

1550564779 ISSN

Vol 4 No. 1. April 2021

BEYOND LINGUISTIKA

(Journal of Linguistics and Language Education)

FKIP

English Department

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Kedaton, Kota Bandar Lampung, Lampung 35142

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CONTENTS

DIGITAL POSTER PROJECT AS AN ASSESSMENT IN EXTENSIVE READING CLASS

Erni Dewi Riyanti, Noorina Nyesti Rahmawati

..... 1

THE ANALYSIS OF TPACK IMPLEMENTATION IN THE RUANG GURU ENGLISH COURSE

Krisna Ismawati, Helta Anggia

..... 10

THE NEXUS OF COVID-19 PANDEMIC AND POLICE BRUTALITY PROTEST IN THE U.S.

Nugraheni Widianingtyas, Achmad Munjid

..... 21

THE ANALYSIS OF THE STUDENTS' PERCEPTIONS IN LEARNING ENGLISH STANDARDIZED TESTS TOWARDS THEIR LEARNING MOTIVATION

Yanuar Dwi Prastyo, Roro Wulandari

..... 33

SEMANTIC CHANGES USED BY MILLENNIAL GENERATION ON INSTAGRAM

Yashinta Farahsani, Patria Handung Jaya, Ika Puspita Rini

..... 43

THE IMPLEMENTATION OF GIVING ENGLISH SUBTITLE IN A MOVIE TO IMPROVE STUDENTS LISTENING ABILITY

Helta Anggia, Yulia Gusmiarni, Yanuarius Yanu Dharmawan

..... 55

THE ANALYSIS OF THE STUDENTS' PERCEPTIONS IN LEARNING ENGLISH STANDARDIZED TESTS TOWARDS THEIR LEARNING MOTIVATION

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Abstract

In present time, Learning English is crucial since it has become the language used by many people in the world. Beside should be learnt the people should also be able to measure their proficiency. Therefore, the Standardized tests are needed. The objective of this research is to explore the students' perceptions in learning English Standardized tests (TOEFL, IELTS, & TOEIC) towards their learning motivation in 7th semester students of English Department Universitas Bandar Lampung. The approach used is qualitative approach. Descriptive and thematic analysis was used to conduct this research. I used questionnaire and interview to the 7th semester students in gathering the data about their perception in learning English Standardized tests towards their learning motivation. The results and discussion show that the findings of the present study revealed that overall, of the students' perceptions in learning English Standardized tests are quite positive. Based on three themes used to categories the student's perceptions, learning English Standardized tests involved positive impact to the student's perception through promoting the students' learning motivation whether it is intrinsic motivation or extrinsic motivation, challenging the students in the learning process and developing the students' skills in the test's performances and the English competencies.

Keywords: *Students Perceptions; English Standardized Tests; Learning Motivation*

INTRODUCTION

A good English proficiency is something crucial in present time. To have a good competence when we learn English, we should know how to measure it. As what Aggarwal (1997) cited by Khattak, Zafar Iqbal, Muhammad Ali, Amjid Khan, and Shahid Khan. (2011) argues that only that system of education is good which ensures effective learning. The criterion for success is effective learning. It can be done by taking some test, especially the standardized tests such as TOEFL, IELTS and TOEIC. Beside can be the measuring instrument for English competence,

those tests also can be the media in teaching and learning activities. Additionally, the Standardized tests are completely important for people who want to continue their study abroad or for people who want to have a job abroad to get higher salary. However, it may influence the motivation, in this context students learning motivation since the student's motivation is very important in the learning process.

Based on the problem and the background, this research aims to explore the students' perceptions learning English Standardized (TOEFL, IELTS, & TOEIC) towards

their learning motivation in 7th semester students of English Department at UBL.

According to the book of the second edition of “*How to Teach TOEFL ® TOEIC ® IELTS ®. and Other Standardized Examinations*”, test are “standardized” when they are developed, administered, and scored using established procedures and guidelines. These procedures and guidelines ensure that all students are tested under the same conditions, that they are all given equal opportunity to determine the correct answers, and that all scores are established and interpreted using appropriate criteria. Based on Sainn and Ugwuegbu (1980) cited by S. Chee Choy & Phaik Kin Cheah (2009), perception may be distinct as “the process by which people extract significant information from physical stimulation. It is the way people interpret their mind-set.” (p. 90).

“Motivation is one of the main determinants of second/foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process” (Dörnyei, 1994). In addition, Bonjour (2010) affirmed that there are two different types of motivation, intrinsic and extrinsic motivation. Intrinsic motivation can be described as internal wishes to perform a particular task. People do certain activities because these activities give them pleasure, develop a particular skill, or these are morally the right thing to do. Meanwhile, extrinsic motivation can be described as factors external to the individual and not linked to the task they are performing. Moreover, MacIntyre, (2015) argued that”

Motivation is most commonly thought of as an individual attribute, something that differentiates one learner from another and their likelihood of success.

METHODOLOGY

The research used qualitative approach. as what Creswell (2009) view that qualitative research related to explore and understand the meaning individuals or groups perspective to a social or human problem. The process of research occupies emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively developed from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. So, this design is very corresponding with the topic of this research. Therefore, the most appropriate design for this research is descriptive study, because as what has been mentioned in the section 1.3, this research aims to explore perception of the students through learning English standardized tests towards their leaning motivation, it means that this research relies on the participants’ words that should be described to obtain the data.

POPULATION AND SAMPLE

A population is all the individuals or units of attention; typically, there is not obtainable data for almost all individuals in a population. Meanwhile, a sample is a compartment of the individuals in a population; there is typically data available for individuals in samples (Hanlon and Larget. 2011). The population of this research is all of the 7th semester students in English

Department at UBL. The sampling technique that I used is total sampling, but for the interview, I will use purposive sampling, because I will only ask some of the students not all of the students in the 7th semester in English Department at UBL, and they will be the participants of this research based on their availability and willingness to participate.

DATA ANALYSIS

The questionnaire is used to collect the information of students' perceptions learning English Standardized (TOEFL, IELTS, & TOEIC) towards students learning motivation. Then, the interview will be used to get deeper information from the representative students.

After the questionnaire has been collected from the respondents, the result of the questionnaire will be in the form of number in MS. Excel. Then, the researcher will download the result, after that it will be analyzed using SPSS and described using Descriptive Analysis and lead to the questions of the interview. Then, thematic analysis is used to analyze

the results of questionnaire & interview. The Themes emerged from participants' perceptions are grouped into three categories related to issues on the things promoting motivation, things that make learning English Standardized tests is challenging, and things that make learning

English Standardized tests could assist in developing skills. According to Braun and Clarke (2006; 2012) cited by Prastyo (2017) there are six phases of thematic analysis, those are data familiarization, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report.

RESULTS AND DISCUSSION

Results

The results from the questionnaire show that students perceptions in learning English Standardized tests (TOEFL, IELTS, & TOEIC) towards their learning motivation is quiet positive. It can be seen from the table 1.

Table 1

No	Indicators	SA	A	N	D	SD
1	Pleasure	3	17	7	0	1
2	Goals and objectives	3	15	8	2	0
3	Test Performance	9	12	6	1	0
4	Result anxiety	12	10	6	0	0
5	Solving difficulty in learning	3	18	7	0	0
6	Pressure	8	16	4	0	0
7	Test Score importance	10	15	3	0	0
8	Personal Interest	1	17	10	0	0
9	Learning Approach	2	12	14	0	0
10	Test and career	6	16	4	2	0
11	Learning Effort	2	18	8	0	0
12	Test achievement and expectation	4	21	3	0	0
13	Exam Performance	6	19	3	0	0
14	Evaluation performance	5	19	4	0	0
15	Test Grade and performance	4	21	3	0	0
16	Grade and Learning Process	0	16	9	3	0
17	Test use	3	12	12	1	0
18	Learning Evaluation	1	14	8	4	1

19	Test Employment in the future	3	16	7	2	0
20	Performance responsibility	3	16	7	1	1
21	Project, Development and Labs performance	1	12	15	0	0
22	Studying interest	3	17	3	5	0
23	Test importance	9	16	2	0	1
24	Ability confidence	3	11	11	3	0
25	Test Association	2	13	13	0	0
26	Learning preparation	1	17	9	0	1
27	Learning challenge	4	18	6	0	0
28	Capabilities and competencies	2	15	8	3	0
29	Subject achievement	3	14	10	1	0
30	Learning success	2	8	15	3	0

Based on the data from the questionnaire, it shows that the overall results revealed positive impact of learning English Standardized tests towards the students learning motivation. After that, the data analysis would be based on emergent themes pertaining to student perception in learning English Standardized tests. Themes emerged from participants' perceptions are grouped into three categories related to issues on the things promoting motivation, things that make learning English Standardized tests is challenging, and things that make learning English Standardized tests could assist in developing skills. Quotes from participants' responses are provided to support the

discussion.

Themes Related to Promoting Students Learning Motivation

The first themes clearly emerged from the qualitative data analysis on participants' questionnaire and interview is related to things promoting learning motivation. Perceptions of participants' motivations were divided into two categories that are pleasure that indicates intrinsic motivation and goals and objectives that indicates the extrinsic motivation to see if there were changes in their motivation to learn English. In this section the themes and sub-themes identified relevant to the things related to things promoting learning motivation are illustrated in figure 1

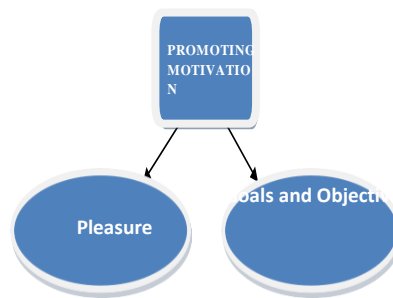


Figure 1: Promoting Motivation

The first is the students pleasure in learning English Standardized tests. As pleasure is a part of the intrinsic motivation, in the questionnaire mentioned the table 4.1 the responses of the statements in

number 1, 8 and 22 clearly show that more than 50% of the students take pleasure and interested in learning English Standardized tests. It also supported by Student 2 in the interview who argued that:

“During learning English standardized Tests, I always feel enjoy, because there I will really be able to practice my English skills and I got more knowledge”

She also mentioned that:

“.... learning English Standardized tests nothing is in vain and can help me develop my English language skills and be able to know the extent of our ability in each of our English skills and what makes me motivated after learning TOEFL, IELTS and TOEIC is my score in some subjects such as listening, structure, and reading are improved”

The second is the Goals and Objectives of learning English Standardized tests. Goals and objectives are related to the extrinsic motivation. In the result of the questionnaire in the table

1.1 the responses of the statements in number 2, 10 and 19. It can be clearly seen that more than 55% of the students agree that learning English standardized tests is

associated with their career and future well-being. The points are supported by Student 5 in the interview who argued that:

“...corresponding to the need, if it is needed for entering university or for graduation requirement, it will be very motivating, because there will be something to achieve.”

The students stated that if there any goals or objectives to achieve, it will also build the students motivation.

Themes related to Challenging of Learning English Standardized Tests

The second themes related to the things that make learning English standardized tests challenging by the students in their learning activities and the way they solve the difficulties in the learning process. In this section the themes and sub-themes identified relevant to the things related to the things that make learning English standardized tests challenging by the students are illustrated in figure 2.

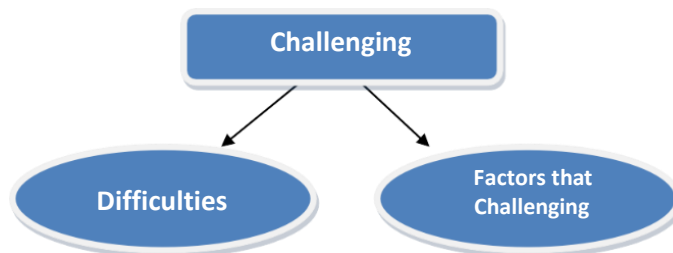


Figure 2: Challenging

The first is the factors becoming difficulties in learning English Standardized tests. Based on the table 1 the responses for the statement number 4 that show that almost 80% of the students feel anxiety in taking English Standardized tests evaluation and in the response of the statement

number 13, it shows that there are almost 90% of the students feel worried of taking English Standardized tests evaluation. However, although the students feel anxiety and worried of taking the test evaluation, the results in the responses of statement number 24 & 28 show that majority of the students

still confidence with their ability and competencies. In statement number 24 the result shows that more than 50% of the students are confidence with their ability in learning English Standardized tests, and in the statement number 28 the result show that more than 60% of the student’s confidence with their capabilities and competencies in the English standardized tests subject. This finding also supported by Student 4 in the interview who argued that:

“...questions are difficult, but I will be confident enough if I have prepared.”

The issue of students’ confidence brings the view that learning English Standardized tests is challenging for them. Regarding to this issue, the result of the statement number 3 represented that most of the students agree and even strongly agree that it will concern them about each other Test performance. It indicates that they are challenged to get a good score in this subject. Factors that make English Standardized tests are challenging are

presented by Student 1 in the interview who argued that:

“Many tricks to be remember because the types of questions are tricky.... then it encouraged to ...practice doing the tests to get used to the problem and can understand the pattern of the questions and the trick”

She also added that:

“After I know that the tests are quite difficult, so there arises a motivation to learn more because the pattern when we learn will influence the result. That’s what I think. I can gain the learning process and the result as well.”

Themes Related to Developing Skills

This theme related to things come from learning English Standardized tests that may assist in developing students’ skills. In this section the themes and sub-themes identified relevant to things come from learning English Standardized tests that may assist in developing students’ skills are illustrated in figure 3

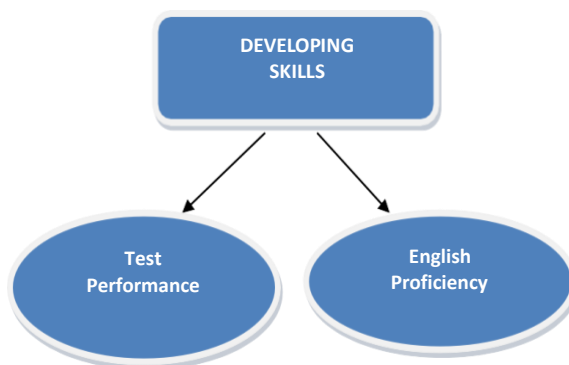


Figure 3: Developing Skills

The first thing is test performance. From the result in the statement number 30, there are 35%

of the students succeeded in learning English Standardized tests. It indicates that they have been quite familiar with those types of tests, and

they may be able to do the other tests that have similar pattern as well. This statement is supported by Student 2 in the interview that argued that:

“what makes me motivated after learning TOEFL, IELTS and TOEIC is my score in some subjects such as listening, structure, and reading are improved”

The next is English competencies. From the results there are some reasons that learning English Standardized tests may develop English competencies point out by the respondents in the interview, those are:

Student 2:

“By learning English Standardized tests nothing is in vain and can help me develop my English language skills and be able to know the extent of our ability in each of our English skills.”

DISCUSSION

From the data analysis, findings, and results discussed in section 4.1 it can be concluded that students' perception of learning English Standardized tests (TOEFL, IELTS & TOEIC) towards their learning motivation divided into three themes, promoting motivation, challenging and developing skills.

The learning process of English Standardized tests (TOEFL, IELTS & TOEIC) has given positive impact through students learning motivation, in intrinsic motivation, extrinsic motivation and students' attitude that show their motivation. Most of the students feel pleasure in the learning process and they perceive that the achievement of the subject has been quite successful. Learning English Standardized tests is also associated with the students' goals and objectives that they want to achieve

Student 3:

“.... because the material of English Standardized test is the basic material which must be understood, the detailed material which is complicated in English....”

Student 4:

“Because it (learning English Standardized tests) motivated us to learn the basic of English.”

Based on what have been clarified before in the three themes emerged from participants' perceptions, it can be concluded that Learning English Standardized tests could give positive impact to the students learning motivation because it could promote motivation, provide challenge and develop English skills. Then, further explanation will be on the discussion part.

for their future well-being. Those results are in line with study conducted by Wu & Lee (2017) who presented that university students, regardless of English proficiency, generally hold a positive attitude towards the English graduation benchmark policy, and SEM results show that the attitudes of university students towards the English graduation requirement positively impact their perceived tests value and their learning motivation. As the attitude of the respondents related to promoting motivation it means that the finding is in line with the result of the current study. This finding is also consistent with the results of research conducted by Riswanto & Aryani (2017) which show that the students have a good record if it has a well and motivated as well, and this study concludes their tie's difference between learning motivation and

achievement of students on two different courses.

Learning English Standardized tests also become challenging activities for the student make the students trying to solve when they find any difficulties. The understanding of learning English Standardized tests is challenging for the students is adding the findings from Prastyo (2017) he found that the themes of students' perceptions of the benefits of using CL cooperative learning; are categorized into building students' confidence, socialization, responsibility, promoting motivation, and improving competence. Meanwhile, in the present study the themes of students' perception of learning English Standardized tests (TOEFL, IELTS & TOEIC) towards their learning motivation divided into three themes, promoting motivation, challenging and developing skills.

In contrast with the result of the study conducted by Cunningham (2002) which the findings show that, high TOEIC scores do not imply high communicative competence and low TOEIC scores do not imply low

abilities, there is no positive correlation between TOEIC score gains and increased communicative competence. The findings also show that learning English Standardized tests could assist the students in developing their skills especially in the test's performance and English competencies. However, this research is in line with the research conducted by Bakar (2014) which the findings show that the learning motivation of vocational high school students was in good category, productive competencies of the students were in a good category and there was a positive and significant influence of the learning motivation on the productive competencies. It indicates significant relation between learning motivation and the students' competencies. As what mention in the section 4.1.3 themes related to developing skills in learning English Standardized tests, there clarified a significant relation between learning English Standardized tests and developing students English Competencies.

CONCLUSION AND SUGGESTIONS

Conclusion

This study investigates to explore the student's perceptions in learning English Standardized tests (TOEFL, IELTS, & TOEIC) towards their learning motivation. Based on the results and discussion, it can be concluded that the findings of the present study revealed that mostly the students' perceptions in learning English Standardized tests (TOEFL, IELTS, & TOEIC) is quite positive. Based on three themes that have been described before, learning English Standardized tests involved positive

impact to the 7th semester students perception through promoting the students' learning motivation whether it is intrinsic motivation or extrinsic motivation since it give pleasure and it is enjoyable to be learnt and associated with their goals and objectives for their future well-being, it is also encourage the students to try in solving difficulties so that make it challenging in the learning process and learning English Standardized tests also could assist in developing the students skills especially in the tests performances and the English competencies, since learning the English standardized test

could make them be familiarized with those kind of tests.

Suggestion

Based on the results and the process of conducting this study, I would like to give some suggestion related to this research for those who are related to students' perceptions in learning English Standardized tests towards learning motivation. I hope that this suggestion will be useful for students, teachers/ lecturers, and other researchers.

For the students, I suggest to consider the importance of learning English Standardized tests, since the results have shown that learning English Standardized could promote learning motivation, provide challenging and developing their skills in especially in English competencies.

For teachers and lecturers, since the results has presented the benefits of learning English Standardized tests that could promote students learning motivation, provide challenging materials and developing their skills, I suggest that English Standardized tests could be used in the classroom

activity in testing the students' English proficiency in order to make them familiarized with those types of tests. Therefore, the students will have more background knowledge before taking those types of tests

For other researchers, I hope that this research could be a reference for others who want to conduct research related to the student's perceptions in learning English Standardized tests (TOEFL, IELTS, & TOEIC) towards their learning motivation. However, the result may be different for the different condition and situation.

Moreover, in the interview section there are some things clarified by the respondent related to their learning motivation. The respondents mention that what can influence their learning motivation are self-motivation, willing for making parents proud, want to graduate fast and one of the most important things is the way teacher choose & deliver the material in the teaching and learning process. Therefore, the more enjoyable the delivery the bigger learning motivation will be gained.

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