STUDENTS' ENGLISH LEARNING MOTIVATION IN JOINING TOEFL CLASS AT LANGUAGE DEVELOPMENT CENTRE IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the English Deparment of State Institute for Islamic Studies Padangsidimpun as Partial Fulfillment of the requirement for Undergraduate Degree (S.Pd)

Written By :

SASMITA TARIHORAN
Reg. No. 16 203 00038

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**

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Written By :

SASMITA TARIHORAN
Reg. No. 16 203 00038

ADVISOR I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

ADVISOR II

Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010

ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021

LETTER OF AGREEMENT

Term : Munaqosyah
Item : 7 (seven) examplars

Padangsidimpuan, December 2020
a.n. **Sasmita Tarihoran**
To: **Dean**
Tarbiyah and Teacher Training Faculty
In-

Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Sasmita Tarihoran**, entitled **"Students' English Learning Motivation in Joining TOEFL Class at Language Development Centre IAIN Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for undergraduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
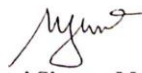
Wassalam 'alaikumwr.wb.

Advisor I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Advisor II

Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010

DECLARATION LETTER OF WRITING OWN THESIS

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Name	:	Sasmita Tarihoran
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Reg. Number 16 203 00038

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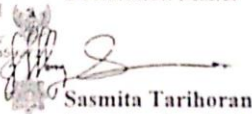As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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The Signed

Sasmita Tarihoran
Reg. Num. 16 203 00038

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINITION

Name   : SASMITA TARIHORAN
Reg. No   : 16 203 00038
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education Department
Thesis   : **"STUDENTS' ENGLISH LEARNING MOTIVATION IN JOINING TOEFL CLASS AT LANGUAGE DEVELOPMENT CENTRE IAIN PADANGSIDIMPUAN"**

Chief,   Secretary,

Fitri Rayani Siregar, M.Hum.   Rayendriani Fahmei Lubis, M.Ag.
NIP. 19820731 2009 12 2 004   NIP. 19710510 200003 2 001

Members,

Fitri Rayani Siregar, M.Hum.   Rayendriani Fahmei Lubis, M.Ag
NIP. 19820731 200912 2 004   NIP. 19620917 199203 1 002

Yusni Sinaga, M.Hum   Zainuddin, M.Hum
NIP. 19700715 200501 2 010   NIP. 19760610200801 1 016

Proposed:
Place   : Padangsidimpuan
Date   : April, 7th 2021
Time   : 08.30 WIB- finish
Result/Mark : 86.25 (A)
IPK   : 3.81
Predicate : Cumlaude

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TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	: Students' English Learning Motivation in Joining TOEFL Class at Language Development Centre IAIN Padangsidimpuan
Written By	: Sasmita Tarihoran
Reg. No	: 16 203 00038
Faculty/Department	: Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan,   December 2020
Dean

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

Name : **Sasmita Tarihoran**
Reg. Number : **16 203 00038**
Faculty : **Tarbiyah and Teacher Training**
Department : **English Education Department (TBI-1)**
Title of Thesis : **Students' English Learning Motivations in Joining TOEFL Class at Language Development Centre IAIN Padangsidimpuan**

ABSTRACT

Motivation has been identified as one of the factors in affecting students' Leaarning. However, students' motivation to learn English at TOEFL Class have received less attention. This research was intended to analyze students' English learning motivations in joining toefl class at language development centreof IAIN padangsidimpuan. The purposes of this research were to investigate the kinds of the students' motivation in learning English through TOEFL Class, to know the level of motivation that students have in learning English at TOEF Class and to know the solutions from the lecturer to increase students' motivation.

The kind of this research is descriptive research conducted by using mixed method. Population of the research is the students of IAINPadangsidimpuan who studied in TOEFL class in the third generation, the sample of this research were 34 students. The data were collected through questionnaires and interview. The analysis of the data from the questionnaires was using licert scale and to analyze the data from interview was using Milles and Huberman's method they were reducing the data, displaying the data and taking conclusion and verification.

Based on the results,the students were both have intrinsic and extrinsic motivation in learning English at TOEFL Class,in terms of the level of motivation in learninng English through TOEFL Class, students motivation can be classified into "Average level", and in increasing or motivating the student in learning English at TOEFL Class the lecturer was often gave suggestion and advices to the students about how impportant to learn English, the lecturer also made a sharing session or making conversartion to the sudents who had problems in following TOEFL Class, the lecturer was also giving praise, reward and tasks to motivate them.

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

Nama   : **Sasmita Tarihoran**
NIM   : **16 203 00038**
Fakultas   : **Tarbiyah dan Ilmu Keguruan**
Jurusan   : **Tadris Bahasa Inggris (TBI-1)**
Judul Skripsi   : **Motivasi Siswa dalam Belajar Bahasa Inggris dengan Mengikuti Kelas TOEFL di Pusat Pengembangan Bahasa IAIN Padangsidimpuan**

ABSTRAK

Motivasi telah diidentifikasi sebagai salah satu faktor yang mempengaruhi Pembelajaran siswa. Namun motivasi mahasiswa untuk belajar bahasa Inggris di IAIN Padangsidimpuan tepatnya di TOEFL Class kurang mendapat perhatian. Penelitian ini bertujuan untuk menganalisis motivasi belajar bahasa inggris siswa dalam mengikuti kelas TOEFL di pusat pengembangan bahasa IAIN padangsidimpuan. Tujuan dari penelitian ini adalah untuk mengetahui jenis motivasi siswa dalam belajar bahasa Inggris di kelas TOEFL, untuk mengetahui tingkat motivasi siswa dalam belajar bahasa Inggris di kelas TOEF dan untuk mengetahui solusi dari dosen untuk meningkatkan motivasi masiswa. .

Jenis penelitian ini adalah penelitian deskriptif yang dilakukan dengan menggunakan metode campuran. Populasi dalam penelitian ini adalah siswa IAIN Padangsidimpuan yang belajar di kelas TOEFL angkatan ketiga, sampel penelitian ini berjumlah 34 siswa. Pengumpulan data dilakukan melalui angket dan wawancara. Analisis data dari angket menggunakan skala Likert dan untuk meganalisis data dari interview menggunakan metode Milles dan Huberman yaitu mereduksi data, menampilkan data serta mengambil kesimpulan dan verifikasi.

Berdasarkan hasil penelitian, siswa memiliki motivasi intrinsik dan ekstrinsik dalam belajar bahasa Inggris di kelas TOEFL, ditinjau dari tingkat motivasi belajar bahasa Inggris di kelas TOEFL, motivasi siswa dapat digolongkan ke tingkat " rata-rata", dan dalam peningkatan atau memotivasi mahasiswa dalam belajar bahasa inggris di kelas TOEFL dosen sering memberikan saran dan nasehat kepada mahasiswa tentang pentingnya belajar bahasa inggris, dosen juga melakukan sharing session dengan para mahasiswa yang mengalami kendala dalam mengikuti kelas TOEFL. Dosen juga memberikan pujian, penghargaan dan tugas untk memotivasi mereka.

Kata Kunci:*Belajar, Motivasi, TOEFL Class, Pusat Pengembangan Bahasa*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the Beneficent and the Merciful

Firstly, let me say a lot of praises and grateful to Allah SWT, the most Creator and Merciful that has given health, time and chance for finishing this thesis which entitled "Students' English Learning Motivations in Joining Toefl Class at Language Development Centre IAIN Padangsidimpuan". Secondly, peace and salutation be upon to the Prophet Muhammad SAW that has brought and guided the human being from the darkness into the brightness, from the bad caracter into the good oone, which has created by knowledge like this era.

In finishing this thesis, the researcher exactly get a lot of difficulties and troubles. It is a pleasure to acknowledge the help and contribution from following people who have contributed in different ways. Hence this thesis is processed until it becomes a complete writing. Therefore, in this chance the researcher would like to express the deepest gratitude to the following people:

1. Mrs. Eka Sustri Harida, M.Pd., as the first advisor, Mrs. Yusni Sinaga, M. Hum., and Mrs. Shokira Linda Vinde Rambe, M. Pd., as the second advisors who have guided, supported me with great suggestions to finish this thesis as well.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidimpuan.
3. Mrs. Lelya Hilda, M. Si., as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M. Hum., as the Chief of English Education Department who always support me and also all of her students in finishing

the thesis and always be patient in facing our problem and also as my Academic Advisor who always helped and supported me till finishing this thesis.

5. Mrs. Rayendriani Fahmei Lubis, M. Ag. and Mrs. Liah Rosdiani, who have helped me and given me permission to carry out the research at TOEFL Class.

6. Mrs. Sri Ramadhani,M.Pd., Mr. Dr. Fitriadi Lubis, M.Pd., Mr. Zainuddin, S.S, M.Hum., and all lecturers and all academic civities of IAIN Padangsidimpuan who have given me their valuable, helping, motivation and knowledge during I studied in this institute, especially in English department (TBI) IAIN Padangsidimpuan.

7. My beloved parents (Mr.Mulasahat Tarioran and Ms. Masrina Simatupang), who always give me blessing, a lot of love, attention, supporting, materials and who always pray for me to make all matters easier, always give me motivation to achieve my dreams and always be my inspiration.

8. My beloved brothers and sisters (Mr. Hot Marulitua Tarihoran, Mrs. Lisdamewati, Mr.Juliabdi Tarihoran S.Pd, Mr. Juniardi Tarihoran S.Pd, Awidayati, S.Pd and Mr. Dison Samidra,) and my brother and sisters in law (Mrs. Rosdingin Nasution, Mr.Roni Agung Sitorus, Mrs. Yossi Elfiandra, M.Pd, Dahni Juliaana, S.Pd, Ansor Harahap, S.Pd and Mrs.Dwi Purwanti, S.Pd) who always help, love and support me when i'm down and give me so much money,thank you for always by my side.

9. My beloved Murobbiyah (Kak Walentina Nasution), and my advisors in LTQ Tunas Hafidzah (Bu Tuti Syariah, Ustadzah Nurlely, Bunda Ummi Kalsum, and Kak Netty) also Ustadzah Rezki who gave a huge impact in my life for reminding me of Allah.

10. My beloved bestfriends since i was born (Musrayanti, Nurasiah,and Sari Hasanah) my bestfriends in Senior High School (Dinar Rostansih, Nanda Riuli, Tianauli and Yanita Sinaga), my bestie Kurencet Group (Amara, Ernida, Ersih, Fitri, Indah, Linda, Riska), and also my roommate (Rizani Qorinah and Sulistyawati) who always be good listeners and motivators for

every problem that i face, people who always make me laugh and give a lot help.

11. My Fellas in ALSA Group and KAMMI Padangsidimpuan (Fatimah, , Lia Andriani, Nur Asiah and Riska Hidayanti) and also my friends in Qanitat group, who always accompany and guide me to the right path.

12. My Bestie in Rumah Qur'an Tunas Hafidzah (Asiah,Deswinda,Fatimah, Ihsania, and Mia),and also my young sisters (Ariana, Halimah, Ifdah, Mardiati, Nelli, Nurma, Rahmi, Riska, Sri Rahayu and Ulfa) the partners in memorizng Qur'an and always be my supporters in finishing this thesis

13. Teman di Meja Makan Group members(Annisa, Ernida, Bang Riandry, and Bang Try) who gave me an extreme motivation for having big portion of foods everytime we meet up. Because of their supports and motivation i can have my strenght to face some problematics during thesis-life.

14. All of my friends in IAIN Padangsidimpuan especially for TBI-1 are Nia, Juju, Putri, Sisi, Azmi, Kiki, Muhar, Risma, Suryana, Dini, Lija, Sri, Anggi, Ilham, Muharram, Lia, Indah, Bibah, Andri, Yati, Uci, Tappan, Tukma, Ulfa, Juli, and Tuty. I will always remember every moments we had in the last four years.

  I realize that this thesis is still far from perfection. Therefore, it is such a spleasure for me to get critiques and suggestions to make it better and useful for all of us.

<div align="right">

Padangsidimpuan,
Researcher

Sasmita Tarihoran
Reg. No. 16 203 00038

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CHAPTER I
INTRODUCTION

A. Background of the Problem

English is one of the common foreign languages used by many people in the world. it needs more efforts and much time to be a master of it. English becomes an important subject that some people must master because of their desire. That desire seems like intention of people in mastering English for some reasons[1]. One way that people take to fulfill the desire is by learning English whether it is from a course or a class in institutions, schools, colleges, or learning from the natives. All they do is to become qualified people.

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

ETS (Educational Testing Service) presents some kinds of TOEFL that are widely accepted, popular, and preferred such as ITP (Institutional Testing Program), iBT (Internet-Based Test) or PBT (Paper –Based test) in earlier time.

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[1]Fadel H M Al Othman and Khaled M Shuqair, "The Impact of Motivation on English Language Learning in the Gulf States," *International Journal of Higher Education* 2, no. 4 (2013): 2, https://doi.org/10.5430/ijhe.v2n4p123.

Each kind has different system to another kind.[2]Though TOEFL has more than types, the test generally consists of English language skill such as listening, reading, and also language compenent in terms of grammar and vocabulary. As a country in which English becomes a foreign language, Indonesia makes TOEFL as a requirement that people need to fulfill in some cases.

TOEFL was first developed in 1963 when a national council was set up to oversee its development. A number of very famous testing scholars have been developed and some of them still are in one way or another involved in policy making and in the test construction procedure of the test. It has been jointly administered since 1965 by the Educational Testing Service and the College Board. TOEFL is administered according to policies determined by a 15-member policy council.[3]

TOEFL is a standard in a person's ability for English Comptence and generally used for those who are preparing to study abroad, because if someone wants to continue studies oversea such a in America and Europe he/she must attach a TOEFL score as one of the requirements. A high TOEFL score is also a plus point for prospective employees of the company, it is mainly for foreign

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[2]Feri Sandi, "Structure And Written Expression Error Analysis On Toefl Test Students Of English Department Padangsidimpuan State Institute For Islamic Studies" (State institute for islamic studies, 2019).

[3]Hossein Farhady, "The Effect of Coaching on TOEFL Type and Task Based Tests *," vol. 20, 2005.

companies which are to communicate with foreigners especially in English Language with no doubt.

Fortunately, State Institute for Islamic Studies Padangsidimpuan where the researcher is studying has begun to offer TOEFL class since early 2018. The According to the researcher's experience as one of the second generation student in TOEFL class, it was a good way to improve students' English proficiency. In the TOEFL class, students will be presented with some sections of TOEFL in general such as listening comprehension section, structure and written expression section, reading comprehension section, and writing essay. They will also learn many topics and sub-topics related to those sections. So, joining TOEFL class is a great decision for students who intend to pass the TOEFL test.

The lecturer of TOEFL class said will run for a semester and the students will betested every month started from level 1 at the first month, level 2 at next month, and so on[4]. It is common to get some errors after the test because the questions in TOEFL test are challenging.

Unfortunately, TOEFL class has not received much attention during the past years though the TOEFL class was introduced to the students since 2018. Based on lecturer's interview, it was shown that most of the students in State Institute for Islamic Studies Padangsidimpuan have some problems and fear when they want to follow TOEFL class. The fearful was the incorrect pronunciation they

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[4] Liah Rosdiani, the lecturer at TOEFL CLASS, (IAIN Padangsidimpuan, 15 July 2020)

made because of the different pronunciation system that is influenced by their mother tongue, being afraid of having examination, making grammatical mistakes, not being confident to study with the other students are other problems in TOEFL class. The main problems in TOEFL class was seen from students attendance or students schedule, The lecturer said "The main problem in the TOEFL has to do is about student schedules, eventhough They had been given the freedom to choose morning or afternoon class, their lecturers sometimes still changed their schedules and it could bother the learning and teaching process in the TOEFL class. As we know, the TOEFL class is not counted as a compulsory subject, so students must prioritize learning from their each department".[5] From the interview the researcher also found that from ±60 students half of them were seldom attend the class for studying, they all would attend the class when the test begun. And looking at the scores, it was approximately that only 20 percents of the students passed the test.

In terms of learning, someone will succeed in learning if he or she has a will to learn. The will or drive to learn in this case is called motivation. The motivation to learn is a non-intellectual factor. It has the specific role to raise eagerness, willingness, and gladness in learning. Motivation constructs two aspects: to know what will be learned and to comprehend why it is important to be learned. As a matter of fact learning a foreign language is a challenging task and

[5]Liah Rosdiani, the lecturer at TOEFL CLASS, (IAIN Padangsidimpuan, 15 July 2020)

teaching a foreign language can be just as daunting. Thus, we should constantly look for new and creative ways to motivate our students.

In English language, motivation is recognized in two types. They are integrative motivation and instrumental motivation. If someone is learning English through a wish to learn more about a culture, its language and people and to integrate more within the target-language society, he or she is integratively motivated. While instrumental motivation refers to learning involvement in order to achieve some others aims such as being able to speak English in order to get a better job.[6] So, the effectiveness of their learning is influenced by motivation.

In learning, Teachers can affect students' motivation in ways that either facilitate or impede learning. If our students feel better about themselves, they will achieve greater results as learners. In addition, the philosophy said, the more students inclined to share their feelings, interests, values, hopes, and dreams, the stronger and more self-confident they will be. It implies to foreign language teachers that our students would have the confidence to speak more in the target language and move closer to full linguistic competence.[7] It is worth investigating how students'motivation might affect the way they learn the language.

Students take extra English course for studying and students' motivation in learning English have been carried by several researcher. Yunani investigated

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[6]Alvyda Liuolienė and Regina Metiūnienė, "Second Language Learning Motivation," *Mykolas Romeris University*, no. 2 (2006): 93–98.

[7]Supiah Wagiyo, "Analysis of Students ' Motivation in Learning English at Senior High Schools," *ResearchGate*, 2018, p.3.

about the influence of joining English course towards English achievement of the second grade students and her analysis shows that there is an influence of joining English course towards students' English achievement.[8]Warnanda investigated about the factor that makes the students interested in joining the English club showed that there were some factors which made the students interested in joining an English club. The first was their English capacity was not be improved. Second, they were also conscious of the importance of entering the English club because there are many possibilities to speak English in a classroom, and it also gave them several English tasks. Third, the students' effort to pursue the program of the English club. The fourth was that most students had English activities, such as playing English with friends and reading books, and magazines in free time. The last factor was the application of English by the English club of the programs.[9] There are so many reasons that students have in joining English club or courses.

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

Neverthless, students'motivation to undertake TOEFL class in State Institute for Islamic Studies has received less attention. Investigating students'

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[8]Yunani, "The Influence of Joining English Course Towards English Achievement" (STAIN Salatiga., 2010).
[9]Warnanda, "Students Interest in Joining The English Club at the International Language Forum (ILF)" (University of Muhammadiyah Malang., 2010).

motivation is important to do because it can help the institute and other stakeholder to provide the students that can sustain their motivations. It also can help the lecturer in teaching and selecting the strategies to teach students who come from different background of knowledge. And here, researcher wanted to know and describe the students'reason about why they follow TOEFL class and motivation of students who are lerning English by Joining TOEFL class.

B. Focus of the Problem

The research focused on analyzing the types of students' motivation to follow TOEFL class. So, the the title of this research would be "Students' English learning motivation in joining TOEFL class at Language Development CentreIAIN Padangsidimpuan**"**

C. Research Questions

In this research, there are threee questions that would like to be answered, the questions are:

1. What are the kinds of students' motivations in learning English by joining TOEFL class?

2. How are students' motivation in learning English by joining TOEFL class?

3. What will the Lecturer do to increase students' motivation?

D. Objectives of the Research

Based on the the research question stated, this research has three objectives, as follows:

1. To investigate the kinds of the students' motivation in learning English

through TOEFL class

2. To know the level of motivation that students have in learning English at TOEF Class

3. To know the solutions from the lecturer to increase students' motivation?

E. Significances of the Research

This research will contribute some benefits for the teachers, university, and English learners. The significances are:

1. Language Development Centre: this research can support and help teachers and other stakeholders at university in designing relevant curriculum and they will be able to create the good atmosphere in TOEFL class,so the students are motivated in learning English at the Class.

2. TOEFL Lecturer: the findings will be beneficial for English lecturer in TOEFL class to provide and appeal materials and many interesting imthey will know that learning English is not only from one place but there are many places to learn English such as TOEFL class, and English learners will know the benefits and factorsthat encourage them to learn English at class.

3. The other researchers: the result of the research hopefully could develop the informations for other researcher as reference and use this research as comparison to other similar studies.

F. Defenition of Key Terms

1. **Student**

   Student is the person who is studying at the school or college.

2. **English**

   English is the langugr of England that used by many people in the world.

3. **Learning**

   Learning is the process of knowing the new things or to study further about something.

4. **Motivation**

   Motivation is a desire or condition that guide and support people to do something.

5. **TOEFL Class**

   TOEFL class stated is one of the course to learn about English in State Institute for Islamic Studies Padangsidimpuan managed by Laguage Development Centre. It provides English training but TOEFL class is focused to accomplish TOEFL test with some additional materials.

6. **Language Development Centre**

   Language Development Centre is the development unit or institution at the State Institute of Islamic Padangsidimpuan. It was created to develop or to improve students' Language skill include English and Arabic.

   So, Students' English learning motivation in Joining TOEFL Class at

Language Development Centre is a desire that activates and directs the students to learn something, especially to learn further about TOEFL test at the TOEFL Class under Languge Development Centre management.

G. The Outline of the Thesis

This research is organized into five chapters. Every chapter is subdivided into subtopics to elaborate the given issues. Chapter one consisted of introduction, they are: the background of the problem, focus of the problem, research question, objectives of the research, significance of the research, defenition of the research, and the outline of the thesis.

Chapter two consists of the theoretical description. It is divided into subchapters which consist of description of larning motivation, concept of motivation, types of motivation, types of the research, factors influencing students' motivation, how to increase students' motivation, and TOEFL class.

Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the research design, the population and sample, intstrument of collecting the data, technique of collecting the data, and technique of data analysis.

Chapter four consists of research finding and discussion and it is also devided into fndings and discussion.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II
LITERATURE REVIEW

A. Theoritical Description

1. Learning Motivation

The word "motivation" has been variably defined by many experts. According to Hammer, the meaning of motivation as the "internal drive" that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we have to try to reach that goal, this is called "the action driven by motivation"[10]. So motivation is main factor when someone wants to do something

Meanwhile Arno defined that motivation is the condition which can initiate, guide and maintain our behaviours until a goal has been reached or response has been blocked[11]. Similar to Brown, motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it"[12]. It can be perceived that motivation has 2 components, these are effort and affect. Effort refer s to the time that someone

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[10]J. Harmer, *The Practice of English Language Teaching. Essex: Longman Press.*, 2nd ed. (Essex: Longman Press, 2001), p.3.

[11]Arno F. Wittig, *Introduction to Psychology*, 2nd ed. (New York: McGraw-Hill, 2001), https://libgen.is/search.php?req=introduction+to+psychology+Arno&open=0&res=25&view=simple&phrase=1&column=def.

[12]H Douglas Brown, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING*, n.d., https://libgen.is/search.php?req=Principles+of+language+learning+and+teaching&open=0&res=25&view=simple&phrase=1&column=def.

spent for studying and affect refers to the reaction or the result that they get after studying.

In more specific definition, Wlodwoski explained motivation as "the processes that can arouse and encourage behaviour, give directionor purpose to behaviour, continue to allow behaviour to persist, and lead to choosing or preferring a particular behaviour"[13].So motivation also called as direction to that guide someone to do something.

In the same vein, Parsons, Hinson and Brown defined motivation as an important component or factor in the learning process. Learning and motivation have the same importance to achieve something. Learning makes us gain new knowledge and skills and motivation pushes or encourage us to go through the learning process[14]. Briefly, motivation is the action that has impact to human life to increase personal behaviour then they can create their self-concept to think more about everything that they want to get.

Based on the definition above, it can be understood that motivation is defined as an important energy that every people has to have, because it can be as a direction to do and achieve something that will change someone's life to be better than before.

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[13]Raymond J. Wlodkowski, *Enchanching Adult Motivation to Learn*, 3rd ed. (San Francisco: A   Wiley   Imprit,   2008), https://libgen.is/search.php?req=Wlodkowski+Enhancing+adult+motivation+to+learn&open=0&res=2 5&view=simple&phrase=1&column=def.

[14]R. Parsons, S. Hinson, and D. Brown, "Educational Psychology :Practitioner –Researcher Models of Teaching." (University of Virginia, 2001), p.28.

2. Concept of Motivation

The following parts are learning motivation Concept or model of Motivation. There are 2 Models of motivation that will be elaborated they are:

a. Gardner's model

Gardner's model is one of the models of motivation that has carried by Robert. C. Gardner in 1972 to 1985. Gardner is one of the pioneering researchers in second language acquisition (SLA) who focuses on motivation. Quoted by Zunko Matsuzaki, Gardner defines motivation byspecifying a goal, effortful behaviour to reach the goal, a desire to attain the goal, and positive attitudes toward the goal as four aspects of motivation. However, is not necessarily a measurable component of motivation. Instead, a goal is a stimulus to rise a motivation[15]. So motivation is also called as the effort to reach the goal.

In Specific explanation, quoted by Mattarima, he stated that Gardner focuses on classifying reasons for second language study, which he studies then identifies as orientations . He finds two main orientations through hisresearch

> Integrative: a favourable attitude toward the targetlanguage community; possibly a wish to integrate and adapt to a new target culture through use of the language.

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[15]Junko Matsuzaki Carreira, "Relationships between Motivation for Learning English and Foreign Language Anxiety: A Pilot Study Junko Matsuzaki Carreira," *JALT Hokkaidp Journal* 10 (2006): 16–28.

Instrumental: a more functional reason for learning the target language, such as job promotion, or a languagerequirement.[16]

From explanation above, it can be concluded that the students might have motivationals factors in learning even its intagrative motivation or instrumental one.

b. Dörnyei'smodel

Dörnyei's model was introduced by Zoltan Dörnyei in 1994. Dörnyei is concerned with exploring the model of motivation, specifically in a FL setting. Dörnyei's model has three different levels of factors.

1) The first level in Dörnyei's model is the language level, which encompasses both integrative and instrumental motivational subsystems focusing on reactions and attitudes toward the target language. It considers the language and the community as well as the instrumental and integrative motivation proposed byGardner.
2) The second level is the learner level, which focuses on the individual's reaction to the language and the learning situation. It involves the learner's personal traits and cognitiveprocesses
3) The third level is the learning situation level, which takes into account specific motivational factors connected with the teacher, the course, and the group of language learners with whichan individual interacts.[17]

This level consists of extrinsic and intrinsic motives in different areas. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation

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[16]K. Mattarima and A. R. Hamdan, "Learners' Motivation and Learning Strategies in English Foreign Language (EFI) in Indonesian Context.," *Journal of Edupres* 1 (2011): p.103.

[17]Zoltán Dörnyei, *Teaching and Researching Motivation*, 2nd ed. (London: Pearson EducationLimited,2011),https://libgen.is/search.php?req=dornyei+teaching+and+researching+motivation&open=0&res=25&view=simple&phrase=1&column=def.

constructs with intrinsic motivation, which refers to doing a simply activity

for the enjoyment of the activity itself, rather that its instrumental value [18].

These two motives are not necessarily mutually antagonistic. However,

extrinsic motivation can undermine intrinsic motivation. Traditional school

settings often cultivate extrinsic motivation but under certain circumstances

classroom rewards can be combined with or lead to intrinsic

motivation.[19]Dörnyei attempted that extrinsic motivation might affect

instrinsic motivation. Because extrinsic makes students pay attention to the

reward instead of the lesson.

3. Types of Motivation

After explaining the concept of motivation, the discussion in this section

is investigating the types of motivation. Harmer used the word 'goal' to

categorize the motivation in second language learning into two types:

a. Short-term goal means when students wish tosucceed in doing something in the near future. For example,students who want to pass examination or to get good grade or high scores
b. Long-term goalrefers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the targetlanguage.[20]

It can be concluded that short-term goal is the motivation as the wish of

everyone who wants to achieve and succeed in the near future. Then long-term

goal is the motivation which has the connection with the future plan that

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[18]Mattarima and Hamdan, "Learners' Motivation and Learning Strategies in English Foreign Language (EFI) in Indonesian Context."

[19]Parsons, Hinson, and Brown, "Educational Psychology :Practitioner –Researcher Models of Teaching."

[20]Harmer, *The Practice of English Language Teaching. Essex: Longman Press.*

someone wants to achieve in creating their better life.

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

    a. Integrative motivation, definedas the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal.

    b. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school.[21]

Then, from both factors above this can be concluded that integrative motivation is motivation that is created in learning second language to increase someone skill and the need that have to be learned because important to their community or society. For example, learners who are integratively motivated want to learn the language because they want to get to know the peoplewho speak that language.

Integrative motivation may have significant others such as boyfriend or girlfriend or family members who speak the language. On the other hand, instrumental motivation is the motivation that is related to someone need in the

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[21]Ratanawalee Wimolmas, "A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University," n.d., 904–15.

future such as their careers or their achievements. For example, someone who wants to work in the bank, so directly the people learn English which related to bank and also the instrument used in connection with bank.

In addition, some experts also classify motivation into extrinsic and intrinsic.

a. Extrinsic motivation

Arnold explained extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branchoftheextrinsicmotivation.[22] Extrinsic motivation emphasizes to what they get directly or real thing.

Extrinsic goals can vary from short-term goals (good grades, prizes from the teacher and parents, participation in competitions, etc) to long-term ones (possibility of winning scholarships, better job opportunities, higher social status, etc)[23]. So extrinsic motivation could bring negative impact to the students, they learn because of external outcomes such as reward and punishment.

According to National Research Council in United States the most

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[22]J Arnold, *Affect in Language Learning* (Cambridge: Cambridge University Press., 2000).

[23]Alexander Seeshing, Shun Lau, and Youyan Nie, "Primary and Secondary Students' Motivation in Learning English : Grade and Gender Differences," *Contemporary Educational Psychology* 36, no. 3 (2011): 246–56, https://doi.org/10.1016/j.cedpsych.2011.03.001.

prominent extrinsic rewards in school are good grades and social recognition. Ideally, such forms of extrinsic motivators would not be the only or even the most salient reasons for students to exert effort in school. Realistically, however, external incentives are powerful motivators if they are believed to be genuinely available. Because a substantial proportion of students in urban high schools serving economically disadvantaged youth have never received high grades or recognition for the academic accomplishments, the challenge is to convince them that these rewards are within their reach and have value[24]. Having a good grade can make students more confident cause they can recognize by the other students

So, rewards also can make students have enthusiasm in learning especiallly for students who are stiil low in academy and economy. With extrinsic motivation, students also do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because of the rewards, he will be highly motivated to come to classes and learn to achieve the goal that is set for him. But when these rewards are taken away or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

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[24]National Research Council, *Engaging Schools* (Washington D.C: The National Academies Press, 2004).

b. Intrinsic motivation

Intrinsic motivation refers to learning itself having its own reward It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes.[25] Intrinsic motivation is normally interpreted as motivation through an interest, innitiation or come from insie based on their own will.

Lightbown and Spada mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.[26]In this case teacher do not play important role to students' interest in learning.

The advantages of intrinsic motivation have been shown in many studies, although not specifically involving urban high school youth. For example, researchers have found that students who are intrinsically inter-ested in an activity are more likely than students who are not intrinsically interested to seek challenging tasks, think more creatively,exert effort , and

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[25]Wayan Suryasa, "An Analysis of Students ' Motivation Toward English Learning As Second Language Among Students In Pritchard English Academy (PEACE)" 1, no. 2 (2017): 43–50.

[26]Patsy M. Lightbown and Nina Spada, *How Laguages Are Learned* (New York: Oxford UniversityPress,2006),https://libgen.is/search.php?req=lightbown+and+spada&open=0&res=25&view=simple&phrase=1&column=def.

learn at a concep-tual level[27]. Intrinsic motivationfound to be a better motivation because it comes from students itself when they have desire, curiosity, interest to learn about something without compulsion.

To sum up, intrinsic and extrinsic motivation is a desire to get what the students want even the desire have different goal. Extrinsic motivation comes from the desire to get the reward and the intrinsic motivation comes from the desire the higher level of the knowledge.

4. Factors Influencing Students' Motivation

There are two factors that influence the students' motivation those are internal external factor and external factor. They will be described in the following:

a. *Internal factor.*

Harmer stated that internal factors include physiological and psychological aspect. However, the physiological condition can influence the spirit of the students during teaching learning process such as unhealthy body can decrease the cognitive competence, so the students are unable to comprehend the material well. Besides, psychological aspect concerns to the positive students' attitude especially to the teacher and subject itself is a good beginning for the students in teaching learning process. On the other hand, the negative students' attitude to the teacher and the subject cause the students difficult tolearn.Internl factor can be understood as the willing

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[27]National Research Council, *Engaging Schools*.

comes from the physical and logical health.

In another theory, internal factor also can be classified into three factors as the following:

1) Age

Age is one factor that influences motivation of students. Cited by Anni Marie, Setiyadi stated that student of different age have different needs, competence and cognitive skill. Children learn foreign language for fun through play, sing song; the language should be first presented through sounds. Some people say that children learn the language faster than adult do because children use their young brain to memorize quickly then it is easy for them to remember or recognize something new in their ear.[28] So age very affected to the students in memorizing the new words .

Gawi conducted a research about the effect of age factor on learning English. Then, he explained the widespread belief that the *younger the better* in second or foreign language learning is partly grounded on observations of many English teachers and experts all over the world. Evidence for this is drawn from majority language children in schools who start learning English at a very early age in Dawadmi,

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[28]Anne-marie Masgoret, Robert C Gardner, and Edith Reyes, "Motivation and Attitudes Towards Learning Motivation and Attitudes Towards Learning Languages in Multicultural Classrooms," no. February 2016 (2010), https://doi.org/10.1080/14790710408668180.

KSA.[29]So age is necessary for maintaning functional indepedence such as learning new language, older adults might show the less learning than young adult.

2) Goals

Harmer explained that motivation encourages to achieve the goal. If the goal is clear and useful for the students, then they will attempt to achieve that goal. And motivation is also closely related with a person desire to achieve the goal. It could be longterm goal and short term goal[30]. With coherent goals it can make student focused on learning

3) Needs

According to Pushpanathan need refers to the students themselves would ike to gain their knowledge. He implies that students may have personal aims in learning something. For example, a student wants to continue the study abroad and citizens in that country use English as their official language. It is mean that the student needs to learn English language[31]. So needs defines as the things you must have for satisfaction.

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[29]Elsadig Mohamed, Khalifa Gawi, and Saudi Arabia, "The Effects of Age Factor on Learning English : A Case Study of Learning English in Saudi Schools , Saudi Arabia" 5, no. 1 (2012):12739,https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=Gawi%2C+E.+M.+K.+%282012%29.+The+Effects+of+Age+Factor+on+Learning+English%3A+A+Case+Study+of+Learning+English+in+Saudi+Schools%2C+Saudi+Arabia.+Canadian+Center+of+Science+and+Education+127%3A&btnG=.

[30]Harmer, *The Practice of English Language Teaching. Essex: Longman Press.*

[31]Pushpanathan thiruvengadam, "The Importance Of Needs Analysis for English Language Curriculum," *International Journal of Applied Research Studeies*, n.d.

b. External factor

There are two kinds of external factors they are:

1) Social environment

Myra and Sacker investigated that thereare three things included in this environment those are:

a) Teacher

A teacher should be able to apply various ways or methods in teaching to develop students' motivation. According to Zeiger as quoted by Firda explains that a teacher's role involves not only standing in front of a classroom and lecturing, but an effective teacher understands that teaching involves various topics to ensurethat the study runs smoothly and all students receive a quality of education[32].So teacher has powerful variable of motivation and demotivation, can become a major part in demotivating thelearners.

b) Society

Society is made by the people who form it. The beliefs and values of people have a direct impact on the way they think and act. It is the people who shape the system of education and learning. From deciding the educational content suitable for each grade, to devising ways to impart knowledge at different levels of learning, it's the

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[32]Firda Farisa, "Motivation And Its Relationship With Reading Achievement" (Ar-Raniry State Islamic University, 2018).

people qualified for this role, who do it. So, their thoughts and beliefs, that are in turn shaped by society, are bound to impact what they implement for the education and learning system[33].

Society is related with students learning process because what and how a person learns is influenced in large measure by the culture in which the learning occurs and the social interaction process in which the learner engages

c) Peers and Friends

The peer as the micro system in social that it comprises relationship, roles, and activities. Peers are equal to the same gender and age. They have similar interest of socialstatuses. Students can share everything with their peers.[34]

Quoted by Jeroen Koekoek the researcher from university of Uthrectht. He stated that Cothran and Hodges Kulinna,explored the impact of three teaching strategies on the relationship between friendship and learning of children, aged 11–14. They used semi-structured interviews to explore the influence of direct instruction (the teacher shows how children must execute a skill or technique), peer instruction (choosing a partner to lean a task with different roles), and inquiry instruction (questioning by the teacher to

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[33]Firda Farisa.
[34]Firda Farisa.

encourage children to try different solutions). Children perceived peer instruction from friends as fun because it provided an opportunity to chat with each other[35]. Furthermore,children had less fun during the direct instruction method, they thought it provided more opportunities to concentrate or focus on the task.

In his research, Jeroen also quoted from Aggleton's description about the factors that influence children's involvement in physical activity, children enjoyed interacting socially with friends and engaging in competition, and had an overwhelming preference for group activities such as team sports. He concluded that social interactions motivated children to succeed in the assigned tasks. The study suggests that friendships can play a decisive role in children's involvement in physical activity. found that, as well as teachers and parents, peers also influence children's goal orientations and subsequently their behavior and participation in PE lessons.[36] Specifically the peers can help students to acquire physical and lological skills

2) Nonsocial environment

According to Gagne as quoted by Rahardjito, facilities or media is

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[35]Jeroen Koekoek and Annelies Knoppers, "The Role of Perceptions of Friendships and Peers in Learning Skills in Physical The Role of Perceptions of Friendships and Peers in Learning Skills in Physical Education," no. July (2013), https://doi.org/10.1080/17408989.2013.837432.
[36]Koekoek and Knoppers.

various components in students' environment that canstimulatethemtolearn.Thefacilitiesofstudyareneededby teacher and students to encourage the teaching program. Complete facilities such as language laboratories, books that related to language in the library will make students more interested in learning and easy to comprehend the material. Incomplete learning tool makes learning process could not run well especially for subject that needs to practice.[37] Nonsocial environment including time for studying, home, and facilities also play an important role in children development.

5. **How to Increase Students' Motivation**

Cited by Wahyudi, one of the researcher in educatation field named Sardiman has given opinion about motivation. He stated that in teaching and learning the role of both intrinsic and extrinsic motivation is needed. By motivating, students can develop activities and initiatives, can steer and maintain persistence in learning activities. There are several strategies to motivate their learning activities in schools. namely:[38]

a. Giving value

The value both for the students is a very strong motivation. Teachers will also be reminded that the achievement of these values are not the result

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[37]Firda Farisa, "Motivation And Its Relationship With Reading Achievement."
[38]Muhammad Wahyudi, "The Strategies Of The Teacher In Motivating Their Students In Learning English (A Study at the Tenth Grade Man 2 Boyolali in the Academic Year 2016/2017)" (The State Islamic Institute of Surakart, 2017).

of true learning, meaningful learning outcomes. Therefore, the next steps taken by the teacher is how to provide the figures can be associated with the values contained in each of the knowledge being taught to the students so that not only cognitive but also the skill and affection.

b. Reward

Reward also as a motivation, but not always. Because the reward for a job, it might not be attractive to someone who is not happy and no talent for anything the job.

c. Competition

Competition can be used as a motivational tool to encourage student learning. Competition, both individual and group competition competition can improve student achievement.

d. Ego-involvements

Raising awareness to the students to feel the importance of the task and take it as a challenge to work hard risking self-esteem, is as one form of motivation that is quite important..

e. Giving tasks

The students will be keen to learn if you know there will be a tasks. Therefore, gave this test is also a means of motivation.

f. Knowing the results

By knowing the results of work, especially if it does progress, it will encourage students to study harder. Increasingly aware that the graph of the

results of learning increases, then there is no motivation on students to continue to learn, with a hope the results continue to rise.

g. Praise

This praise is a form of positive reinforcement and is a motivation, the gift must be precise. With proper praise will foster a pleasant atmosphere and heightens passion to learn and at the same time will raise self-esteem.

h. Punishment

Punishment is a negative reinforcement if given correctly and wisely can be a motivational tool. Therefore, teachers must understand the principles of Punishment.

So, there are so many strategies to be used to motivate the students to learn and make them comfortable, interested, conducive in the process of learning and teaching.

6. TOEFL Class

TOEFL class was developed by Language Development Centre of IAIN Padangsidimpuan. The mission of this course is to provide the highest level of instruction to students with a pre-existing knowledge of English in order toconsolidate their skills and communicate with greater accuracy and fluency[39]. The lecturer of TOEFL class said "The purpose of TOEFL class is to make students more qualified or more competent, and one of the way to do it by

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[39]"TOEFL Boot Camp Syllabus Tentative Classroom Sessions: Monday – Thursday" (Padangsidimpuan, 2019).

giving and teaching them foreign language skills, this skill can only be proven through certain tests such as IELTS, TOEFL, TOAFL and so on. Since IAIN Padangsidimpuan has implemented the Ma'had program, which is an intensive Language Enrichment program, but so far there is no assessment method that can support them, that is why we created TOEFL program. Ideally this program is in the same line with the TOAFL program but currently there are no human resources available. So, we only focus on the TOEFL. Coincidentally, I have ever had the experience of taking the official TOEFL test several times and also have experience studying abroad so I was given the responsibility in managing the TOEFL class"[40]. TOEFL class one is of the tools to improve students' English skills.

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

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[40]Liah Rosdiani, the lecturer at TOEFL CLASS, (IAIN Padangsidimpuan, 15 July 2020)

skills, and strategies necessary in order to take the official TOEFL tests. The students willlearn a wide range of listening and reading tasks, produce spoken output in response to a variety of prompts, as well as build writing and speaking strategies with a range of texts.[41] The lecturer still used traditional method to teach the students it was face to face, the lecturer gave the expanation and the students must listen.

Based on reseacher experienc in the class, to improve students skill the lecturer also made video call to her indonesian friends who live and study in another country. In this section the lecturer give opportunity to students to ask about many things that related to college such as how to get scholarship in foreign university, what things that students must prepared, how is living cost in another country and they also give an advices and motivation for all the students to continue their study. All she did to make the students to be qualified people and also sure the students know further about foreign univerity.

By the end of the course, students will have also reviewed, practiced, and extended theirknowledge of more complex grammar and vocabulary structures, students also get certificate of TOEFL Score .[42]TOEFL class was made for the students who wants to know about English especially in TOEFL test and the students who want to study abroad.

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[41]"TOEFL Boot Camp Syllabus Tentative Classroom Sessions: Monday – Thursday."
[42]"TOEFL Boot Camp Sylabus Tentative Classroom Sessions: Monday – Thursday" (Padangsidimpuan, 2019).

B. Review of Related Findings

Many studies on students's motivation of learning English have been carried. One of the researchers is written by Wagiyo. Based on the result of the study the researcher concluded that the respondents of the study in this case was the senior high school students who enrolled in English Education Study Program of State College of Islamic Studies Syaikh Abdurrahman Siddik Bangka Belitung in academic year 2013-2014 have extrinsic motivation. They regarded English as compulsory subject and just fulfilled for the need of examination passing level. They were lack of intrinsic motivation. As a matter of fact, they have not realized that English is important for them in the future for instances making them more knowledgeable, getting good jobs, searching for information, knowing new people from different countries, and being successful in any field.[43]

Deldeniya Madhubashini also conducted the result about students' motivation in learning other language, it was Japanese as second language to one of secondary school in Sri Lanka. It this case, the students were highly intinsically and extrinsically motivated to learn Japanese although their intrinsic motivation appeared to be a little higher than their extrinsic motivation. These results were attributed to the students' interest to know more about the Japanese people and to learn about their society and culture and their strong positive attitudes towards Japanese people.

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[43]Supiah Wagiyo, "Analysis of Students ' Motivation in Learning English at Senior High Schools," *ResearchGate*, 2018.

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Fajar Mukhtar discussed about the level of students motivation. According to the findings, the researchers concluded that the students' motivation to learn English based on questionnaire results that can be said moderate class ". Students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand.[44]

The other research investigated about the level of students motivation in learning English. The findings showed that most of studentsrelatively had high level of motivation,even though the majority of the students in each class reported having a relatively high level of motivation, about twenty percent of the students overall showed a lack of motivation. Among this twenty percent, half reported that they "did not concentrate on learning and did something else during the class." These findings exemplify a wide range of motivational levels in English classrooms, where some students are interested and 'ready' to learn while others do not see any value in it.[45]

Jutarat Vibulphol also discussed about the teacher's strategy in motivating students in Learning English. The teacher apply external control over the students' learning such as giving immediate feedback and using external sources of motivation, like rewards and punishment, were alsopracticed in a number of classrooms. Examples of teacher-led whole class activities observed in this study

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[44]Fajar Mukhtar, "The Students Motivation In English Language Learning Of Eight Graders At Mts Darul Amin Palangkaraya" (IAIN Palangkaraya, 2017).
[45]Jutarat Vibulphol, "Students ' Motivation and Learning and Teachers ' Motivational Strategies in English Classrooms in Thailand" 9, no. 4 (2016): 64–75, https://doi.org/10.5539/elt.v9n4p64.

included concept or rule explanation, new task demonstration, language practices such as reading texts aloud in chorus, doing exercises on the blackboard and giving feedback on students' assignments. [46]

The next researcher is Muhammad Wahyudi. He investigated about the strategies of the teacher in motivating their students in learning English. Based on the research finding in the result, it can be concluded that the strategies of the English teacher to increase motivation in learning English by giving praise, subtle ridicule, giving suggestion, playing motivation videos and idol story and many students have good response for the English teacher in motivating their students in learning English.

From the previous findings reviewed, it can be understood that instrumental motivation is the main factor of the students in learning English language. They are more interest in learning English for the sake of their careers, future plan or improving their achievements. And the course also could affect the students in learning other language.

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[46]Vibulphol.

CHAPTER III
RESEARCH METHODOLOGY

Place and Time of the Research

This research would be conducted at the collegewhere the researcher is studying at, that is Padangsidimpuan State Institute for Islamic Studies. It is located at Jl. H.T. Rizal Nurdin Sihitang, Padangsidimpuan, North Sumatera. Specifically, the place of the research is in a class of TOEFL class which becomes a part of Institution of Language Development Centre. And the research will be conducted from desember 2019 until November 2020.

Research Design

The kind of this research is descriptive research conducted by using mixed method. Mixed method defined as a type of research design in which qualitative and quantitative approaches are used in types of questions, research methods, data collection and analysis procedures, or inferences.[47]Hence, mixed method can refer to the use of quantitative and qualitative method to answer research questiona in a single research, and designed as complementary to provide information related to several research questions and each questions is answered with different methodological approach.

The research questions require qualitative and quantitative data to address the problem. Even though, quantitative research is involved, this research is not an

[47]Abbas Mustafa Abbas, "Conditional Sentences in English and Kurdish : A Contrastive Study," *Conditional Sentences in English and Kurdish : A Contrastive Study* 1, no. 50 (2012): 40–66.

experimental one. No intervention was involved to make change to the students' motivation. Students' motivation was explored in natural settings.

Population of Sample

Population

Population is a group of object that be target or objective of research and according to Sugiyono state that population is area of generalization which include are object and subject which have sure quality and characteristics that is established by the researcher to learn and get the conclusion[48]. Population of the research wasthe students of State Institute for Islamic Studies Padangsidimpuan who studied inTOEFL class batch three, aproximately there are 60 students who followed TOEFL class in one semester but unfortunately it were only 35 who colected their TOEFL scores in the end of the course and possibly followed the TOEFL until the end of the semester. So the researcher took 34 students as the population of the research.

Sample

According to Sugiyono, sample is a sub group of population that researcher selected to be researched. In taking the sample of the study, the researcher use total sampling technique. Total sampling is a sampling technique where the number of samples is the same as the population. The reason for

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[48]Sugiyono, *Metode Penelitian* (Bandung: Alfabeta, 2017).

taking total sampling is becaise the population is less than 100.[49] So, the researcher took all the student who collected their TOEFL scores it were 34 students. To answer one of the researchquestion, the researcher ask Ms. Liah Rosdiani as the lecturer in TOEFL class and also in IAIN Padangsidimpuan to be the the informant of the research.

Instruments of Collecting Data

Questionnaires

Park states that self-report questionnaires can provide information from a largepopulation and the information can be compared and interpreted objectively through statistical data analysis. Moreover, such techniques of data collection are easy and quick for administration, cost-effectiveness, and non-threatening for the participants.[50] The questionnaire would be asked the participants' general information and English learning experience in TOEFL class. There are several indicators as guidenace in selecting the questions for questionnaire, they are:

Table 3.1 Indicators of Kinds of Motivation

Type of Motivation	Indicators	Number of Questions
Intrinsic	a. Interest b. Future goals	5 questions

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[49]Farida Fitriani Ismail, "Pengaruh Sistem Informasi Akuntansi Dan Pengendalian Internal Terhadap Kinerja Karyawan PT. Beton Elemen Persada," *JASA (Jurnal Akuntansi, Audit Dan Sistem Informasi Akuntansi)* 3, no. 1 (2019): 1–13, https://media.neliti.com/media/publications/284413-pengaruh-sistem-informasi-akuntansi-dan-1b7c3aee.pdf.

[50]Gi Pyo Park, "Language Learning Strategies and English Proficiency in Korean University Student"*ForeignLanguageAnnals*.2008,https://libgen.lc/scimag/index.php?s=Language   Learning Strategies and English proficiency in Korean University.Language Learning Strategies and English proficiency in Korean University .

Motivation		(No.1,2,3,4,and 5)
Extrinsic Motivation	a. Encouragement and Support b. Result and Reward	5 questions (No.6,7,8,9,and 10)

Table 3.2Indicators of Level of Motivation

Indicators	Number of Questions
Attendance	2 questions (No. 1 and 2)
Activeness	3 questions (No. 3, 4, and 5)
Persistence	3 questions (No.6, 7,and 8)
Learning Outcomes	2 questions (No.9 and 10)

Interview

To answer the third researh question , the researcher used intervied as the instrument for collecting the data. Interview is a purposeful interaction between two people, focused on one person trying to get information from the other person.[51] So interview is question prepared by the interviewer by asking the person to get a certain information

The Technique of Collecting data

Questionnaires

In the process of collecting data, the researcher distributed the questionnaire to each students.The questionnaire is adapted from Attitude Motivation Test Battery (AMTB) designed by R.C. Gardner. A questionnaire

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[51]Sara Syazana Baharuddin and Sabariah MD Rashid, "Journal of Language and Communication.," *Social Science Journal by Faculty Of Modern Language Communication* 1, no. 2 (2014): 137–54.

consists of 20 statements, 5 statements for intrinsic motivation, 5 statements for extrinxic motivation and 10 statements for the level of motivation. Then after the researcher distributed the questionnaire, the researhers asked the students to complete a questionnaire by giving a check in the questionnaire based on their opinion and feeling. After the students have completed answering the questions, students submitted the questionnaires to the researcher.After the researcher got all the data collected from the questionnaire,the researchers calculated the results by using the formula.

Interview

The researcher did the interview to the teacher after checking the questionnaire sheet. Lincoln and guba in Imami Nur Rachmawati , said there are seven steps in the use of interviews to collect data in qualitative research, namely[52]:

a. Assign to whom the interview was going to do.

b. Set up the problem issues that will be the talk.

c. Initiate or open the interview flow.

d. Establish the interview flow.

e. Confirm overview of the results of the interview in the note field.

f. Write down the result of the interview in the note field.

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[52]Imami Nur Rachmawati, "Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara," *Jurna Keperawatan Indonesia* 11 (2007): 35–40, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=metodologi+penelitian+kualitatif+interview&btnG=.

g. Identify follow-up interviews have been obtained..

Technique of Data Analysis

  Questionnaire

Questionnairewas used as the main data to find out the level of students'

motivation in learning and the type of learning motivation that students mostly

have. There were 5-Likert scale questionnaires ranged from strongly agree to

strongly disagree and another words is it from never to always.which the

respondets were asked to indicate the extent which they agreeor disagree with

the statements about the types os students, motivation in learning by marking

one of the responses rangingand the level of students motivation. Scoring

students responses on questionnaire by using Likert Scale type, those are as

follows: [53]

  Table 3.3 Likert Scale

Options	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Disagree	1	1
Disagree	2	2
Neutral	3	3
Agree	4	4
Strogly Agree	5	5

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[53]I. Elaine Allen and Christopher A. Seaman, "Likert Scales and Data Analysis," *Quality Progress*, 2007,https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=likert+scale&btnG=.

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

Table 3.4 Mean Range for Motivation Level.

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

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

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

Description:

$\bar{x}$ = mean

x_i=the number of the data

n= the number of sample

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

$$P = \frac{f}{n} \times 100\%$$

Description:

P = Percentage

F = Frequency of respondents

n = Number of sample

Interview

After collecting the data, the researcher analyzed it by using interactive including reducing the data, displaying the data, and taking conclusion and verification suggested by Milles and Huberman.

a. Reducing the data

Reducing the data is the process of sorting, focusing, simplifying, abstracting, andtransforming of the raw data. In fact, as we saw the figure above, datareduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before,during, and after collecting the data as well as analyzing the data. Before the data were actually collected, the researcher decided (often without full awareness) which conceptual framework, which cases,which research questions, and which data collection techniques to choose. This definition was called "anticipatory" depicted in the figure.[54]Data reduction means summarizing, choose the things that are important and look for the themes and patterns and discard unnecessary.

Therefore data reduction can be interprted as the process of selection and simplification of the data, not all of the discovered data of the research are important it means thatimportant data must be taken and unnecessary data must be ignored. In the process of data reduction, the researcher

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[54]Mathew B Milles, A Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis (A Method Sourcebook*, third (Uited States of America: SAGE Publications, Inc., 2014).

selected, focused, and simplifies the data that was taken from the interview activity with the teacher

b. Displaying the data

Displaying the data means describing the data form of description or narration. This technique is used in arranging the information, description or narration to draw the conclusion of presenting important data which led conclusion. Each of those important data arranged in the research findings was followed or completed by a code which refereed to the serial number of field note and them followed by the number of event or sequence in it.[55] So, displaying the data is the process of arranging the data by taking the important data of the research

c. Drawing conclusion and verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.[56] Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these

[55]Milles, Huberman, and Saldana.
[56]Milles, Huberman, and Saldana.

emergent conclusions. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability that is, their validity.[57] Drawing conclusion means taking temporary conclusion and verified them after crossing-checking the data.

In the other words, it can be said that the conclusion is analyszed continuously and verified the validity to get the perfect conclusion about what the lecturer do to increase students' motivation.

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[57]Milles, Huberman, and Saldana.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presented the result of the research. It was intended to answer the objectives of the study. The researcher described the process of calculating and presenting the result of the data. Whereas in the discussion section the researcher analyzed the finding. The researcher did the research and got complete data from all the research instruments including questionnaire and interview. To get the objectives of the research, the researcher analyzed the data systematically and accurately. The data were analyzed in order to draw description about this research.

A. Finding

This part showed the finding into 3 points ranging from kinds of students' motivation, the level of students' motivation and the teacher's role to increase students motivaton.

Kinds of Motivation

In this research there were two kinds of motivation to be discusssed they are:

a. Intrinsic Motivation

Related to the first motivation where was about self awareness Interest and future goals. The detail about those results will be elaborated on the table below:

Table 4.1. I learn English at TOEFL class because it is something thatalways want to do

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
1	Strongly Disagree (1)	2	5.88%		
	Disagree (2)	-			
	Neutral (3)	2	5.88%		
	Agree (4)	18	52.94%	4.11	High
	Strongly Agree (5)	12	35,29%		
	Total	**25**	**100%**		

From table 4.16, it was seen that eighteen students "Agree" , twelve students were"Strongly agree". Another responses were two students chose "Neutral" and the last two students were "Strongly disagree". The dominants responses for the statement number one was agree. It indicated that that most of them learn English at TOEFL class because it is something they always want to do. So,they level of students' intrinsic motivation were high.

Table 4.2 I follow TOEFL to improve my English skills

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
2	Strongly Disagree (1)	2	5.88%	4.47	High
	Disagree (2)				
	Neutral (3)	-			
	Agree (4)	12	35.29%		
	Strongly Agree (5)	20	58.82%		
	Total	**25**	**100%**		

Table 4.2presented that there were twenty students chose "Strongly agree", twelve of them chose "Agree" and the rest of them chose "Strongly disagree". Most of students believed that following TOEFL classcould give a good effect in improving their English skill, looking at the mean score it could interpret that the level of the students intrinsic motivation were high.

Table 4.3 I study English because I enjoy learning it

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
3	Strongly Disagree (1)	2	5.88%	3.88	High
	Disagree (2)	1	2.94%		
	Neutral (3)	6	17.64%		
	Agree (4)	15	44.11%		
	Strongly Agree (5)	10	29.41%		
	Total	**25**	**100%**		

Table 4.3 showed that two of students were strongly disagree,and one of the students were disagre which is mean he didn't enjoy studying English, six of them were neutral, but there were fifteen students agree and ten of them were strongly disagree. Majority of the students enjoyed learning English. so the intinsic students motivation were high.However, because there six students who were neutral and three student who did not enjoy learning English. Teacher and lecturert could design with interactive, enjoyable and meaningful activities

Table 4.4 I study English in TOEFL class to help me in communicating with foreigners

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
4	Strongly Disagree (1)	1	2.94%		
	Disagree (2)	2	5.88%		
	Neutral (3)	5	14.70%		
	Agree (4)	9	26.47%	4.14	High
	Strongly Agree (5)	17	50.00%		
Total		**25**	**100%**		

In table 4.4 it was seen that from seventeen students chose "Strongly Disagree", also nine students chose "Agree", five student chose Neutral, two student chose disagree, and one student chose strongly disagree. inthis part student have various answer ut the dominat answer were strongly agree, This explained that most of the students felt that when they learn English language, they can communicate with foreigners. Looking at the responses, the students intrinsic motivation were high.

Table 4.5 I learn English in TOEFL class to help me in socializing to community in the same language

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
5	Strongly Disagree (1)	1	2.94%		
	Disagree (2)	2	5.88%		
	Neutral (3)	4	11.76%		
	Agree (4)	17	50.00%	3.97	High
	Strongly Agree (5)	10	29.41%		
	Total	**25**	**100%**		

Table 4.5interpreted that half of the students agree about the statement that English is a tool to interract with the community who speak the same language age. Also ten of them strongly agree with that. four of them chose neutral, two of them was disagree and one of thme were strongly disagree. So most of students believed that learn english in TOEFL class can help them in socializing to community in the same language. Therefore, English is a language that has to be learned to make them can face and get interaction with foreigners if they can speak in English. In this part students intrinsic motivation was also high.

b. **Extrinsic Motivation**

Related to the second motivation where was about Encouragement and support, and result and reward. The detail about those results will be elaborated on the table below:

Table 4.6 I learn English at TOEFL class to get better job

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
6	Strongly Disagree (1)	-			
	Disagree (2)	2	5.88%		
	Neutral (3)	7	20.58%		
	Agree (4)	15	44.11%	3.97	High
	Strongly Agree (5)	10	29.41%		
Total		**25**	**100%**		

Table 4.6 showed that two of the students were disagree that learning english could not help them in getting better job, seven of them were neutral

and the other chose agree and strongly disagree. From thirty four students, more than half of students believe that learning English can help them in getting a job. So with that responses the students were in high level in extrinsic motivation.

Table 4.7 I learn English at TOEFL class because i want to pass the examination

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
7	Strongly Disagree (1)	1	2.94%		
	Disagree (2)	3	8.82%		
	Neutral (3)	7	20.58%		
	Agree (4)	15	44.11%	3.76	High
	Strongly Agree (5)	8	23.52%		
	Total	**25**	**100%**		

Table 4.7showed that one of the students strongly disagree for the statements, also three students were disagree that they follow TOEFL class for passing the examination,seven of them were neutral and the rest of the students chose agreee and strongly agree. It meant that more than half of students followed the TOEFL class for passing the examination and the others were not. Based on the criteria, the students extrinsic motivation were in average level.

Table 4.8 I study English in order to please my family

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students'

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
8	Strongly Disagree (1)	6	17.64%		
	Disagree (2)	5	14.70%		
	Neutral (3)	11	32.35%		
	Agree (4)	9	26.47%	2.94	Average
	Strongly Agree (5)	3	8.82%		
	Total	**25**	**100%**		

Table 4.8 Table 4.16 illustrates about the students' learn English at course because of parents' command. The data in the table above shows that six of the students strongly disagree on the statement also the five of them were disagree. While eleven students came with neutral choice, and nine and three students came with agree and strongly agree. It showed that students have a various choices. But the dominant selected choice were neutral. So it could make students extrinsic motivation were on average level.

Table 4.9 I join the TOEFL class to help me in getting scholarships

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
9	Strongly Disagree (1)	1	2.94%		
	Disagree (2)	1	2.94%		
	Neutral (3)	4	11.76%		
	Agree (4)	13	38.23%	4.17	High
	Strongly Agree (5)	15	44.11%		
	Total	**25**	**100%**		

Table 4.9 explained that one of the students was strongly disagree if joining TOEFL class can gelp them ub getting scholarship, also one students

chose disagree. While four of them were neutral, thirteen of them were agree, and the number of students who chose "strongly agree" were fifteen. The researcher found that more than 70% of students felt that followingTOEFL class could help the, to get scholarship. So the level of students intrinsic motivation were in high categories.

Table 4.10 I join the TOEFL class for doing the competition.

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
10	Strongly Disagree (1)	-			
	Disagree (2)	6	17.64%		
	Neutral (3)	8	23.52%		
	Agree (4)	14	41.17%	3.60	Average
	Strongly Agree (5)	6	17.64%		
	Total	**25**	**100%**		

From the table above, the researcher could interprete that there were six students chose strongly agree, fourten students came with "Agree", eight of them were neutral, while six of them disagree. In this section students had various answer, but the dominant answer were agree. Looking at the result students extrinsic motivation was in average level

From all the table description above the researcher got the result:

Table 4.11 Overall score

Kinds of motivation	Mean score	Rating of motivation
Intrinsic Motivation	4.11	High
Extrinsic Motivation	3,68	High

From the table above, the researcher concluded that the students have both high level in intrinsic and extrinsic motivation in leaning Englishin TOEFL class eventough thy were in the sam categories but the dominant types of motivation was intrinsic motivation.

The Level of Motivation

This part would be discussed about the level of students' motivation in learning English at TOEFL class, the indicators to know the result were Attendance and Activeness , persistence, and learning outcomes . The detail about those results will be elaborated on the table below:

Table. 4.12 i attend the TOEFL class frequently

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
11	Never (1)	-			
	Seldom(2)	1	2.94%		
	Sometimes(3)	5	14.70%		
	Often (4)	22	64.70%	3.97	High
	Always (5)	6	17.64%		
	Total	**25**	**100%**		

The table above explained that from thirty six students six of them always came to the class frequently, fifteen student were often, 3 students were occasionally came, while one students was seldom. Generally, the

students were often come to the class. It indicated that they had high motivation in following TOEFL class.

Table 4.13 I come to TOEFL class on time

No	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
12	Never (1)	-	-		
	Seldom(2)	1	2.94%		
	Sometimes(3)	9	26.47%		
	Often (4)	18	52.94%	3.85	High
	Always (5)	6	17.64%		
	Total	**25**	**100%**		

In table 4.13, it showed four students were always come to the class on time,eighteen of them were often, while nine of the students sometimes, one of students chose "Never" and no one of them chose"Seldom". From the expalanation above, majority of the students were often came to the class on time. So the level of students motivation were high.

Table 4.14 I'm active in doing discussion.

	Responses	Number of Participants	Percentage	Mean Score	Rating of students' motivation
13	Never (1)	-			
	Seldom(2)	3	8.82%		
	Sometimes(3)	17	50.00%		
	Often (4)	12	35.29%	3.38	Average
	Always (5)	4	11.76%		
	Total	**25**	**100%**		

Table 4.14 illustrated that 4 students werealways active in the class, twelve of student chose often, seventeen students were doing it sometimes,

and three students came with seldom. The mean score for this statement is

3.38, so the level of students motivation were still in average categories.

Table 4.15 I will ask the lecturer if i have problem in understanding the material

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
14	Never (1)	-			
	Seldom(2)	5	14.70%		
	Sometimes(3)	15	44.11%		
	Often (4)	11	32.35%	3.35	Average
	Always (5)	3	8.82%		
	Total	**25**	**100%**		

Table 4.15 showed from thirty students only three students would ask

the lecturer if he/she had problem in understanding, and eleven of them were

doing it often were often. While fifteen of the students chose sometimes ask

the lectrurer, and five of them were seldom did asking the lecturer if she/he

had problem in understanding material. Looking at the mean score, the level

of motivation was still in average level.

Table 4.16 i will ask the lecturer if i face the problem in doing the task that we discuss in the class

No	Responses	Frequency	Percentage	Mean Score	Rating of students' motivation
15	Never (1)	-			
	Seldom(2)	2	5.88%		
	Sometimes(3)	17	50.00%	3.50	Average
	Often (4)	11	32.35%		
	Always (5)	3	8.82%		

Table 4.16 showed that only three students chose "Always" option

when they was asked about would they ask the lecturer if they found some

problems in doing the task that they discuss in the class, where the eleven students chose "Often", two of them chose "Seldom" and the most chosen option was "sometimes" with seventeen students responded to that option. Which made students to be in average level in motivation.

Table 4.17 I do the task given by the lecturer frequently

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
16	Never (1)	-			
	Seldom(2)	1	2.94%		
	Sometimes(3)	6	17.64%		
	Often (4)	19	55.88%	3.97	High
	Always (5)	8	23.52%		
	Total	**25**	**100%**		

Table 4.17 explained that the number of students who always did the task frequently were ight students, meanwhile the number of students who did it often were nineteen students, and the number of students who did it sometimes were six and who seldom did it was only one. From the explanation above, it represented that the student mostly did the the task often which made the students in the high categories at the level of motivation.

Table 4.18 When the lecturer gives assignment I will do it seriously and collect it on time

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
17	Never (1)	-			
	Seldom(2)	-		3.91	High
	Sometimes(3)	11	32.35%		
	Often (4)	15	44.11%		

	Always (5)	8	23.52%
	Total	**25**	**100%**

In table 4.4, it stated that the percentage of students who chose "Always" as her/his anwer was thenty there pont fifty two percents, the percentage for choosing often was fourty four point eleven percents, and the percentage for choosing "sometimes" was thirty two point thirty five percents. Looking at the percentage the dominant answer was "Often". So the students often do it seriosly and collect it on time when the lecturer give the assignment. At this statement students had high categories in the level of motivation.

Table 4.19 I will try to find other referencies to support my study

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
18	Never (1)				
	Seldom(2)	4	11.76%		
	Sometimes(3)	14	41.17%		
	Often (4)	10	29.41%	3.52	Average
	Always (5)	6	17.64%		
	Total	**25**	**100%**		

Table 4.19 presented that six students chose "Always" when they were ask about the statement, ten student answered "Often", fourteen students chose "Sometimes" and the last, four students chose " Seldom". so the level of students motivation for the statement about the students will try to find other references to support their study were in average categories.

Table 4.20 I definitely have high scores

No	Responses	The	Percentage	Mean	Rating of

		Number of Participants		Score	students' motivation
19	Never (1)	2	5.88%		
	Seldom(2)	4	11.76%		
	Sometimes(3)	20	58.82%		
	Often (4)	6	17.64%	3.05	Average
	Always (5)	2	5.88%		
	Total	**25**	**100%**		

Table 4.20 showed that only two students stated that he or she never had a high sores, but also only two students stated that they always have a high scores, another responses were there were four students felt that they seldom had a high scores, twenty students chose that they sometimes had high scores, and four students felt that they often had a high score. Looking at the mean score the students had average categories for the level of students' motivation

Table 4.21 My score will increase every month

No	Responses	The Number of Participants	Percentage	Mean Score	Rating of students' motivation
20	Never (1)				
	Seldom(2)	3	8.82%		
	Sometimes(3)	19	55.88%		
	Often (4)	8	23.52%	3.96	Average
	Always (5)	4	11.76%		
	Total	**25**	**100%**		

Table 4.21 represented that thirty four students, four students tought that their score always increased every month, eight of them also thought their score increase every month, nineteen of them thought they did it sometimes , and two of them thought that their score were seldom increase

everymonth. From all the answer researcher get the mean score 3.96, which was include in high category.

From the explanation above, the researcher concluded that the level of students' motivation were in average categories. It looking from the overall mean that the resesear have counted which was 3.58.

Teacher's Role to Increase students' Motivation

To get the data about what did the lecturer do to increase students' Motivation in joining TOEFL class , the researcher used interview technique as data collection from the lecturer at Languge Development Centre Office on 6 October 2020, by asking some things related to what did the lecturer do to increase sts' Motivation.

a. Dialing with the question : " Have you ever remind your students about how important to learn about English ? specifically to learn about TOEFL? if it yes, how often do you do that?"

Miss Liah Rosdiani said "Of course i do remind them and talk about how often it depends on the situation, if I think they are still excited about the TOEFL class I don't really give advice because I'm more focused on teaching but if the number of the students makes me a bit worry, I will set aside a few minutes at the beginning of the meeting to remind them about the reason why they were here in the first place."

This question related to teacher's role in increasing students's motivation by giving advice about the value of learning English. Based on the interview,

the lecturer did remind her students about how important to learn about English, and she would give advices depend on   the situation, if there were many students attended the class she would be focused on teaching, but if the students did not attend the class as usual, she would give advices and motivation and asked them what were their reason in following TOEFL class.

Dialing with the question "Do you often give a task to the students? If it yes how often?"

Miss Liah Rosdiani said :"Obviously yes, caus the purose of this class emphasizes skills, so students have to do a lot of practice while the provided tome in the TOEFL class is only 100 minutes, that's not enough to teach them so the students have to be back up through assignments".

This question related to teacher's role in increasing students' motivation in TOEFL class by giving tasks . From the interview it can be indicated that the lecturer often gave tasks, because they have time limit in teaching and learning process at the class so the teacher gave the task everyday to back up and to improve their English skills especially in doing TOEFL Test.

Dialing with the questiont " Have you ever giving a punishment to the students? If it yes how often?"

Miss Liah Rosdiani said "Talking about giving punishments i seldom do that things, the punishment that i've ever gave is to read the novel in

English, asked the meaning, then I told them to memorize the vocabulary, if it's talking about severe punishment that's never exist. Maybe i just didn't allow them to enter the class if the time tolerance for latehas passed".

This question related to teacher's role in increasing students' motivation in TOEFL class by using punishment. Based on the interview, the lecturer was seldom giving punishment to the students, the thoughest punishment was if the students came later than the tolerance time given by the teacher they were not allowed to attend the class.

Dialing with the question " After doing the test, do you tell them how many scores that they have? if it yes how often?"

Miss Liah Rosdiani said " Normally yes, so we have four complete the test 4 times and we did it every month, not only complete test we also do some exercises and assignment every day. So at that time I will announce the test results to students so that they would've known their progres in learning and hopefully it will increase motivation to improve their grades in the future"

This question related to teacher's role in increasing students' motivation in TOEFL class by announcing the result of the test to the students . The lecturer said that she usually announced the result of the students, so the students would know their progress in learning, and also to motivate them in improving the scores in the future.

Dialing with the question "have you ever made a competition either individually or in groups while learning process happening? If it yes how often?"

Miss Liah Rosdiani said "Yes, but i idid it infrequently because students in TOEFL class come from different faculties and department if they compeet with ano another that is clear they a have different performance, English department students generally are better than non-English students. So individual competitions are rarely done almost never but if it goes to groups we do it frequently"

This question related to teacher's role in increasing students' motivation in TOEFL by making a competition among students. From the interview, the lecturer said that she often did the competition by making groups but she never made competition individually because studentsncame from diffferent background knowledge. Students from English department generally better than other departments. So there was an obvious different performance among the students.

Dialing with the question " have you ever give a present to the students? If it yes how often?"

Miss Liah Rosdiani said " yeah, I have, so I give digital novels and comics to some of the students who get the highest scores or to someone who can answer my question and talking about how often i just gave it randomly"

This question related to teacher's role in increasing students' motivation in TOEFL by giving a reward. In TOEFL class the lecturer e

randomly gave the present for the students, the present were like English books or comics that would be given to the students who got the highest scores.

Dialing with the question " do you often give compliments(praise) to your students? If it yes how often?

Miss Liah Rosdiani said " I did it often, usually because they did positive things, whether like asking questions, opinions or getting high scores".

This question related to teacher's role in increasing students' motivation in TOEFL by giving compliments to the students. The lecturer gave compliments to the students frequently. She often gave a compliment if the students did the posituve things,such as giving a question, ideas, opinion, and also for getting high scores.

Dialing with the question"what are the problem faced by the lecture in increasing students' motivation?"

Miss Liah Rosdiani said " I thought that comes from an outside influence, the students started dating, were busy doing college assignments, starting to get busy with thesis, sometimes they are afraid to come because they have been absent many times, and those things can disturb or can affect students' motivation in learning even though it should be able to increase their motivation and help to manage time well"

In this part the lecturer gave the opinion about the problem she faced in increasing students, she said that the studenst were mostly influenced from external factors. such as having relationship, doing the college tasks, finishing the thesis. Sometimes the students were afraid to come to the class if they were absent repeatedly. So those are the things that can interfere students' motivation, whereas it could improve their motivation in learning process.

Dialing with the question " what do you do to overcome the problems and motivate them to get a good grades?"

Miss Liah Rosdiani said I prefer to talk to them, try to build a good interpersonal relationship so they can trust me and hopefully with that thing they will tell about the situation they are in and hopefully we know what makes them stuck in the middle of the classs and give advices and i think that was the thing that i could have done as their lecturer to build students' motivation in learning"

In this session, the lecturer gave ideas and suggestions about how to overcome the problems and also tomotivate them to get a good grades. She prefers to make sharing session or making conversations and try to build a good relationship with the students so they believe her and convince theirselves to share their problems so the lecturer can give appropriate suggestions and advices.

Discussssion

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

Related to the previous research wich relevant with this reseach. Based on the result Supiah wagiyo concluded that the participants in his study have extrinsic motivation and They were lack of intrinsic motivation. The diferent this research and the previous researche were thies researche concluded that the students had high intrinsic and extrinsic motivation while the previous research had high intrinsic motivation and low in extrinsic motivation. The respondents of previous study was the senior high school students who enrolledand registered in English Education Study Program of State College of Islamic Studies Syaikh Abdur rahman Siddik Bangka Belitung while the sample of this research was the students from all faculties and department in IAIN (State Institute for Islamic Studies) Padangsidimpuan who joined the TOEFL class.

Deldeniya Madhubashini concluded that the students were highly intinsically and extrinsically motivated to learn Japanese although their intrinsic motivation appeared to be a little higher than their extrinsic motivation. So the research have the same result. The different between these two researh were Deldeniya conducted the research about the motivation and attitudes of students in secondary schools towards learning Japanese as a foreign language (JFL) in Sri

Lanka. While this research investigated about the students' motivation in Learing English by joining TOEFL class in IAIN Padangsidimpuan, deldeniya took 273 students who were in grade 13 in advance level as the participants while this research took only 34 college students from different faculties and different departments who followed the TOEFL class.

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

Based on previous research written by Fajar mukhtar the students' motivation to learn English based on questionnaire results that can be said was still in "moderate class". These two research have the same result. In collecting the data also has the same method which is mixed method. The different between these tweo were the place and the sample of this reearch. Fajar Muktar took a place in MTS Darul Amin Palangkaraya while this research was in IAIN Padangsidmpuan. And the sample of previous study was 27 students at eighthgrade in junior high school while this research took 34 college students who joined the TOEFL Class.

The other research investigated about the level of students motivation in learning English is Jutarat Vibulphol. The findings showed that most of studentsrelatively had high level of motivation,even though the majority of the students in each class reported having a relatively high level of motivation, about twenty percent of the students overall showed a lack of motivation. It has a

different resutl with this study because the sult of this research shoowed that the students was in average level. not oonly different with the result these to research ware different in collecting the data, taking a sample and the place of the reearch. Jutarat used qualitative method to collect the dat awhie this research used mixed method. The population in his study was ninth grade studentsfrom twelve schools in four main regions in Thailand and He got 329 students whie this research took 34 college students from 4 faculties who followed TOEFL class in IAIN Padangsidimpuan.

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

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

Muhammad Wahyudi also investigated about the strategies of the teacher in motivating their students in learning English. Based on the research finding in the result the strategies of the English teacher to increase motivation in learning English by giving praise, subtle ridicule, giving suggestion, playing motivation videos and idol story and many students have good response for the English teacher in motivating their students in learning English. it also similar with the result of the research which showd that the lecturer also giving praise but the lecturer were focused students imrovement she did'nt gave motivation videos or idol story but she made opportunity to communicate with someone who lived and study abroad via online to increase students motivation.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter came up with conclusion and suggestion based on the previous chapter.

A. Conclusion

The main purpose of this research is to investigate the kinds of the students' motivation in learning English through TOEFL class, to know the level of motivation that students have in learning English at TOEF Class, and to know the solutions from the lecturer to increase students' motivation. Based on the result and discussion in chapter iv, the conclusion can be drawn as following:

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

2. In terms of the level of motivation in learninng English at TOEFL class, students motivation can be classified into "Average level". It can be seen in questionnaire result from the students' attendance, the students' activeness, the students persistence and the learning outcomes. Overall, the results indicated that the students possessed a high level of motivation intrinsically

and extrinsically, but in learning process they were still in average level. It showed from the students attendance, activeness, persistence and learning outcomes in the TOEFL class.

3. Lecturer's role in increasing or motivating the student in learning English at TOEFL class by giving suggestion and advices to the students about how impportant to learn English, the lecturer was often giving, praise, and tasks. But was seldom giving punishments. The lecturer also made a sharing session or making conversartion to the sudents who had problems in following TOEFL class or problems in the students' lives. Hopefully, with this method it can motivated students in learning English at TOEFL class until the end of semester.

B. Suggestion

Drawing upon the conclusions, some suggestions can be made as in the following:

1. Language Development Centre (P2B)

This research hopefully can support and help lecturers and other stakeholders at university especially at in designing relevant curriculum and they will be able to create the good atmosphere in TOEFL class and the researcher also hope that TOEFL class has to be more promoted in every faculties,so the students are motivated in learning English at the Class.

2. TOEFL Lecturer

   The lecturer should keep motivating the students in learning English. The lecturer also can give punishments or if any students did not collect the tasks or gave them a warning. Also giving them an interesting method andstrategies to learn English especially in doing TOEFL Test.

3. The students

   The students should study hard to reach the goal of learning, students should maintain motivation in learning English, and as the students in IAIN Padangsidimpuan thay have to follow and support TOEFL class, because TOEFL class is one of the tools in improving English skill regardless the course fee.

4. For further research

   It necessary to add more participants to make the research more accurate. Researcher also can make the research in IAIN padangsidimpuan about why a lot of students did not pay attention with the TOEFL class.

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CURRICULUM VITAE

A. Identity

   1. Name   : Sasmita Tarihoran

   2. NIM   : 16 203 00038

   3. Place and Birthday   : Sihaporas, may 4_{th}, 1998

   4. Gender   : Female

   5. Religion   : Islam

   6. Address   : Dusun 1 Desa Sihaporas, Kec. Pinangsori Kab. Tapanuli Tengah 1

   7. Phone Number   : 0822 6761 2344

   8. Email   : sasmitatarihoran0405@gmail.com

B. Parent

   1. Father's name   : Mulasahat Tarihoran

   2. Mother's name   : Masrina Simatupang

C. Educational Background

   1. Elementary School : SD N 156477 Pinangsori 10 (2010)

   2. Junior High School : MTs N 1 Pinangsori (2013)

   3. Senior High School : SMA N 1 Pinangsori (2016)

   4. College : IAIN Padangsidimpuan (2020)

THE QUESTIONNAIRES FOR STUDENTS ENGLISH LEARNING MOTIVATION
IN JOINING TOEFL CLASS

Name :
Reg. Number :
Faculty/Department :
Semester :

Part A

Instructions: Choose ad Tick **(√)** one of the answer (SD,S,N,A,SA) for each statements on the table below. Answer the statements honestly based on your own feeling and do not leave the statements unanswered.

Noted:
  SD   : Strongly Disagree
  A   : Agree
  N   : Neutral
  A   : Agree
  SA   : Strongly Agree

No	STATEMENTS	SD	D	N	A	SA
1	I learn English at TOEFL Class because it is something that i always want to do					
2	I follow TOEFL to improve my English skills					
3	I study English because I enjoy learning it					
4	I study English in TOEFL Class to help me in communicating with foreigners					
5	I learn English in TOEFL Class to help me in socializing to community in the same language					
6	I learn English at TOEFL Class to get better job					
7	I learn English at TOEFL Class because i want to pass the examination					

8	I study English in order to please my family					
9	I join the TOEFL Class to help me in getting scholarships					
10	I join the TOEFL Class for doing the competition.					

Bagian B

Instructions: Choose ad Tick **(√)** one of the answer (N,S, ST,O,A) for each statements on the table below. Answer the statements honestly based on your own feeling and do not leave the statements unanswered.

Noted:
N   : Never
S   : Seldom
ST   : Sometimes
O   : Often
A   : Always

NO	STATEMENTS	N	S	ST	O	A
11	I attend the class frequently					
12	I come to the TOEFL Class on time					
13	I'm active in doing discussion in the class					
14	I will ask the lecturer if i face the problem in doing the task that we discuss in the class.					
15	I will ask the lecturer if i have problem in understanding the material.					
16	I do the task given by the lecturer frequently.					
17	When the lecturer gives the assignment i will do it seriously and collect it on time					
18	I will try to find other references to support my study					
19	I definitely have high scores					
20	My score will increase every month					

The Interview Questions

1. Have you ever remind your students about how important to learn about English ? specifically to learn about TOEFL? if it yes, how often do you do that?
2. Do you often give a task to the students? If it yes how often?
3. Have you ever giving a punishment to the students? If it yes how often?
4. After doing the test, do you tell them how many scores that they have? if it yes how often?
5. Have you ever made a competition either individually or in groups while learning process happening? If it yes how often?"
6. Have you ever give a present to the students? If it yes how often?
7. Do you often give compliments(praise) to your students? If it yes how often?
8. What are the problem faced by the lecture in increasing students' motivation?
9. what do you do to overcome the problems and motivate them to get a good grades

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INSTITUT AGAMA ISLAM NEGERI
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS
Jl. H. T. Rizal Nurdin Km. 4,5 Sihitang Fax. 24022 Kode Pas: 22733 E-mail:
tbi_stainpasid@yahoo.com

SURAT KETERANGAN

Saya yang bertandatangan di bawah ini sebagai validator:

Nama   : Sokhira Linda Vinde Rambe, M.Pd

NIP   :N19851010 201903 2 007

Telah membaca instrument penenlitian yang berjudul"**STUDENTS'
ENGLISH LEARNING MOTIVATION IN JOINING TOEFL CLASS AT
LANGUAGE DEVELOPMENT CENTRE IAIN PADANGSIDIMPUAN"**,
oleh peneliti:

Nama   : Sasmita Tarihoran

NIM   : 16 203 00038

Jurusan: Tadris Bahasa Inggris

Dengan ini menyatakan bahwa instrument penlitian yang disusun oleh
mahasiswa/I tersebut telah valid dan layak untuk melakukan penelitian.

Demikian surat pernyataan ini dibuat agar dipergunakan sebagaimana
mestinya.

Padangsidimpuan, 16 September 2020

Validator

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1077 /In.14/E.1/TL.00/10/2020   2 Oktober 2020
Hal   : Izin Penelitian
             Penyelesaian Skripsi.

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Sasmita Tanihoran
NIM   : 1620300038
Program Studi   : Tadris/Pendidikan Bahasa Inggris
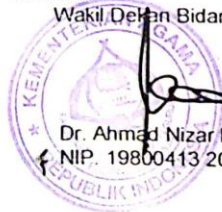Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "**Students' English Learning Motivation in
Joining TOEFL Class at Language Development Centre of IAIN Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
PUSAT PENGEMBANGAN BAHASA
Jalan T. Rizal Nurdin Km.4.5 Sihitang Kode Pos 22733
Telepon. 0634.22080 Faximile 0634 24022
Website : www. iain.psp.ac.id

16 Oktober 2020

SURAT KETERANGAN
B- /   /In.14/J.2/PP.00.9/10/2020

Kepala Pusat Pengembangan Bahasa IAIN Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama	:	Sasmita Tanhoran
NIM	:	1620300038
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa mulai Tanggal 05 s.d 07 Oktober 2020 dengan Judul : **Students' English Learning Motivation in Joining TOEFL Class at Language Development Centre of IAIN Padangsidimpuan.**

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Kepala Pusat Pengembangan Bahasa,

Rayendriani Fahmei Lubis. M.Ag
NIP. 197105102000032001