

The Students' Affect toward TOEFL Test

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Abstract: The purpose of this study is to perceive the students' affect toward TOEFL test at UIN Mahmud Yunus Batusangkar. The research methodology employed was mixed method. The participants encompasses of this research were 373 (three hundred and seventy three) students who graduated at UIN Mahmud Yunus Batusangkar for getting quantitative data. Then, there were 37 (thirty seven) students participated on getting qualitative data. The instruments utilized to collect the data were questionnaire along with interview guide. The research findings stipulate that most of students have positive affect toward toward TOEFL test at UIN Mahmud Yunus Batusangkar. It was 78,87 %. Thus, it can be interpreted that the regulation of providing TOEFL test become useful and be righteous to be continued by UPB since most of students like to have positive affect. It signify that there was a positive affect of students' toward TOEFL test. Retaining TOEFL training will be needed for the students to acquire the sufficient score since to get the sufficient score, good affect only become one of the factors to get the sufficient score

Key Words: TOEFL, test, affective component

Intrioduction

Getting a certificate of TOEFL test with adequate score had been significant in this era. It shows the quality of the students' performance in performing English (Council, 2013) since it is to test English Developments. It becomes the standardized test which measure a test takers; mastery of English Language and to gauge the English Language capabilities of individual seeking admission to higher education institutions or similar establishments in countries where English serves as the second language instruction (Gu, L., Lockwood, J., & Powers, 2015). The TOEFL score is employed as a requirement for graduation, where it also becomes a trend in the academic world besides IELTS (Nurhayarti, IK, & Giri, 2014). Besides, it is also used for many purposes such as for accomplishing the requirements, for getting the scholarship or for having the job such as assessment for civil servants (CPNS) or to apply to a private company (Bhakti, S. L. O. T., & Marwanto., 2013)(Juwita., 2011)(Ermawan & Zainal Arifin, 2013). Some companies make the TOEFL as a requirement used to determine the English language skills of job applicants and prefer to hire employees who have high scores. TOEFL test design is for testing listening comprehension, structure and written expression and reading comprehension (Alderson, 2009). The lowest score that achieved on PBT TOEFL test is 217 and 667 becomes the highest score (Phillips, 2001).

In line with the significance of owning a certificate as an enclosure for the students, UPTB (Language Service) UIN Mahmud Yunus Batusangkar facilitates all students who wish for graduating their study by giving TOEFL test program. It is one of the graduation policies since 2012. The students must have that certificate before following the graduation party. UPTB allocated the fund for that. Consequently, they are free to follow this test. It is expected that it can ease them to test their English test without paying and finding the other language centre to get it. Furthermore, by having this test, they will get TOEFL with sufficient score which they can use for many purposes. In this test, the students were tested for two hours to know their ability in listening, reading structure and written expression. The standard score which is expected is 400 hundred for Non- English department students and 450 for the English department. It is hope that all students are solemn to undertake that test.

Nevertheless, the unsatisfied result found when the preliminary research conducted. There were discovered negative behaviors such as, unseriousness, laziness and unpunctuality in



following the test. Most of them did not maximize the opportunities to follow this test. There were two hours allocated to accomplish that test. In fact, most of them finish that less than one hour. It divulged that they did not care about the score they will get. It seems that there is a lack of students' awareness toward the importance of having this test together with its advantages. It could affect the result of this test. Most of them got unsatisfactory score. It was under 400. Consequently, the students can not utilize this certificate for many purposes such as for having the job or for continuing their study to the higher level. It shows that the objective for administering this test was not lucrative yet. As a matter of fact, the success of TOEFL test was influenced by many factors. One of them was students' affect as one of component of perception as well as the other factors such as IQ, Anxiety, etc. Students' affect refers to the students' like and dislike toward TOEFL Test (Masbow, 2009). Perception represents an individual's subjective interpretation of the world, shaped by a multitude of sociocultural factors. It is noteworthy that each person can be exposed to the same environmental information, yet their responses to this information may diverge (McDonald, 2012). Test takers' perceptions can furnish the evidence of tests' effectiveness. (Tsai, Y., & Tsou, 2009). The students' affect will influence the students' willingness to participate actively in question and answer session. (Cole, G.P. & Chan, 1994). It is noteworthy that each person can be exposed to the same environmental information, yet their responses to this information may diverge ((McDonald, 2012). The precise or wrong perception on affective component, in this case the students' like and dislike will influence the students whether they will prepare themselves and pass the test well or not. If they own a positive perception, they will have a great attempt to do their best in doing that test. On contrary, if they have negative affect, there is no serious effort to finish that test. In line with the significance of perception on affective component toward the students' success of TOEFL test, the research regarding the students' affect is needed to be conducted. It is to evade worthless fund allocation. It is to discover the students' response regarding the implementation of TOEFL test at UIN Mahmud Yunus Batusangkar. To date, most of them favor conduct the research concerning about the students' ability in TOEFL test. Meanwhile, the research concerning with the students' affect is seldom to be conducted. Furthermore, the institution is only focused on how to implement that program. Meantime, the students' affect on that program more tend to be ignored.

Research Method

This research employed was mixed method. The researcher attempt to investigate the students' affect toward TOEFL test along with their reasons for having that affect toward TOEFL test at UIN Mahmud Yunus Batusangkar. Then, the participant of this research encompassed all of the students who graduated at UIN Mahmud Yunus Batusangkar. There were 373 (three hundred and seventy three) participant fill the questionnaire. Then, 37 (thirty seven) students were interviewed. The questionnaire and interview guide become two instruments utilized to gather the data. That questionnaire was used to acquire the quantitative data regarding the students' affect toward TOEFL test. It used five choices of Linker Scale *sangat setuju* (strongly agree), *setuju* (agree), *ragu- ragu* (neutral) *tidak setuju* (disagree) dan *sangat tidak setuju*, (strongly disagree). Then, there were 56 (fifty-six) statement items wrote on that questionnaire. Those were compiled in Indonesian language in order that the respondents or the students could answer the items easily. They were constructed based on the indicators and sub-indicators that are in the review of related literature. That questionnaire was used to know students' affect toward TOEFL Test. The score for each items of the questionnaire is explained on the following table:

Table 1
Table of Score for Categories Statement

Categories	Statement	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (DA)	2	4
Strongly Disagree (SD)	1	5

Then, the interview guide was used to obtain the more information regarding the students' reason to have such kind of that perception on affective component. After gathering the data, the mean score of students' affect toward TOEFL test was calculated. It used the formula from Heaton (1991:176). It is as follow:

$$M = \sum fx/N$$

M = Mean Score of the Students' affect toward TOEFL Test

$\sum fx$ = Sum of the Students' Score of Each Item.

N = Number of the Students

After calculating mean score of the students' affect toward TOEFL test, it was categorized based on Oxford theory. It is as follows:

Table 2
The Table of Interpretation

Class Interval	Interpretation
$\geq(0.80 \times \text{Maximal Score})$	Strongly Positive
$(0.60 \times \text{Maximal Score}) - (0.80 \times \text{Maximal Score})$	Positive
$(0.40 \times \text{Maximal Score}) - (0.60 \times \text{Maximal Score})$	Negative
$\geq(0.40 \times \text{Maximal Score})$	Strongly Negative

Then, the data got through interview were analyzed based on the theory from (Matthew B. Miles, A. Michael Huberman, 2014).

Result And Discussion

After distributing the questionnaire, the data shows the total score of students' affect toward TOEFL test. 84 and 41 become the maximal and minimal score. Moreover, the mean score of students' affect toward TOEFL test was 3.66. Furthermore, for positive statement, most of them tended to choose agree and strongly agree. Meantime, for negative statement, most of them tend to point disagree and strongly disagree. It signified that most of students had positive affect toward TOEFL test. It was %78,87. It will be illustrated in the following table:

Table 3
The Table of Interpretation of Students' Affect toward TOEFL Test

Class Interval	Interpretation	Frequency	Percentage
$\geq (0.80 \times 279) \geq 223,2$	Strongly Positive	64	17,11 %
$(0.60 \times 279) - (0.80 \times 279)$ 167,4- 223,2	Positive	295	78,87
111,6-167,4	Negative	10	2,67 %
$\geq (0.40 \times 279) \geq 116,6$	Strongly Negative	5	1,33 %

The data on the table above shows that most of students have positive affect toward TOEFL Test. It was 78,87 % percent. Then, there were 17,11% students reveal positive. Meanwhile, it is only 1,33 % and 2,67 % had strongly negative and negative affect. It divulges that most students likes to get TOEFL test since it has advantages or benefit to help them whether it is to acquire the scholarship or job. Moreover, a great response toward TOEFL test held by UPB also showed by most of students. Further illustration can be described in the following histogram:

Graph 1
The Graph Interpretation of Students' Affect toward TOEFL Test

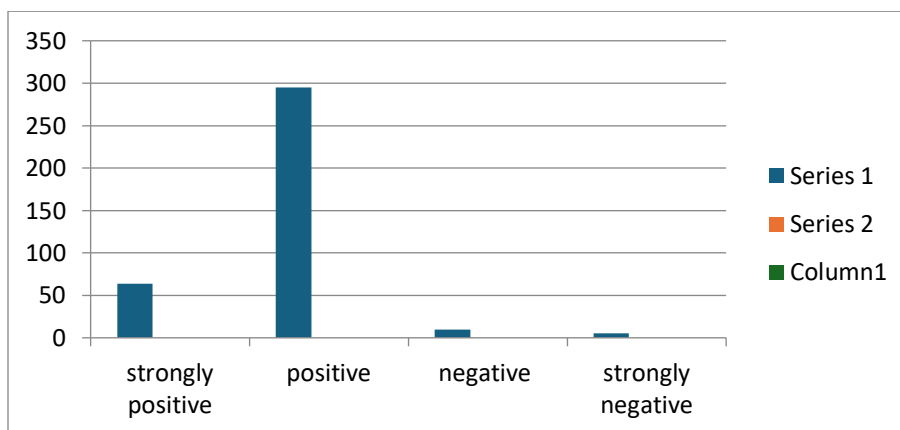


Figure 1. The Graph Interpretation of Students' Affect toward TOEFL Test.

Afterwards, from the data analysis regarding the students' affect on TOEFL test, it related to students' like and dislike toward TOEFL test held by UIN Mahmud Yunus Batusangkar it was also found two customary reasons why the students like to have TOEFL test. The students' surmise that TOEFL test assisted them to inform their English ability become the first reason. It could become a medium to notify on what grade their English are. Furthermore, they will know what effort they are going to do. Furthermore, the second reason was their awareness of the importance of TOEFL test. They like to have TOEFL test since they realize that it becomes a medium to get the certificate which they can employ to pursue their study to the higher level especially to acquire the scholarship ever to fulfill a requirement to apply for the job in a private or public company such as civil servant (CPNS) etc.

The result of this research reveal that most of students own the positive affect toward TOEFL Test. It indicated that most of them like to have TOEFL test. This finding is the same as the finding of (Suryaningsih, 2014) (Rahayu, 2019). She also found that most of students had a positive affect toward TOEFL test. Moreover, this finding is also similar with another previous study. It is (Ermawan & Zainal Arifin, 2013). In line with that, (Horwitz, 1988), Sakui and Gaies, 1999; Victori and Lockhart, 1995 in (Navarro, Diego., & Thornton, 2,011) disclose that students' affect toward TOEFL test becomes the crucial factor since it will influence the students' action in doing TOEFL test. It divulge that if the students like to have TOEFL test, it will bridge the students to have the big effort to do that test. Then, two customary reasons for having a positive affect toward TOEFL Test held by UIN Mahmud Yunus Batusangkar also conveyed on the finding of this research. Most of students aware that TOEFL test become a medium to inform the level of their English ability. It could be able to motivate them to get the big effort learn English more. It is the same as the finding of (Ermawan & Zainal Arifin, 2013). His research also reveal the similar reason. By taking the test, the students could know their English grades. If they were still lacking, they would be able to try to increase it. It indicates that there is a good response of the students

toward TOEFL test held by UPB UIN Mahmud Yunus Batusangkar. Their affect toward the test will determine their action in dealing with it (Horwitz, 1988). Then, on this finding also perceive that the students had a strongly positive affect as they recognize that it will be beneficial for them in getting jobs, ever their continuing their study or having the scholarship. It discloses that the students own the right response toward TOEFL Test.

Then, the finding of this research also reveal that there were 5 (five) students which own negative and strongly negative affect component toward TOEFL test. They consider that there is no usefulness to have this test whether it is to acquire the job or to continue their study especially in applying for the scholarship study to the higher level. Then, they also though there are some difficulties they found when they get TOEFL test because their low ability they have. It disclose that, holding the TOEFL test become crucial. It is to help them to get convenience to answer the TOEFL Test. It is the same as what (Ermawan & Zainal Arifin, 2013). They also found negative affect toward TOEFL test. Moreover, according to the interview, it also reveal that the students are aware that they have a low ability in doing that test. It was caused by the limited time to learn English. It seems that it will be a consideration for UIN Mahmud Yunus Batusangkar to held training for the students before having TOEFL test to help the students to get the sufficient score. Then, on this finding also found that the students like to have TOEFL Test since they realized that besides measuring their ability, this test also will be beneficial for them in getting jobs, continuing study, applying for the scholarship. It is also the same as what (Ermawan & Zainal Arifin, 2013) found. The result of this research shows that most of students had a positive affect of TOEFL Test. They realized that there are many benefits of taking TOEFL tests. It is like knowing their ability and to continue their study and to get the job. It discloses that there is a good response from the students. The other part which was asked in the interview is in line with the difficulties of this test. Data reveal that they realized that the difficulties of this test are standard for the University students. However, for them, it is so difficult because of the lack of ability they have. Their frequency to learn English was restricted.

Conclusion

In line with the research finding and discussion, it can be deduce that most of students own a positive affective toward TOEFL Test. Most of them like to get TOEFL test. It can be signified that the regulation of giving TOEFL test is useful and be good to be continued by UPB. However, it needs to held the training to help them to get the better score since the low ability they have. A right affect is only one of the factors to get the better score.

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