desire to talk to them after joined TOEFL Preparation Course?	I mean without a doubt if I have a chance to speak with them, I would probably be more thrilled than speaking with a non native speaker
4.	After joined TOEFL Preparation Course, Do you want to interact to community or society who speak in English?	Yes, but I still doesn't found or have a chance to join any type of community at this moment.
5.	How that course impact your dream? Do you think the course can help you to achieve your dream?	Absolutely, it motivated me to learn more about the test and hunting for scholarship.
6.	How your motivation to study abroad after joined TOEFL Preparation Course?	Hmmm, it opened my new perspective about studying abroad and I really hope i can get one of those scholarship soon. Because I am really curious and I think more excited about learning about TOEFL
7.	How your motivation to pursue a job after joined TOEFL Preparation Course?	If it is including TOEFL I don't really think ee I am gonna looking for a job, I think it's more about study.
8.	Do you feel more exciting to achieve more accomplishment after joined TOEFL Preparation Course?	Yes, because after I learnt and know about what type of test in TOEFL, I really be more motivated, more indept to increase my score last time I did TOEFL.
9.	Why you want to achieve more accomplishment? Is it for your self-confidence/self-pride or you want to	I mean, of course it boosts my self-confidence when I got high score and also maybe it's validation to some

	get recognition from other people? (eg: parents, friends, teachers, etc)	people, ee because I have several friends who saw me as person who is not that smart but i can show them that i can flex to them that i can achieve that high score.
10.	After joined TOEFL Preparation Course, do you have any thought to challenge yourself with new experiences?	Definitely, actually i am looking for a you know like course like ielts because after i got my real toefl test I really interested you know like ielts test, so yeah.
11.	After joined TOEFL Preparation Course, is there any desired to achieve your dream without being pressured to satisfy other peoples' expectations or being burdened with other peoples' opinion?	Emm, I mean I don't have any pressure if i didn't get any scholarship. It doesn't really, i mean i am not gonna be so sad about, i'm just gonna just try my best if i don't get any scholarship it's okay, i can do others think like maybe going to work but i dont really have pressure and i don't think others' people expectations for me, it doesn't really matter, i don't really think of it as a big deal.
12.	After joined TOEFL Preparation Course, is there any desired to achieve your dream with thought you know you have potential to do so?	Yes, because after i learnt about the toefl test i feel motivated to pursue my dream by learning more about it and maybe get another test soon bacause mine almost expired because now it's the second year. Yes, I believe I can

The Informant 4

No.	Questions	Response
1.	How your motivation to learn English or TOEFL after joined TOEFL Preparation Course? Do you think it	Saya merasa lebih semangat untuk belajar dan meningkatkan kemampuan saya karena saya sudah bisa mengukur kemampuan saya, sehingga saya sadar

	increases or not?	aspek mana yang harus lebih saya tingkatkan.
2.	Do you want to speak well in English after joined TOEFL Preparation Course? If yes, with whom do you want to speak to?	Tentu, biasanya saya mengikuti kelas online gratis khusus untuk belajar speaking. Selain itu, saya juga mencoba untuk menggunakan Bahasa Inggris dengan teman-teman.
3.	How about talking to native speakers? Do you have any desire to talk to them after joined TOEFL Preparation Course?	Jujur saja, sebelum mengikuti program ini saya sudah sangat tertarik untuk berbicara langsung dengan penutur asli Bahasa Inggris. Sehingga setelah mengikuti kelas ini, saya merasa lebih tertantang dan lebih semangat.
4.	After joined TOEFL Preparation Course, Do you want to interact to community or society who speak in English?	Tentu saja, saya memiliki mimpi untuk bias tinggal langsung di lingkungan yang mayoritas masyarakatnya berbahasa Inggris agar saya bias berkomunikasi langsung dengan mereka.
5.	How that course impact your dream? Do you think the course can help you to achieve your dream?	TOEFL preparation ini sangat membantu saya untuk mendapatkan skor yang baik, dengan hal ini saya bias menggunakan sertifikat yang saya miliki untuk mendaftar di beberapa kegiatan. Alhasil, saya bias mewujudkan beberapa mimpi saya setelah mengikuti program ini.
6.	How your motivation to study abroad after joined TOEFL Preparation Course?	Saya merasa keinginan untuk melanjutkan pendidikan di luar negeri sudah ada sejak dulu sebelum mengikuti kelas ini. Akan tetapi, saya mendapatkan banyak sekali informasi baru selama kegiatan ini berlangsung sehingga saya merasa lebih tertantang. Sayangnya, TOEFL ini sudah tidak bias digunakan untuk mendaftar kuliah keluar negeri
7.	How your motivation to pursue a job after joined TOEFL Preparation	Saya sama sekali belum terpikirkan untuk mencari pekerjaan setelah kegiatan ini

	Course?	karena saya masih ingin belajar lebih banyak lagi sebelum terjun ke dalam dunia kerja
8.	Do you feel more exciting to achieve more accomplishment after joined TOEFL Preparation Course?	Tentu saja, seperti yang saya katakan tadi bahwa TOEFL ini membuka kesempatan yang luas bagi saya untuk bias mendaftar di beberapa kegiatan, seperti yang saat ini saya ikutiyaitu program PPSL yang mana salah satu syaratnya adalah sertifikat TOEFL
9.	Why you want to achieve more accomplishment? Is it for your self-confidence/self-pride or you want to get recognition from other people? (eg: parents, friends, teachers, etc)	Saya menganggap bahwa mendapatkan banyak pencapaian bukan hanya sekedar ingin mendapatkan pengakuan. Tapi lebih dari itu, saya ingin mengukur kemampuan saya dan mengetahui sejauh mana saya bias melangkah.
10.	After joined TOEFL Preparation Course, do you have any thought to challenge yourself with new experiences?	Tentunya, saya merasa bahwa dengan kemampuan bahasa yang saya dapatkan di kegiatan ini mendorong saya untuk belajar lebih banyak lagi dan terus mengeksplor kemampuan yang saya miliki.
11.	After joined TOEFL Preparation Course, is there any desired to achieve your dream without being pressured to satisfy other peoples' expectations or being burdened with other peoples' opinion?	Iya, saya merasa bahwa dorongan dari dalam diri saya begitu kuat sehingga saya tidak ingin menjadikan pandangan orang lain terhadap diri saya sebagai sebuah penghalang bagi saya untuk terus belajar dan mewujudkan impian saya.
12.	After joined TOEFL Preparation Course, is there any desired to achieve your dream with thought you know you have potential to do so?	Betul sekali, setelah menyelesaikan kegiatan ini, saya menyadari bahwa Batasan hanyalah ada di pikiran saya. Buktinya saya bias mendapatkan nilai TOEFL yang baik yang dulunyasaya rasa adalah hal yang mustahil.

The Informant 5

No.	Questions	Response
1.	How your motivation to learn English or TOEFL after joined TOEFL Preparation Course? Do you think it increases or not?	Motivasi saya untuk lebih belajar lagi karena kemarin sudah ada preparation terus sayang kalau ilmunya itu tidak dilanjut untuk belajar lebih lanjut lagi, karena kalau tidak dikembangkan, ilmu yang didapat kemarin akan stuck disitu saja.
2.	Do you want to speak well in English after joined TOEFL Preparation Course? If yes, with whom do you want to speak to?	Pastinya ada, walaupun di TOEFL tidak ada speaking, kan untuk melatih listening juga, jadi pastinya bakal well played untuk speaking in English.
3.	How about talking to native speakers? Do you have any desire to talk to them after joined TOEFL Preparation Course?	Ada, dan memang kadang-kadang sering bicara dengan native speaker lewat online lewat aplikasi namanya DISCORD, kadang ngobrol disitu. I have some of fans they are not native, they are Philipines. Dan disitu kita sama-sama belajar.
4.	After joined TOEFL Preparation Course, Do you want to interact to community or society who speak in English?	Sebenarnya mau, dan ada keinginan, cuman belum ada informasi tentang “ada loh grup ini”. Dan juga kadang susah untuk menyesuaikan dengan jadwal karena saya juga kerja. Jadi untuk komunitas seperti itu saya mau saja, tapi belum ada kesempatan
5.	How that course impact your dream? Do you think the course can help you to achieve your dream?	Impactnya banyak dari belajar TOEFL ini, karena jadi requirement untuk scholarship maupun volunteernya. Dan memang banyak impactnya belajar juga dari teman-teman yang ikut kemarin, dan juga “oh begini, cara yang kulakukan selama ini

		ternyata beda dari teman-teman yang lain”, ternyata lebih efektif cara teman-teman yang belajar di coaching TOEFL course kemarin. And I think it can help me to achieve my dream.
6.	How your motivation to study abroad after joined TOEFL Preparation Course?	Motivasi saya itu sayang kalau ilmunya tidak pakai untuk lebih lanjut, terus memang one of my dreams, study abroad, and then maybe on my master degree, or volunteer, short course, maybe something like that.
7.	How your motivation to pursue a job after joined TOEFL Preparation Course?	Motivasi pasti ada. Karena TOEFL sudah jadi persyaratan, misalnya kalau mau naik jabatan dia harus punya sertifikat TOEFL. Intinya itu TOEFL penting karena udah jadi persyaratan pekerjaan.
8.	Do you feel more exciting to achieve more accomplishment after joined TOEFL Preparation Course?	Lebih percaya diri sih karena sudah memiliki TOEFL skor, walaupun TOEFL skornya hanya 457, danandainya 500 mungkin saya akan lebih percaya diri lagi untuk apply scholarship ataupun apapun itu. Saya memiliki cita-cita untuk merasakan <i>have friends that have different language, different nation, different culture</i> , berfikir kapan yah begitu, punya teman-teman dari penjuru Indonesia. Dan juga <i>feels culture</i> di Spanyol, dan Spanyol juga salah satu Negara yang ingin saya kunjungi juga.
9.	Why you want to achieve more accomplishment? Is it for your self-confidence/self-pride or you want to get recognition from other people? (eg: parents, friends, teachers, etc)	Mau membanggakan orang tua karena selama ini <i>achievement</i> yang saya raih tidak terlalu sebagaimana-bagaimana walaupun saya juga tidak mau terlalu <i>expose</i> ke orang lain, dan takutnya

		dikira sombong sama orang-orang.
10.	After joined TOEFL Preparation Course, do you have any thought to challenge yourself with new experiences?	Untuk men challenge diri sendiri dengan pengalaman yang baru, yaitu lanjut study atau short course, dan untuk challenge selanjutnya pengen coba TOEFL lagi dua tahun kedepan dan targetnya skornya dapat 500an.
11.	After joined TOEFL Preparation Course, is there any desired to achieve your dream without being pressured to satisfy other peoples' expectations or being burdened with other peoples' opinion?	Saya juga tidak terlalu mendengar apa kata orang, saya jalani saja apapun itu, tidak peduli orang berkata apa, dan ekspektasi orang terhadap saya. Yang saya pikirkan itu ekspektasi dari orang tua, dan untuk orang lain ya terserah. Saya lebih ke ekspektasi orang tua dibanding orang lain.
12.	After joined TOEFL Preparation Course, is there any desired to achieve your dream with thought you know you have potential to do so?	Pemikiran seperti itu ada, karena sudah ikut coaching seperti itu kemarin dan saya yakin. Dan untuk potensi kita tidak tahu wallahualam rezeki atau bukan, yakin ada potensi insyaallah.

Appendix 4 : Documentation



Appendix 5 : Recommendation Letter from IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.057/In.39/FTAR.01/PP.00.9/01/2023

06 Januari 2022

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Siti Israyani Armil
Tempat/Tgl. Lahir : Bangkai, 25 Oktober 2000
NIM : 18.1300.087
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Jend. Sudirman, Desa Bangkai, Kec. Watang Pulu,
Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Impact Of TOEFL Course On Students' Motivation"**. Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 6 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

		SRN IP 0000052
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpptsp@pareparekota.go.id</i>		
REKOMENDASI PENELITIAN Nomor : 52/IP/DPM-PTSP/1/2023		
Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
MENGIZINKAN		
KEPADA NAMA	: SITI ISRAYANI ARMIL	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: JL. JEND. SUDIRMAN PAREPARE	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
	JUDUL PENELITIAN : THE IMPACT OF TOEFL COURSE ON STUDENTS MOTIVATION	
	LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
	LAMA PENELITIAN : 12 Januari 2023 s.d 12 Pebruari 2023	
	a. Rekomendasi Penelitian berlaku selama penelitian berlangsung	
	b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
	Dikeluarkan di: Parepare Pada Tanggal : 13 Januari 2023	
	KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE	
		Hj. ST. RAHMAH AMIR, ST, MM Pangkat : Pembina (IV/a) NIP : 19741013 200604 2 019
Biaya : Rp. 0.00		

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPPTSP Kota Parepare (scan QRCode)



Balai Sertifikasi Elektronik



Appendix 7 : Letter of Research Completing



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN

Nomor : B- 47 /In.39/PP.00.9/02/2023

Yang bertanda tangan dibawah ini, Kepala Subbagian Layanan Akademik Institut Agama Islam Negeri Parepare menerangkan sesungguhnya bahwa :

Nama : Sitti Israyani Arnil
Nim : 18.1300.087
Fakultas : Tarbiyah
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Jenderal Sudirman Parepare

Yang bersangkutan telah melakukan penelitian di IAIN Parepare dengan Judul Skripsi : **"THE IMPACT OF TOEFL COURSE ON STUDENTS MOTIVATION"** mulai tanggal 12 Januari 2023 s/d 12 Februari 2023.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 31 Januari 2023

Kasubbag Layanan Akademik



Abd. Hamid, S. Kom
NIP 198110192009011012

CURRICULUM VITAE



Siti Israyani Armil, the writer was born on Oct 25th, 2000 in Sidrap, South Sulawesi. She is the last child of two siblings, her father's name is Muh. Armil Beddu and her mother's name is Indrawati Gani. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study in 2006 at SDN 3 Lawawoi, and graduated in 2012, In the same year, she continued her study at SMPN 1 Watang Pulu and then continued it at SMAN 6 Sidrap and graduated in 2018. The writer did her Kuliah Pengabdian Masyarakat at Desa Ajubissue Kabupaten Sidrap in 2021 and did her Teaching Practicum (PPL) at MTs Manaratul Awwabin Kabupaten Pinrang. The writer studied at Tarbiyah Faculty of IAIN Parepare and completed her final with the title of thesis of *"The Impact of TOEFL Course on Students' Motivation (An analysis at IAIN Parepare)"*.