

**STUDENTS' MOTIVATION IN JOINING FREE
TOEFL TRAINING CONDUCTED BY UPTB IAIN
CURUP**

**(A Case Study at 6th Semester students of English Tadris Study Program of
IAIN Curup)**



By:

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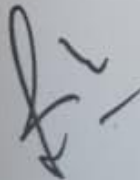
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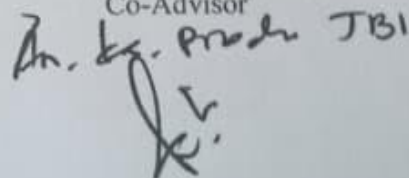
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Finally, the researcher realizes about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

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MOTTO AND DEDICATION

“Nobody believe in us but we believe!”

-Idzes-

In the name of Allah, Lord of the World, The Most Gracious, the merciful.

This thesis proudly is dedicated to:

Father (Kusmayadi) and Mom (Rupiyati)

Thank you so much for all prays, supports, suggestions, motivations, loves, cares and your attention which provide to me through my entire life.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“STUDENTS’ MOTIVATION IN JOINING FREE TOEFL TRAINING CONDUCTED BY UPTB IAIN CURUP (A Case Study at 6Th Semetser students of English Tadris Study Programe of IAIN Curup)”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, June 2025
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ABSTRACT

Putri Wulan : “STUDENTS’ MOTIVATION IN JOINING FREE
Dari **TOEFL TRAINING CONDUCTED BY UPTB IAIN**
CURUP (A Case Study at 6Th Semetser students of
English Tadris Study Programe of IAIN Curup)”.

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This study aims to investigate the motivation of sixth-semester students from the English Tadris Study Program of IAIN Curup in joining the free TOEFL training conducted by the Language Development Center (UPTB). The objectives of this research are to identify the types of motivation the students possess, to determine the factors that influence their motivation, and to explore the reasons behind their participation in the program. The researcher employed a mixed-methods design using a sequential explanatory approach, combining quantitative data from questionnaires and qualitative data from interviews. The questionnaire consisted of 24 items based on Dornyei and Ushioda’s theory, divided into intrinsic and extrinsic motivation categories. Meanwhile, the interviews were guided by Harmer’s motivational factors to explore psychological aspects, teaching methods, lecturer personality, and students’ perception of success. The quantitative findings revealed that students had a *high level of motivation* (mean score of 3.75), with *intrinsic motivation* being slightly more dominant than extrinsic. Among intrinsic indicators, *social interaction* was the most influential factor, while *knowledge acquisition* and *achievement orientation* emerged as the dominant extrinsic motivators. The qualitative data supported these findings, highlighting that effective teaching methods, a supportive environment, and a desire for academic success strongly influenced students’ motivation. Additionally, students expressed that joining the training was driven by the need to improve their TOEFL scores, which are required for graduation and future academic or professional pursuits. In conclusion, the free TOEFL training conducted by UPTB IAIN Curup plays a significant role in enhancing students’ English proficiency and motivating them to achieve their academic goals. These findings provide valuable insights for educators and program designers to develop more engaging and effective TOEFL preparation program.

Keywords: Students’ Motivation, Intrinsic Motivation, Extrinsic Motivation, TOEFL Training, English Language Proficiency, Language Development Center, IAIN Curup

CHAPTER I

INTRODUCTION

A. Background of the Research

Students' achievement in learning English is influenced by various factors, with learning motivation being one of the most critical. Educational institutions play a pivotal role in enhancing the quality of a nation's human resources. Motivation is essential in the language learning process. According to Dornyei, learners who lack motivation are unlikely to perform effectively, leading to potential failure in their learning endeavors¹. Motivated students tend to have a positive outlook on their goals and the means to achieve them, whereas those who are less motivated may become pessimistic and fail to learn effectively in the classroom

Elliot defines motivation as an internal state that prompts individuals to act, drives specific behaviors, and maintains engagement in various activities². Supporting this view, Slavin suggests that highly motivated students are more proactive in their planning and more likely to engage actively in learning³. Motivated students are also more likely to achieve success, underscoring the significance of motivation in the learning process. As one of the most crucial factors affecting students' performance in learning English, motivation has been a focal point for foreign language educators and researchers. When students are motivated, they adopt

¹ Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press.

² Elliot, A. J., & Covington, M. (2001). Approach and avoidance motivation. *Educational Psychology Review*. 13(2). Retrieved from <https://link.springer.com/article/10.1023/A:1009009018235>.

³ Slavin, R. E. (2009). *Cooperative Learning (Teori, Riset, Praktik)*. Bandung: Nusa Media

an active learning approach, show interest in their studies, and concentrate in class to acquire knowledge.

Several factors contribute to students' motivation to learn English. These include an appreciation for the classroom environment, an interest in conversational English, and the belief that continued study will enhance their ability to read and comprehend English texts. Additionally, while some students may feel nervous and confused when learning in English class, they often find the process of learning the language engaging. Students also become more comfortable with writing in English as they persist in their efforts. Ultimately, students are motivated by the belief that they are doing their best to learn the language. Motivation also has big impact to learn one of important part as English Department students namely TOEFL.

The TOEFL test is a standardized assessment of English language proficiency designed for non-native speakers. It aims to evaluate students' readiness to study in an academic setting. Primarily intended for North American English-speaking academic and professional institutions, particularly universities in the USA and Canada (Sharpe, 2013)⁴, the TOEFL test is also recognized and accepted in Europe, Asia, and Australia. Achieving a high TOEFL score is crucial for success in universities and other educational institutions (Al-Rawashdesh, 2009). TOEFL scores are accepted in over 130 countries and by 9,000 institutions, including government and scholarship programs (Educational Testing Service [ETS], 2015). Research by Guang, Power, and Adler (2014) indicates that English proficiency can be enhanced through the TOEFL test by taking general English courses or specific standardized

⁴ Sharpe, L.P. (2013). Practice exercise for the TOEFL (5th Ed). New York: Barron

test preparation courses⁵. One key factor in obtaining a high TOEFL score is thorough preparation. According to ETS (2017), a student's readiness to learn is a strong indicator of their future success⁶

The State Islamic Institute of Curup places significant emphasis on the competency standards that students must meet prior to graduation. A key mission of IAIN Curup is to produce graduates with competitive academic, professional, and vocational skills. These competency standards are crucial for the students' future careers, including the requirement of adequate English proficiency. Consequently, each department mandates that students achieve a minimum TOEFL score.

To support students struggling with the TOEFL test, the Language Development Center (LDC) at IAIN Curup initiated a free TOEFL training program to improve their scores. This training program, launched in 2021. It has seen increasing student interest, prompting the Language Development Center to offer additional classes to accommodate the growing number of participants. As of 2020, students must meet certain requirements before registering for the training. They must have taken the proposal seminar before registering to the free training. The training was given to the sixth semester students as the requirement to follow *Munaqasyah Skirpsi* (thesis Examination). Initially, students who were motivated to join the training program could register with the Language Development Center at IAIN Curup free of charge. The only requirement for participation was that students

⁵ Guang, M. L., Power, D. E., & Adler, M. R. (2014). Do TOEFL iBT scores reflect improvement in english language proficiency? Extending the TOEFL iBT validity argument. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1109334.pdf>.

⁶ ETS. (2017). Get the TOEFL test advantage. Retrieved from http://www.ETS.org/TOEFL/teachers_advisors/advantage/

be actively enrolled at IAIN Curup. At the conclusion of the training program, all registered students would take a TOEFL test to evaluate their progress.

In reality, some students from the English department are particularly motivated to participate in TOEFL training. Despite having already covered numerous lessons to enhance their English skills, these students recognize the importance of motivation in the learning process. Motivation helps them remain consistent in their studies and is not merely a strong desire to learn English, but also an internal drive that propels them forward with enthusiasm and willingness. It functions like the engine and steering wheel of a car, sparking interest and becoming an internal force that drives their learning. This aligns with Harmer, who stated, "motivation seems to play an important role in developing students' achievement in the teaching and learning process." Ultimately, motivation empowers students to achieve better scores⁷.

Moreover, from pre-interview with some students who joining free TOEFL training held by Language Development Center said that they sometimes have high motivation in joining the program meanwhile some of them also said that they feel unmotivated to follow the training cause they have the same lecture in class. They think that they should not follow the training.

Numerous scholars have extensively investigated learners' motivation in the realm of education. Long, Ming, and Chen (2013) underscored motivation as a pivotal element affecting the efficacy of acquiring a second language. Additionally, Halim and Ardiningtyas (2018) elucidated that individuals with limited foundational

⁷ Harmer, J. (2001). *How to teach English*. Essex: Addison Wesley Longman. P.33

English skills yet possessing substantial motivation exhibit a propensity for heightened practice, consequently culminating in superior skill acquisition.⁸ Therefore, delving deeper into the study of motivation is imperative for bolstering students' English proficiency.

Building upon the preceding discussion, the researchers aim to investigate the motivation and perspectives of English students who willingly engage in complimentary TOEFL preparation sessions at Language Development Center IAIN Curup. The study will center on participants' encounters throughout their training conducted by Language Development Center at IAIN Curup, emphasizing their firsthand experiences. The investigating will cover the area of **Students' Motivation in joining free TOEFL training conducted by Language Development Center (UPTB) IAIN CURUP.**

B. Research Questions

Based on the background of the study, the researcher formulates of the study as follow:

1. How is the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup?
2. What factors affecting the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup?

⁸ Halim, N. & Ardiningtyas, S. Y. (2018). Difficulties faced by the students in Answering TOEFL Test Questions. *English, Teaching, Learning and Research Journal*. 4(2), 219-231. Retrieved from <http://journal.uinalauddin.ac.id/index.php/Eternal/article/view/6213>

3. What are students' reasons joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup?

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To investigate How the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup.
2. To investigate What factors affecting the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup
3. To investigate What students' reasons joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup

D. Delimitation of the Research

Based on the identification of the problems above, the researcher limits the focus of the problem to research only on motivation and the most dominant factors affecting student motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. This study uses the theory of Dornyei & Ushioda (2011), which has two types of motivation, namely intrinsic and extrinsic, and the theory of Harmer (1991), which discusses the factors affecting student motivation.

E. Significance of the Research

In this study, there are two significances of the study, namely,

1. Theoretical

- a. This research endeavor is poised to furnish educators with valuable insights and reference materials pertinent to the instructional process, particularly concerning student motivation, with a specific focus on English grammar acquisition. This study also will be benefit for researchers, TOEFL instructors and institution itself.
- b. This research is anticipated to offer valuable insights to fellow researchers regarding students' motivation in Joining TOEFL training. The findings of this study can serve as a blueprint for aspiring researchers pursuing a bachelor's degree.

2. Practical

a. For the Students

Using this research, teachers can educate students better so that student's motivation to learn TOEFL can increase.

b. For the TOEFL Instructors

It enables teachers to get information and to select a suitable technique in TOEFL. While for TOEFL instructors the instructors can get diverse insights about students' motivation joining free TOEFL training at

F. Definition of the Key Terms

In order to give clear definition and as guidance for the reader to understand the whole study, the definition of the key terms are given here.

1. Students' Motivation

Motivation, as defined by Santrock, serves as a theoretical construct elucidating human behavior, encompassing the processes of energizing, directing, and sustaining actions⁹. This implies that motivation functions to propel and maintain students' engagement in activities over time. Conversely, Alizadeh (2016, p.11) posited that motivation constitutes a pivotal determinant in the outcomes of challenging endeavors, implying a close relationship between motivation and the attainment of success in English language acquisition¹⁰. Within the scope of this study, motivation refers to the inclination or eagerness of students to participate in the TOEFL training regimen.

2. Intrinsic Motivation

Dornyei and Ushioda expound that intrinsic motivation pertains to behaviors driven by self-interest, with the aim of experiencing satisfaction

⁹ Santrock, W. J. (2009). Educational psychology (3rd Ed). New York: Mc Graw Hill. P.372

¹⁰ Alizadeh, M. (2016). The impact of motivation on english language learning. International Journal of Research in English Education,1(1), 11-15. Retrieved from www.ijreeonline.com.

and pleasure, such as deriving enjoyment from activities or fulfilling one's curiosity¹¹

3. Extrinsic Motivation

Dörnyei and Ushioda contend that extrinsic motivation is associated with behaviors aimed at attaining a distinct outcome, such as obtaining a reward or evading punishment¹²

4. TOEFL Training

As per Masfufah (2018), a TOEFL training or preparation course serves as an educational program aimed at assisting learners in attaining the minimum TOEFL score requisite for university admission¹³. This specialized course is designed to enhance students' proficiency in TOEFL examinations. In the context of this study, TOEFL training denotes a structured program organized by LDC (Language Development Center) IAIN Curup, concentrating solely on three primary skills: listening, grammar, and reading.

¹¹ Dörnyei, Zoltán. Teaching and Researching Motivation. 2nd ed. London: Pearson Education Limited, 2011. <https://libgen.is/search.php?req=dornyei+teaching+and+researching+motivation&open=0&res=25&view=simple&phrase=1&column=def>

¹² Dörnyei, Zoltán. Teaching and Researching Motivation. 2nd ed. London: Pearson Education Limited, 2011. <https://libgen.is/search.php?req=dornyei+teaching+and+researching+motivation&open=0&res=25&view=simple&phrase=1&column=def>

¹³ Masfufah, S. (2018). Indonesian college students' perceptions of TOEFL preparation class. *Journal of English Education, Literature and Culture*, 3(1), 66-78. Retrieved from <http://jurnal.unissula.ac.id/index.php/edulite/article/view/2166>

G. Thesis Organization

This chapter provides the organization from chapter one until chapter five. Chapter I is introduction that consists of background of the study, research question, objectives of the research, delimitation of the research, significance of the research and definition of the key terms. Chapter II deals with review of related literature. It provides of review of related theory and review of related studies. Chapter III is research methodology. It deals with kind of the research, subject of the research, technique of data collecting, research instrument and technique of analyzing data. Chapter IV includes finding and discussion and the last is chapter V. This chapter talks about conclusion and suggestion.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Theoretical Framework

1. Concept of Motivation

a. Definition of Motivation

The term "motivation" originates from the Latin verb *movere*, signifying "to move." It pertains to the driving force behind an individual's decision-making process, engagement in actions, exertion of effort, and perseverance in those actions¹⁴. According to Harmer who stated that motivation represents an internal impetus that propels individuals toward achieving specific objectives¹⁵. Harmer further asserts that individuals may be motivated by either the enjoyment derived from the learning process or their aspirations. Learning motivation can be construed as the overarching influence on students, prompting engagement in learning activities, ensuring their continuity, and providing direction toward achieving educational objectives. This motivational aspect significantly contributes to fostering enthusiasm for learning, with highly motivated

¹⁴ Dörnyei, Zoltán. *Teaching and Researching Motivation*. 2nd ed. London: Pearson Education Limited, 2011. <https://libgen.is/search.php?req=dornyei+teaching+and+researching+motivation&open=0&res=25&view=simple&phrase=1&column=def>

¹⁵ Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman

students demonstrating substantial energy in undertaking learning endeavors.

According to Elliot and Covington, motivation provides the underlying reasons for individuals' actions, desires, and needs¹⁶. Pardee similarly posited that a motive serves as the impetus for individuals to engage in specific behaviors or develop inclinations towards particular actions¹⁷. Oxford and Shearin defined motivation as the aspiration to achieve a goal, coupled with the vigor to strive towards its attainment¹⁸. Additionally, Gardner escribed motivation as the amalgamation of effort and desire aimed at achieving language learning objectives, alongside positive attitudes towards the language learning process¹⁹.

Motivation is the key to a learning process . Therefore, motivation is useful and can play an important role in contributing a lot to learning English. It can be proven that motivation is the core of the English learning process. In addition, motivation is also a driving force for business achievement. From the opinion above, it can be concluded that motivated students can be seen from their perseverance, attention, concentration, and interest in solving the problems they face.

¹⁶ Elliot, A. J., & Covington, M. (2001). Approach and avoidance motivation. *Educational Psychology Review*. 13(2).Retrieved from <https://link.springer.com/article/10.1023/A:1009009018235>.

¹⁷ Pardee, R. L. (1990). Motivation theories of maslow, herzberg, mcgregor and mcllelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation

¹⁸ Oxford and Fillah. *Motivation and Undertsanding TOEFL*. Plentary Hall. P.34

¹⁹ Gardner, R. C. (1985). *Social psychology in second language learning*. London: Edward Arnold Ltd. P.241

Based on the perspectives of the experts cited, it can be inferred that motivation, within this discourse, serves as a dynamic force, emanating from both internal and external sources, which imparts vitality and propulsion to students. This motivational impetus engenders enthusiasm and commitment towards learning endeavors, while also guiding students in directing their actions towards the attainment of desired objectives. Motivation thus functions as the driving will that prompts individuals to engage in activities and steers their behavior towards specific goals.

b. Type of Motivation

There are two types of motivation known intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

According to Dornyei & Ushioda, intrinsic motivation is related to behavior for self-interest to experience satisfaction and pleasure, such as the joy of doing activities or satisfying one's curiosity²⁰. Pintrich & Schunk stated that “Intrinsic motivation refers to motivation to engage in an activity for its own sake”. Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. According to Maslow the underlying of human behavior are basic needs that can be arranged in a

²⁰ Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press.

hierarchy²¹. The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc), the next level are safety needs (stability, low, safe from fear, etc), love and belongingness needs, self-esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.

Several assertions above highlight that intrinsic motivation among students pertains to their engagement in learning activities driven by a desire for knowledge acquisition, values, and skill development, thereby deriving satisfaction from these pursuits. Within the realm of intrinsic motivation, students' endeavors and conduct in learning tasks are geared towards acquiring knowledge, reflecting their interests and curiosity. A notable aspect of intrinsic motivation is the enjoyment exhibited in undertaking tasks voluntarily, stemming from the individual's internal disposition.

In the self-determination theory described by Dornyei & Ushioda there are three subtypes of intrinsic motivation:

- a) Motivation to learn, this subtype can be involved in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world;

²¹ Pintrich, P. R. & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications*. Merrill: Upper Saddle River, NJ. P.245

- b) Motivation towards achievement, this subtype can be involved in an activity for satisfaction beyond oneself, overcoming challenges and achieving or creating something;
- c) Motivation is stimulated, this subtype is usually involved in an activity to experience a pleasant sensation.

2) Extrinsic Motivation

As outlined by Dornyei and Ushioda , extrinsic motivation refers to behaviors driven by the pursuit of separate outcomes, such as obtaining rewards or evading punishment²². Additionally, extrinsic motivation can stem from external incentives and environmental consequences, such as commendation, attention, privileges, bonus points, and public acknowledgment²³. Consequently, students exhibit extrinsic motivation when engaging in learning activities primarily to attain rewards that are not inherently connected to the learning process itself. Put differently, extrinsically motivated students tend to fulfill learning tasks with the expectation of achieving desired outcomes, such as high grades, commendation from teachers, and avoidance of penalties²⁴ (Miltiadou & Savanye, as cited in Othman).

²² Ibid. P.201

²³ Ushioda, Z. D. (2013). *Teaching and Researching Motivation*, Second Edition. New York: Routledge. doi:<https://doi.org/10.4324/9781315833750>. P. 259

²⁴ Masgoret & Gardner. (2003). Attitudes motivation, and second language learning: a meta-analysis of studies. *Language Learning*. pp. 150-173.

In the self-determination theory described by Dornyei & Ushioda (2011) there are four subtypes of extrinsic motivation:

- a) External regulation refers to the least self-determined form of extrinsic motivation, which comes entirely from external sources such as rewards or threats (eg teacher praise or parental confrontation).
- b) Introjected regulations involve rules imposed from the outside that students accept as norms that must be followed in order not to feel guilty (eg rules prohibit truancy).
- c) Identified regulation occurs when the person engages in an activity because he or she values and identifies with the behavior, and sees its use (eg learning the language needed to pursue one's hobbies or interests).
- d) Integrated regulation is the most advanced form of extrinsic motivation in its development, involving voting behavior that is fully assimilated to the values, needs, and other identities of the individual (for example, learning English because proficiency in it is part of an educated cosmopolitan culture that has been adopted).

c. Factor Affecting of Students' Motivation

Students engage in schooling to cultivate intelligence and strive for academic excellence, often driven by the pursuit of favorable grades. Nonetheless, many students perceive studying as mundane. Thus,

fostering learning motivation becomes imperative to instill enthusiasm among students. Motivation stands as a critical determinant influencing students' proficiency in English grammar, and sustaining high motivation levels throughout the language acquisition journey proves pivotal for success. Motivated students exhibit a proactive approach to comprehending topics, irrespective of intrinsic interest levels, and maintain a belief in the value and utility of understanding, thus contributing to enhanced learning outcomes.

Motivation is widely recognized as a crucial component in driving success across various endeavors, including the pursuit of learning objectives such as mastering English grammar. Motivated individuals are inclined to exert their utmost efforts towards achieving proficiency in English grammar, viewing it as a worthwhile endeavor. Conversely, when students lack motivation for learning English grammar, they may exhibit disinterest or apathy towards the subject matter. Hence, motivation emerges as a pivotal factor alongside proficiency in determining success in language acquisition endeavors.

Student motivation for learning is subject to fluctuation, influenced by various factors that educators must understand in order to cultivate and

maintain stable levels of motivation. According to Harmer, four key factors play significant roles in shaping student motivation for learning²⁵;

1) Physical condition

This pertains to the classroom environment. Consider a scenario where students are compelled to study amidst unfavorable classroom conditions, such as overcrowding, inadequate lighting, or malfunctioning air conditioning systems. Such circumstances can diminish students' motivation and even lead to a loss of interest in learning. Additionally, students' environmental factors, encompassing natural surroundings, living conditions, and social interactions, are subject to change. Moreover, the cultural milieu, represented by mediums such as newspapers, magazines, radio, television, and films, exerts an increasingly profound influence on students, thereby dynamically shaping their motivation to learn.

As posited by Gagne, cited in Rahardjito (2008), educational resources or tools encompass diverse elements within the student environment capable of fostering learning engagement. Both educators and students necessitate access to learning resources to enhance instructional programs²⁶. Adequate resources, such as language laboratories and language-specific books in the library, serve to pique

²⁵ Harmer, J. (1991). *The Practice of English Language Teaching*, Fourth Edition. London: Longman

²⁶ Ibid P.124

students' interest and facilitate comprehension of academic material. Conversely, inadequate learning resources hinder the efficacy of the learning process, particularly in subjects demanding practical application.

2) Teaching method

Referring to the method taught by the lecturer, the way the lecturer teaches affects student motivation in learning. When students feel bored with the teacher's method, their motivation will be lost or gradually decrease. If students lose confidence in the method, they will become demotivated Harmer. Modeling is imitation; one person observes the behavior of another. The teaching methodology under consideration involves the instructor's endeavors in orchestrating learning activities, commencing with the teacher's mastery of the subject matter, followed by the dissemination of information to students, and the utilization of strategies to engage student interest.

3) Lecturer/Tutors

The instructor stands as a significant influential factor, capable of both motivating and demotivating students within the educational environment. Throughout the teaching and learning process, the teacher holds considerable sway over student motivation, a crucial aspect in either fostering or inhibiting student engagement. The instructor's role is pivotal in shaping student learning motivation

through the employment of effective teaching methodologies for delivering course content. It is imperative for educators to tailor their teaching methods to align with the subject matter being imparted, as this significantly impacts students' self-directed learning objectives.

4) Success

This concerns the appropriateness of the challenge level set by the instructor. If the tasks or activities presented to students are either excessively difficult or overly simplistic, it can diminish their motivation in the learning process. Learning encompasses a spectrum of abilities, each contributing to eventual success and influencing student motivation. Students engage in learning activities requiring a diverse range of abilities, which vary among individuals. While some students exhibit concrete thinking abilities, others demonstrate abstract or operational thinking. These cognitive capacities often serve as indicators of students' learning aptitudes.

According to the elucidation provided by the aforementioned experts, it becomes apparent that multiple factors play a pivotal role in shaping student learning motivation. These factors stem from the student's environment, particularly within the school setting. The presence of conducive elements such as ideals, abilities, environmental conditions, instructors, and instructional methodologies can foster student motivation towards learning, thereby facilitating the attainment

of academic success. In the absence of motivating factors, the desired educational objectives are unlikely to be realized.

2. Motivation in Learning English

Numerous scholars underscore the significance of motivation in the learning process, as it profoundly influences the what, when, and how of learning²⁷. Motivated students tend to actively engage in learning activities they perceive as beneficial, whereas unmotivated students lack the systematic effort seen in motivated peers. Within the domain of language and linguistics, motivation holds particular importance. Cook identified age, personality, and motivation as the primary factors influencing the pace of second language acquisition (SLA), with motivation being paramount among them²⁸. Masgoret & Gardner supported this assertion, attributing achievement in foreign language acquisition to motivation²⁹. Moreover, Dörnyei highlighted that a robust motivation accounts for practical language proficiency attainment in 99% of language learners, regardless of their inherent language aptitude³⁰.

Furthermore, individuals motivated to learn a language tend to achieve higher levels of language proficiency and exhibit more positive attitudes.

²⁷ Pintrich, P. R. & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications*. Merrill: Upper Saddle River, NJ.

²⁸ Cook, V. (2000). *Second language learning and language teaching*. Beijing: Foreign Language Teaching and Research Press and Edward Arnold (Publishers) Ltd

²⁹ Masgoret & Gardner. (2003). Attitudes motivation, and second language learning: a meta-analysis of studies. *Language Learning*. pp. 150-173.

³⁰ Dörnyei, Z. (2001). *Teaching and researching motivation*. England: Longman.

Motivation is understood to consist of three components: effort, desire, and affect. Effort pertains to the amount of time dedicated to studying the language and the learner's determination. Desire reflects the learner's aspiration to attain language proficiency, while affect encompasses the learner's emotional responses to language learning.

Furthermore, a cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provokes a “decision to act” as a result of which there is “sustained intellectual and/or physical effort”³¹ so that the person can achieve some “set goals”. Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something³². Regarding to Uno , motivation is: a kind of internal and external drive which keeps students studying about something to improve their attitude which generally is influenced some supporting factors, they are a) desire to success, b) there is pushing of study, c) there are necessities in study, d) there is expectation in future, e) appreciation in the learning process, f) there are attractive activities in the teaching learning process, g) good learning environment.³³

³¹ Gardner, R. C. (1985). *Social psychology in second language learning*. London: Edward Arnold Ltd.

³² Harmer, J. (2001). *How to teach English*. Essex: Addison Wesley Longman

³³ Uno, H. (2008). *Teori motivasi dan pengukurannya*. Jakarta: Bumi Aksara

a. Psychological Aspects of Learning

According to Makazhanova (2020) in an article, there are 6 aspects of psychology, namely the explanation as follows:

1) Learn with pleasure

Learning should be viewed as a necessity rather than an obligation. When approached with enthusiasm, learning becomes engaging rather than monotonous. To start, establish a comfortable pace and progress gradually but steadily. This approach is closely linked to an individual's psychotype, or personal characteristics. Consequently, some individuals may prefer to learn English independently, setting and following their own pace. Others may thrive on interaction with peers and group communication, while some might seek the guidance of tutors, believing it to be the most effective method. Children can be encouraged in advance to spark their interest in learning. Ultimately, learning aims to enhance knowledge and understanding, and it also equips individuals with the skills needed for independent living in adulthood.

2) Motivation

English is the most widely used international language across numerous countries, facilitating communication with people worldwide. Consequently, students need sustained motivation to continue learning and mastering English. Poor performance in second language learning

among some students can be attributed to a lack of interest in the subject, a lack of confidence in their ability to overcome challenges, dissatisfaction with teaching methods, and negative emotions associated with language learning. Recognizing the necessity and significance of learning English is crucial. One of the primary educational objectives is to enhance students' motivation and interest in the subject, adapt teaching methods to align with students' personalities, and foster a relaxed classroom environment.

3) Anxiety

Anxiety is another emotional factor that significantly impacts second language learning and is among the most recognized and prevalent emotions affecting this process. Students experiencing high levels of anxiety often face severe acute anxiety, persistent nervousness, and an elevated heart rate.

4) Ability

Abilities are personal qualities of a psychological nature that determine the successful acquisition of knowledge and skills, though they are not solely defined by their presence. In the context of learning English, these abilities pertain to language and communication skills across four key activities: speaking, listening, writing, and reading. Achieving proficiency in English is a significant advantage but requires continuous practice to avoid stagnation. It is crucial to seek the most

effective methods and approaches for teaching English, particularly targeting individuals with average abilities. One of the objectives of learning is to ensure success, and from a methodological perspective, a foreign language can be learned through various means. However, inadequate education methods can diminish students' interest and motivation. Familiarity with any language significantly eases the process of learning additional languages, as existing language skills and learning experiences reveal connections among languages within the same group or family, enhancing proficiency in foreign language activities.

5) Self-confidence and self-esteem.

Self-confidence is an essential trait for achieving success in learning. The success of acquiring a foreign language heavily relies on students' confidence in their abilities. Conversely, self-doubt, fear of making mistakes, low self-esteem, expectations of failure, and fear of criticism contribute to heightened anxiety and can adversely affect the foreign language learning process. These negative feelings lead to decreased motivation and form significant barriers to learning. Students frequently experiencing fear of failure and humiliation feel inadequate and become distracted while completing tasks, thereby creating additional obstacles for themselves.

6) Language barrier

In contemporary educational practice, individuals proficient in learning foreign languages often encounter difficulties when engaging in social interactions involving foreign languages in their daily lives and professional activities. While they may perform well in classroom settings under the guidance of a teacher, real-life communication presents challenges. The language barrier impedes the application of their linguistic knowledge, skills, and competencies. This barrier, which can be both internal and external, frequently hinders adults from effectively learning a foreign language.

3. An Overview of TOEFL

TOEFL, or the Test of English as a Foreign Language, is designed to assess the English proficiency of non-native speakers. This test is administered by the Educational Testing Service (ETS), an organization based in the United States. According to Phillips (2001), the TOEFL evaluates the English language skills and academic abilities of those for whom English is not their first language³⁴.

a. Types of TOEFL Test

³⁴ Phillips, D. (2001). Longman complete course for the toefl test: preparation for the computer and paper tests. New York: Pearson Education Company

Basically, there are three types of TOEFL test: PBT (paper based test), CBT (computer based test), and iBT (internet based test).

1) PBT (paper based test)

The paper-based TOEFL test (PBT) involves answering questions that are written, printed, or illustrated, with responses also provided in written form. This test serves two main purposes. Firstly, it is used for student placement and assessing their progress. Secondly, it acts as an alternative when the computer-based test (CBT) is not available in a particular area. The TOEFL PBT comprises three sections: listening comprehension, structure and written expression, and reading. Scores for this test range from 310 to 677 (Sharpe, 2013).

2) CBT (computer based test)

The computer-based TOEFL test (CBT) features the same content as the paper-based version (PBT) but differs in the way answers are submitted (Pyle, 2001). The TOEFL CBT is administered using a computer and includes four sections: listening, structure, reading, and writing. This test is adaptive, meaning the questions vary for different test-takers, even those taking the exam on the same day³⁵.

3) iBT (internet based test)

Internet based test is a TOEFL test that highlights the four skills in English and helps test takers by providing the academic English

³⁵ Sharpe, L.P. (2013). Practice exercise for the TOEFL (5th Ed). New York: Barron.

circumstance questions, which is important for the participants of the test (ETS, 2015). TOEFL iBT consists of four sections; listening, reading, speaking, and writing). The TOEFL iBT combined the test sections with more than one skill, resulting in a more academic English circumstance (ETS, 2009)

b. Component of TOEFL Test

The TOEFL test assesses students' proficiency in English across several domains: listening, written expression, speaking, reading, and structure. It consists of three sections that are evaluated: listening comprehension, structure and written expression, and reading comprehension.

The first section of the TOEFL test is listening comprehension, which includes short conversations, longer conversations, and extended talks. The questions typically require test-takers to identify the main idea, details, function, inferences, and overall organization of the audio material (Philips, 2001). Listening comprehension involves making sense of what is heard, necessitating continuous attention, interpretation, and retention of the information. This section evaluates students' ability to understand and interpret spoken English.

The second section of the TOEFL test, following the listening section, is the structure and written expression section. This section is divided into two parts with a total of 40 questions. The first part consists

of 15 multiple-choice questions, while the second part comprises 25 error analysis questions. In the error analysis section, each question contains four underlined words, and test-takers must identify the incorrect word. These errors can involve verbs, nouns, pronouns, subjects, adverbs, tenses, and other grammatical elements. The questions assess the test-takers' ability to recognize proper grammatical structure in English, distinguishing between acceptable spoken English and formal written English to enhance listening skills, many instructors advocate for immersing students in English-speaking environments, such as studying abroad or attending international schools. While this approach has proven highly effective, it is often financially inaccessible for many students in developing countries³⁶.

Several lengthy passages accompanied by questions related to those passages. The texts are on academic topics, similar to what might be found in undergraduate university textbooks. Students are required to answer questions about specific details, make inferences, restate sentences, insert sentences, understand vocabulary, identify pronoun references, determine functions, and grasp overall ideas³⁷. This section assesses the students' ability to comprehend, interpret, and analyze reading passages on various

³⁶ Abdurrahman, A. (2015). The use of NSVC and their effects on SRL, learning strategies, and oral production. *International Letters of Social and Humanistic Sciences*, 56, 22-34.
doi:10.18052/www.scipress.com/ILSHS.56.22

³⁷ Takido, Ono. (2007). *How to prepare for the TOEFL iBT*. Cambridge: Cambridge University Press.

topics. Additionally, Sharpe noted that this section also evaluates the test-takers' vocabulary knowledge, requiring them to find synonyms for selected words from the passage among four answer choices. To prepare for this section, students need extensive practice reading diverse materials, including newspapers and magazines, and covering a range of topics such as American history, culture, social sciences, and natural sciences. It is also important that grammar lessons are taught in an easily understandable manner to maintain students' motivation in learning English grammar.

4. TOEFL Training

TOEFL training is a form of test preparation. According to the Merriam-Webster dictionary, preparation is defined as the action or process of making something ready for use or service, or getting ready for some occasion, test, or duty. In this context, TOEFL preparation refers to the process of getting ready for the TOEFL test. Previous research indicates that a significant problem students face is inadequate preparation for the test of English as a foreign language³⁸. Effective preparation must be carefully planned and executed by the candidate to achieve success on the test. Without proper preparation, students are likely to encounter various difficulties.

³⁸ Antoni, R. (2014). An analysis on 6th semester students' TOEFL experience at english department of teachers training and education faculty of pasir pengaraian university. *Jurnal Ilmiah Edu Research*, 3(1), 9-16. Retrieved from <http://e-journal.upp.ac.id/index.php/EDU/article/view/133>.

Effective preparation involves understanding the nature of the test and employing appropriate strategies. Evidence indicates that many students possess limited knowledge about the test and do not prepare themselves with strategies to effectively answer the various types of questions posed by the examiners. Conversely, learners need to diversify their learning skills and test-taking approaches to align with what test administrators consider appropriate for assessing knowledge³⁹. This is particularly pertinent as students should engage in comprehensive preparation for their tests, such as participating in TOEFL training programs.

Therefore, TOEFL training programs can assist students in improving their TOEFL scores. These programs often feature qualified teachers who deliver instructional content. According to Ma and Cheng, the quality of training is significantly influenced by the teachers, the instruction, and the instructional content. In other words, the effectiveness of these courses is largely dependent on the quality of the teachers and the instruction provided⁴⁰.

The significance of TOEFL training is undeniable. Since TOEFL training focuses specifically on TOEFL materials, it helps students familiarize themselves with the topics and elements of English tested in the TOEFL exam. This targeted approach enhances the effectiveness and efficiency of

³⁹ Laborda, G. J. (2008). Is the TOEFL exam aimed at everyone? Research considerations in the training and application of the TOEFL exam abroad. *The Eurocall Review*. 14(3), 2-15

⁴⁰ Ma, J., & Cheng, L. (2015). Chinese students' perceptions of the value of test preparation courses for the TOEFL iBT: Merit, worth, and significance *TESL Canada Journal/Revue TESL Du Canada*, 33(1), 58-79. Retrieved from <https://teslcanadajournal.ca/index.php/tesl/article/view/1227>.

learning English for the TOEFL test. Indeed, Ma and Cheng (2015) noted benefits in efficiency and reorientation towards the TOEFL, as well as overall learning development. Additionally, TOEFL training can motivate students to achieve their goals by allowing them to learn alongside peers with similar objectives, particularly the aim of obtaining a higher TOEFL score. Learning within such communities fosters engagement and effective achievement, serving as a source of motivation (Ma & Cheng, 2015).

TOEFL training in IAIN Curup conducted by Language Development Center. The purpose of the program is to assist students' in mastering TOEFL test. Sixth semester students of IAIN curup from all faculties in IAIN curup was the participant in the TOEFL training program. The program also has been conducting since 2021 and it was free of charge for students who follow the program.

There are sixteen meeting in each program every years which is consist of all materials that includes in TOEFL test; Listening, Reading, Structure and writen expression. In the end of meeting, language Development Center will conduct a test connected to the students achievement during the training program.

B. Previous Study

Numerous studies have explored students' motivation in learning English, including research conducted by Wagiyo. The findings of this study revealed that senior high school students enrolled in the English Education Study Program at the State College of Islamic Studies Syaikh Abdurrahman Siddik Bangka Belitung during the academic year 2013-2014 exhibited predominantly extrinsic motivation. They viewed English as a mandatory subject necessary only to pass examinations, lacking intrinsic motivation. Importantly, these students did not recognize the future benefits of English proficiency, such as gaining knowledge, securing employment opportunities, accessing information, interacting with individuals from diverse cultural backgrounds, and achieving success in various fields⁴¹.

Mahmud conducted a study on the challenges faced by EFL students in answering the Test of English as a Foreign Language (TOEFL), identifying several key issues. The research focused on graduate program students at a state university in Makasar, Indonesia. The findings revealed that students encountered various difficulties in tackling the TOEFL test, stemming from factors including insufficient foundational skills, inadequate practice, diminished motivation, and individual differences such as age and social status

⁴¹ Supiah Wagiyo, "Analysis of Students " Motivation in Learning English at Senior High Schools," ResearchGate, 2018.

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 understand⁴²

Muhammad Wahyudi conducted research on the strategies employed by teachers to motivate their students in learning English. The study revealed that teachers utilize various approaches to enhance motivation, including offering praise, employing subtle forms of encouragement, providing suggestions, incorporating motivational videos and anecdotes, such as success stories of idols. Many students positively responded to these strategies, indicating their effectiveness in fostering motivation among English learners⁴³

While several studies have investigated motivation in learning English, disparities exist between those research endeavors and the present study in terms of research focus, participants, and location. Consequently, conducting this research is deemed essential as it will introduce distinct perspectives, methodologies, and outcomes.

⁴² Fajar Mukhtar, "The Students Motivation In English Language Learning Of Eight Graders At Mts Darul Amin Palangkaraya" (IAIN Palangkaraya, 2017)

⁴³ Mahmud, M. (2014). The EFL students' problems in answering the test of english as a foreign language (TOEFL). *Theory and Practice in Language Studies*, 4(12), 2581-2587. Retrieved from https://www.researchgate.net/publication/276248420_The_EFL_Students'_Problems_in_Answering_the_Test_of_English_as_a_Foreign_Language_TOEFL_A_Study_in_Indonesian_Context.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

This study is a descriptive research project utilizing a mixed-methods approach. Mixed methods involve the integration of both qualitative and quantitative approaches in various aspects of the research, including types of questions, research methods, data collection and analysis procedures, and inferences. This approach employs both qualitative and quantitative methods to address research questions within a single study. It is designed to be complementary, providing comprehensive information related to multiple research questions, each of which is addressed using different methodological approaches⁴⁴. The mixed method used in this research was Sequential Explanatory Approach. It is defined as the quantitative method is followed by qualitative method⁴⁵. The purpose of this methodology is to find out how college students perceived social media as the tool of learning English as their foreign language.

⁴⁴ W. Linkelin , “Mixed Method in A Research Project: A Contrastive Study 1, no. 50 (2012): 47–67

⁴⁵ Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(1), 3–20.

Moreover, According to Creswell (2014), mixed method is a method that involves the collection and mixing from qualitative and quantitative data⁴⁶. In this research, the researcher combined both of qualitative and quantitative data together. Quantitative data used only to get the data of the the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup by using the questionnaire. Besides that, the researcher used qualitative data to factors affecting the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup and What are students' reasons joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup.

B. Population and Sample

1) Population

The population in research refers to the group of subjects or objects that are the focus of the study. According to Sugiyono, the population encompasses the general area of interest, including all objects and subjects that possess specific qualities and characteristics defined by the researcher, with the aim of studying and drawing conclusions from them⁴⁷. The research population consisted of students from the English Tadris Study Program who were enrolled in the third batch of the free TOEFL Training program conducted by UPTB IAIN Curup.

⁴⁶ Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc. P.153

⁴⁷ Sugiyono, *Metode Penelitian* (Bandung: Alfabeta, 2017). P.45

Approximately 36 students participated in the TOEFL class over one semester. The students are from sixth semester which involve in two classes. Consequently, the researcher considered 36 students as the population for this study.

2) Sample

Sugiyono defines a sample as a subset of the population selected for research. In this study, the researcher employed a total sampling technique, where the sample size is identical to the population size. This method was chosen because the population consisted of fewer than 100 individuals⁴⁸ Thus, the researcher included all students who join in free TOEFL training conducted by UPTB IAIN Curup, totaling 36 students.

C. Technique of Collecting Data

The data are the strength of the research, so they are required in a research. There are no researches without collecting for the data. the collected data must be valid and provide the factual information. To collect the data of this research, the researcher used the technique for collecting data, as follow:

1. Questionnaires

A questionnaire is a set of questions or statements provided to participants. According to Sugiyono, it is a data collection technique that involves presenting respondents with a series of questions or

⁴⁸ Sugiyono, Metode Penelitian (Bandung: Alfabeta, 2017). P.78

statements⁴⁹. In this reserach, the researcher used closed-ended questionnaire type to answer the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. To complete the questionnaire, participants were required to mark or circle the predetermined answers that "best represent their feelings about the topics included in the questions or statements in the scale⁵⁰". This type of questionnaire offers advantages such as facilitating easy comparison of responses and providing a means for coding responses⁵¹

2. Interview

Interviews entail an interaction between an interviewer and an interviewee, during which the interviewer poses questions to be answered by the interviewee. According to Ary et al., data are gathered through direct interaction, either face-to-face or via telephone, between the interviewer and the respondent⁵². Therefore, in this context, the interviewer must engage in direct interaction or communication to collect data, which can occur in person or electronically. The reseracher used semi-structured interview. Bernard stated that semi-structured interview is the proper way to gain deep information to the subject of the reserach

⁴⁹ Ibid. P.142

⁵⁰ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to deslgn and evaluate research In education* (8th ed.). New York: Mc Graw Hill. P.400

⁵¹ Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education. P.112

⁵² Ary, D. (2010). *Introduction to Research in Education Eight Edition*'. United State: Wadsworth Cengage Learning. P.24

deeply⁵³. The researcher prepares questions relate to factors affecting the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup and students' reasons joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup . To collecting data of interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview.

D. Research Instrument

To obtain more data about this research, the research also used instruments, such as:

1. Questionnaires

The researcher employed a structured questinanires instrument comprising 24 statements, delineated into two sets: 12 statements designed to gauge intrinsic motivation and another 12 to assess extrinsic motivation. Utilizing a Likert or summative scale, participants indicated their level of agreement or disagreement with each item. The responses are categorized into five distinct levels: "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The questionnaires were distributed to Indonesian

⁵³ Bernard. H. Russel. *Analyzing Qualitative Data: Systematic Approach* (Thousand Oaks, Calif: Sage 2009). P.156

students, having been translated and validated by an expert. The researchers utilized a questionnaire adapted from the work of Dornyei et al. (2011). Intrinsic motivation factors encompass communication, social interaction, and skill development, while extrinsic motivation factors encompass knowledge acquisition, educational attainment, and achievement orientation, as delineated in the subsequent table.

Tabel 3.1
Indicators Intrinsic and Extrinsic Motivation

Variabel	Type of Motivation	Indicators	Item Numbers	
			Positive	Negative
Motivation	Intrinsic	Communicating	2, 12	1, 11
		Social	3, 7	4, 6
		Skill	8, 9	5, 10
	Extrinsic	Knowledge	19, 23	14, 15
		Education	13, 16	17, 20
		Achievements	21, 24	18, 22

Tabel 3.2
Intrinsic Motivation Statement Adopted from Dornye et al (2011)

No	Intrinsic Motivation Statements
1	Studying TOEFL does not allow me to speak to others students in the teaching process
2	Studying TOEFL allows me to discuss interesting topics during learning process
3	Studying TOEFL allows me to transfer my knowledge to others.
4	Studying TOEFL does not allow me to participate freely in academic, social and other activities
5	Studying TOEFL does not allow me to behave like a native English speaker; in term of thinking paradigm

6	Studying TOEFL does not allow me to respect students: make me being individualistic
7	Studying TOEFL helps me to be open-minded.
8	I am determined to study TOEFL as best as I can to achieve maximum proficiency
9	Studying TOEFL allows me for my future work and studies
10	Studying TOEFL does not allow me to broaden my horizons
11	Studying TOEFL is not possible to communicate with students when teaching learning process
12	I am nervous and confused when I learn in TOEFL

Tabel 3.3
Extrinsic Motivation Statement Adopted from Dornye et al (2011)

No	Extrinsic Motivation Statements
13	I mainly focus on using English for classwork and TOEFL exams
14	I like to write in books and do not communicate alone when speaking or writing in TOEFL class
15	I am not interested in reading Intermediate English Grammar (TOEFL Books) textbooks for my university studies and reading other textbooks.
16	I am more interested in getting the best grades when learning TOEFL
17	I am not interested in studying TOEFL in depth
18	Studying TOEFL is not essential for travelling abroad
19	Studying TOEFL is important to make me a knowledgeable and skilled person.
20	Studying TOEFL does not make me an educated person
21	Proficient in learning TOEFL can lead to more success and achievement

22	Learning TOEFL does not make other people respect me
23	I love the process of learning TOEFL, and I do it only because I might need it
24	Learning TOEFL is important to be learnt

Tabel 3.4
Lickert Scale of Intrinsic Motivation

Options	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Tabel 3.5
Lickert Scale of Intrinsic Motivation

Options	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Tabel 3.6
Mean Categorization

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of Motivation

After the data is collected, the student questionnaire scores are calculated. The data will be analyzed using a survey method. The results are given in quantitative data. In the first part of the questionnaire, the questions are separated into two parts: number one to twelve measurable questions about intrinsic motivation; Questions numbered thirteen to twenty-four are measured on extrinsic motivation. A scale of five is used to measure the level of motivation of students who are successful in part one. If the total score for the intrinsic part is higher than the extrinsic part, it means that students have high motivation and are slightly more intrinsic.

On the other hand, if the total score on the extrinsic part is higher than on the intrinsic part, it can be concluded that students have extrinsic motivation in learning. The dominant stimulation level in Intermediate English Grammar learning was achieved after calculating scores for intrinsic and extrinsic motivation, respectively. Finally, the calculations of intrinsically motivated and extrinsically motivated students are integrally incorporated into the formula to receive the result in percentage. Data analysis using the SPSS application procedure.

2. Interview Guidance

The research must have interview guidance to build what questions are too asked, in what order and how much additional prompting or probing is

permitted.⁵⁴ Interview guideline is the list of questions which are used by the researcher to interview the teacher to obtain data from respondent. There are many necessary items in order to create the interview guidance including the theory used, indicators, questions, and validations terms.

First, the interview guidance made by made by referred to the theory of Motivation by harmer (2001) . Second, the researcher created several indicators to this research. The researcher analyzed the theory by read the meaning much time. After read, the researcher searched the meaning of each process mentioned on the theory of factor that studsents affect in learning TOEFL. After obtain some items that may become the indicators by those Process. Next, the indicators built up considering to the descriptions of the problems mentioned on the theory itself.

Third, the researcher created several questions. The questions created by following the indicators. In this interview guidance, the researcher used W/H questions. It is used in order to answer the research questions in this research. Additionally, it is purposing that participant can explain whatever by following the question that asked then the researcher can obtain the information more specific from respondent. Therefore, the questions are able to use as the guide of the researcher while the researcher interviewing the participant on the field. The last, the most

⁵⁴ Ibid

significant point of the interview guidance is that indicator and question made is valid.

Tabel 3.6
Blueprint Interview of Factors Affecting Students' Motivation
adopted from Harmer (1991)

No	Theory	Indicator	Questions
1	Psychological aspect	1. Class Atmosphere 2. Conditions 3. Friends 4. Parents 5. Others indicators	1. What are the learning facilities used in TOEFL classes that affect students' learning motivation? 2. In your opinion, are there any weaknesses in the learning facilities in TOEFL training classes that affect students' learning motivation? 3. What are the factors that support and hinder the use of learning facilities in TOEFL English training classes towards students' learning motivation?
2	Teaching method	1. Teacher Method 2. Students Interaction 3. Teacher and Students interaction	4. How can TOEFL training instructors teach in the classroom? Does it already support students' learning motivation? 5. How is the use of methods and media

			<p>to support the TOEFL training learning process in the classroom towards students' learning motivation?</p> <p>6. Does the TOEFL Tutor often use the same teaching model/method without variation?</p>
4	Lecturer personality	1. Lecturer attitude toward the class	<p>7. Does the TOEFL training instructor have a significant influence on your learning motivation? If yes, what kind of influence is it?</p> <p>8. How does the participation of lecturers' support students' learning motivation during TOEFL training?</p>

5	Success	1. Challenges 2. Desire for success 3. Problem-solving	9. What is your opinion on TOEFL training? Do you like TOEFL training? 10. Can you understand the material presented by the lecturer in the TOEFL training class? If not, what is the reason? 11. Do you have difficulty in following the TOEFL Training class? In your opinion, what should be done to overcome this difficulty? 12. What do you do to stay focused and concentrated when attending TOEFL training in class?
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To answer the third research questions, the researcher delivered interview to students about their reason in joining free TOEFL training program conducted by UPTB IAIN Curup. The set of questions are made based on Uno. H theory about factors that influence students' motivation in learning. The blueprint can be seen in the table below;

Tabel 3.7
Blueprint Interview of Students students' Reasons Joining the free TOEFL training Adopted from Uno.H (2008)

No	Theory	Questions
1	1. Pushing of Study 2. Necessities in study 3. there is expectation in future 4. there are attractive activities in the teaching learning process 5. appreciation in the learning process 6. good learning environment	1. Do you think TOEFL score is important? If yes, tell me why?
		2. Does this preparation help you to do TOEFL easier?
		3. Have you taken “Introduction to English Proficiency Test” course?
		4. Does it similar to this free TOEFL training?
		5. During training, what are materials like taught?
		6. So, why do you join this TOEFL training?
		7. In your opinion, how important is the TOEFL preparation to help you taking TOEFL test?
		8. Do you have any suggestions to make this training better?

E. The technique of Data Analysis

1) Data Quantitative

In this research investigation, the data is presented in tabular format by the author. The collected raw data underwent analysis using the Statistical Package for the Social Sciences (SPSS), with the primary statistical methods employed being frequency and percentage calculations. These statistical approaches were deemed appropriate for fulfilling the research aims. The data derived from the survey instrument was assessed by computing the average value for each query. A five-point Likert scale was utilized to gauge

the nature and extent of motivation towards learning Intermediate English Grammar. This scale was incorporated in the questionnaire to assess the degree of agreement or disagreement in students' responses according to specified criteria.

Tabel 3.6
Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of Motivation

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

$$\bar{X} = \frac{\sum X}{N}$$

2) Data Qualitative

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, conducting syntheses, arranging it into patterns, choosing which ones are important and which ones are studied,

and making conclusions so that they are easy to understand by yourself and others⁵⁵

The following is the explanation about the techniques of data analysis of this research in terms of qualitative data.

1. Data Reduction

The first step before reducing the data is the researcher analyzed the result of the data from the instruments of the research. The data reduction process is summarizing, choosing the main or the core parts, focusing on the essential things, looking for themes and patterns, and removing pointless things. This process provides an overview to the researcher regarding the data that has been obtained. Reducing the data also make the researcher analyzed the data more clearly.

2. Data Display

The process of displaying data in qualitative research is carried out through brief descriptions, charts, relationships between categories, flowcharts, and others. The narrative text is the type that is often used to provide data. This research also uses the narrative text in presenting the data. By presenting the data, it makes it easier for the researcher to understand the data and plan the next stage.

3. Conclusion Drawing/Verification

⁵⁵ Milles, Mathew B, A Michael Huberman, and Johnny Saldana. *Qualitative Data Analysis (A Method Sourcebook)*. Third. United States of America: SAGE Publications, Inc., 2014

The final stage from the process of analyzing data is drawing conclusions. The researcher examined all data results and connected the data to the research problem of this research. There may still be the initial conclusions that are temporal and change if there is no proof to support them at the next stage of data collection. However, if the initial conclusions have been supported by valid and consistent proof, then the conclusion is the credible conclusion. The conclusion in qualitative research is the new discoveries that have never existed before. These discoveries could be in the form of the description of one object that was previously unclear and after being examined, the object becomes clear and it could be in the form of a hypothesis or theory⁵⁶.

⁵⁶ Nunan, David. 1991. *Language Teaching Methodology: a textbook for teachers*. UK: Prentice Hall International

CHAPTER IV

FINDINGS AND DISCUSSION

This section substantiates the research findings and discussions by utilizing data gathered through Questionnaires and interviews. During the data collection phase, the researcher used an observation checklist along with interview guidelines. The insights obtained from both tools support and reinforce the conclusions drawn in the study.

A. Findings

This chapter presents findings aimed at addressing the research questions. Here, the researcher examines the data collected throughout the study, detailing the process of calculating and presenting the results. In the discussion section, the researcher provides an in-depth analysis of these findings. Data was comprehensively gathered from all research instruments, including questionnaires and interviews, and then analyzed systematically and precisely to achieve the research objectives. This data analysis was essential for answering the research questions outlined in the preceding chapter. The discussion is divided into two main sections: the first covers responses to the questionnaire, and the second addresses the results of the interviews.

The researcher conducted the study from October 5th to 6th, 2024, and obtained additional supporting information on the research questions through a questionnaire was distributed to 36 students to assess students' motivation in

joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. Following the questionnaire, interviews were conducted from June 26th to 27th, 2024, with ten students to explore the factors affecting their learning in this area. The researcher presented the questionnaire results, which measured students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup, followed by a description of the interview findings related to factors affecting the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup and students' reasons joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup.

This chapter is organized to address the two research questions formulated in the previous chapter. These questions focus first on students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup, second factors affecting the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup and students' reasons joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. The answers to these questions are provided below:

1. Students' Motivation in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup

This discussion categorizes motivation into intrinsic and extrinsic types.

For the questionnaire, the researcher adapted items from Dornyei et al to

develop statements. The questionnaire was then created in Google Forms in Indonesian and distributed to 36 sixth semester students of the English Tadris Study Program of IAIN Curup. This approach aimed to assess students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. For a more detailed and precise breakdown of questionnaire results across each indicator and statement, please refer to the table below:

Table 4.1
The Mean of Students' Intrinsic Motivation

No.	Indicators	Item	Mean	Rating of Motivation Level
1.	Communicating	1	3,52	Moderate degree of Motivation
		2	2,40	Moderate degree of Motivation
		11	2,37	Moderate degree of Motivation
		12	3,00	Moderate degree of Motivation
2.	Social	3	4,44	High degree of Motivation
		4	3,52	Moderate degree of Motivation
		6	4,00	High degree of Motivation
		7	3,10	Moderate degree of Motivation
3.	Skill	5	3,10	Moderate degree of Motivation
		8	3,50	Moderate degree of Motivation
		9	4,37	High degree of Motivation
		10	3,78	High degree of Motivation
Total			3,65	Moderate degree of Motivation

From Table 4.1, it can be seen that students receive a Moderate level of motivation with a total mean of 3.65. the level involved three indicators: first, communicating, second, social and the last skill.

a. Communicating.

In the context of students' learning, communicating refers to the ability to express ideas, thoughts, and understanding effectively through speaking, writing, or other forms of interaction. It involves not only sharing knowledge but also listening and responding to others, which helps students deepen their understanding and engage more meaningfully with the material. Communication skills enable students to collaborate, ask questions, clarify doubts, and articulate their learning process, making it an essential part of academic and personal growth.

All of the statements in this indicator are Moderate Degree of Motivation, the first statement: *Studying TOEFL does not allow me to speak to others students in the teaching process* with a mean 3,52 indicates that students have a moderate motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. The second statement: *Studying TOEFL allows me to discuss interesting topics during learning process* with mean 2,40 also shows that students in the moderate degree of motivation. The third statement: *Studying TOEFL allows me to transfer my knowledge to others*. Also in the moderate degree of motivation and the last statement is *Studying TOEFL does not allow me to participate freely in academic, social and other activities* also indicates that students

have moderate degree of motivation in joining free TOEFL training organized by UPTB IAIN Curup.

b. Social

This indicator reflects the influence of peers, teachers, and the learning environment on a student's drive to learn. Positive social factors, such as supportive classmates, encouragement from teachers, and a collaborative classroom atmosphere, can enhance students' motivation and make the learning process more engaging and effective. Social indicators highlight the role of a learning community in fostering motivation and encouraging active participation.

There are two statements achieve high degree of Motivation in term of students' motivation in joining free TOEFL training organized by UPTB of IAIN Curup. The statements are *Studying TOEFL allows me to transfer my knowledge to others* (statement 3) with 4, 44 and *Studying TOEFL does not allow me to respect students: make me being individualistic* (Statement 6) with 4,00. The others statement achieves moderate degree of motivation. First statement, *Studying TOEFL does not allow me to participate freely in academic, social and other activities* (statement 4) with mean 3,52. The second statement is *Studying TOEFL helps me to be open-minded* with mean 3,10.

c. Skill

In the context of students' learning, the skill indicator focuses on the specific abilities or competencies students develop as they progress through their studies. This includes academic skills such as critical thinking, problem-solving, and language proficiency, which directly influence their motivation and confidence. When students see improvement in their skills, they often feel more capable and motivated to continue learning. The skill indicator emphasizes how building and refining these abilities can positively impact students' motivation and overall learning experience.

This indicator consists of 4 statements which have 2 indicators in high degree level of motivation and 2 others indicators in the moderate level of motivation. First statement, Studying TOEFL allows me for my future work and studies (statement 9) with mean 3,47. The second *Studying TOEFL does not allow me to broaden my horizons* (Statement 10) with mean 3,78. Both of the statement reach high degree of motivation. Meanwhile two statements are in Moderate level. The statements are *Studying TOEFL does not allow me to behave like a native English speaker; in term of thinking paradigm* (statement 5) with mean 3,10 and *I am determined to study TOEFL as best as I can to achieve maximum proficiency* (statement 8) with mean 3,50.

Tabel. 4.2
The Total Mean of Intrinsic Motivation

No.	Indicator	Total Mean
1.	Communicating	2,78
2.	Social	3,76
3.	Skill	3,68
Total		10,22

From the table above, it can be concluded that social factor is the dominant factor that motivate students in joining free TOEFL training held by UPTB IAIN Curup. Meanwhile skill in the second position with 3,76 total mean and followed by communicating with total mean 2,78.

Table 4.3
The Mean of Students' Extrinsic Motivation

No.	Indicators	Item	Mean	Rating of Motivation Level
1.	Knowledge	14	3,40	Moderate degree of Motivation
		15	4,00	High degree of Motivation
		19	4.00	High degree of Motivation
		23	3,67	Moderate degree of Motivation
2.	Education	13	3,41	Moderate degree of Motivation
		16	3,85	High degree of Motivation
		17	3,40	Moderate degree of Motivation
		20	4,00	High degree of Motivation
3.	Achievement	18	4,10	High degree of Motivation
		21	3,37	Moderate degree of Motivation
		22	3,76	High degree of Motivation
		24	4,00	High degree of Motivation
Total			3,79	High degree of Motivation

From Table 4.1, it can be seen that students receive a high degree of motivation level in term of extrinsic motivation in joining free TOEFL training held by UPTB IAIN Curup with a total mean of 3.79. the level involved three indicators: first, knowledge, second, education and the last achievement.

a. Knowledge

The first indicator, knowledge, aims to examine the breadth and systematic integration of various concepts, considering cause and effect. Knowledge is often an informal process, derived from real-life experiences and reflected in the practical application of facts and theories. For this indicator, two questionnaire statements reflect a moderate level of student motivation, while two statements indicate a high level. This indicator includes four items, beginning with item 14, "*I like to write in books and do not communicate alone when speaking or writing section in TOEFL class*" which yielded a mean score of 3.40, showing a moderate level of motivation. Item 15, "*I am not interested in reading Intermediate English Grammar (TOEFL Books) textbooks for my university studies and reading other textbooks*" received a mean score of 4.00, indicating a high level of motivation. Item 19, "*Studying TOEFL is important to make me a knowledgeable and skilled person*" resulted in a mean score of 4.00, also showing

high motivation. Lastly, item 23, "*I love the process of learning TOEFL, and I do it only because I might need it* " earned a mean score of 3.67, indicating a high level of motivation among students.

b. Education

The second indicator, education, pertains to knowledge acquired within an educational framework, focusing on principles and methods of learning, instruction, and supervision. Education is a structured, formal process, typically experienced in schools and higher education, where individuals become aware of a variety of facts, ideas, and theories. In terms of this indicator, two statements reflect a moderate level of student motivation, while another two statements indicate a high level. Specifically, item 13, "*I mainly focus on using English for classwork and TOEFL exams*" has a mean score of 3.41, showing moderate motivation. Item 16, "*I am more interested in getting the best grades when learning TOEFL*" has a mean score of 3.85, reflecting High degree motivation. Similarly, item 20, "*Studying TOEFL does not make me an educated person*" has a mean score of 4.00, indicating a high degree level of motivation. The final item, number 17, "*I am not interested in studying TOEFL in depth* " received a mean score of 4.00, indicating a high level of motivation among students.

c. Achievement

The third indicator, achievement, focuses on the accomplishments that students have attained or expect to attain. Within this indicator, three statements reflect a high level of student motivation and one statement reflects moderate level of motivation. This indicator includes four questionnaire items, starting with item 18, "*Studying TOEFL is not essential for travelling abroad*" which received a mean score of 4.10, indicating a high degree level of motivation. Item 21, "*Proficient in learning TOEFL can lead to more success and achievement*" received a mean score of 3.37, demonstrating a moderate level of motivation among students. Item 22, "*Learning TOEFL does not make other people respect me*" had a mean score of 3.76, also indicating a high level of motivation. Finally, item 24, "*Learning TOEFL is important to be learnt*" achieved a mean score of 4.00, reflecting a high level of motivation as well.

Tabel. 4.2
The Total Mean of Extrinsic Motivation

No.	Indicator	Total Mean
1.	Knowledge	3,92
2.	Education	3,66
3.	Achievement	3,80
Total		11,24

From the table above, it can be concluded that knowledge factor is the dominant factor that motivate students in joining free TOEFL training

held by UPTB IAIN Curup with mean 3,92. Meanwhile achievement in the second position with 3,80 total mean and followed by education with total mean 3,66.

Tabel. 4.3
The Total Mean of Extrinsic and Intrinsic Motivation

No.	Indicator	Total Mean
1.	Intrinsic Motivation	45,15
2.	Extrinsic Motivation	44,96
Total		90,11 90.11: 24 Statements = 3,75 3,75 = High Degree Motivation

From the table above, it can be concluded that students of English Tadris Study Program have high degree motivation level in joining TOEFL test conducted by UPTB IAIN Curup with total mean for both motivation 3,75.

2. Factors Affecting the Students' Motivation in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup.

In this section, the researcher interviewed 10 students to answer research questions about the factors affecting the students' motivation in joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. The researcher conducted the interview to the teachers on October 23rd, 2024. The researcher interview sixth semester

students of English Tadris Study Program. The researcher interviews the student's through face to face meeting and video call.

The interview result is based on the indicators of the instrument blueprint in chapter III. The result can be seen in the table below:

Table 4.4
The result of Interview

No	Factors	Explanation
1	Psychological aspect	<p>4. In the TOEFL class, supplementary materials like TOEFL prep books helps us feel more prepared and confident for the exam.</p> <p>5. outdated technology and overcrowded classrooms (sometimes the teacher combine the class), can hinder students' motivation and make the learning experience less engaging</p>
2	Teaching method	<p>7. TOEFL training instructors using interactive methods, such as group discussions and practice tests. These approaches, along with personalized feedback, help support and boost students' motivation to learn.</p> <p>8. Some tutors use the same method and make the students feel uncomfortable and lose their intension in study TOEFL.</p>
3	Lecturer personality	<p>1. the TOEFL training instructor has a significant influence on Students' learning. Their teaching style, which includes clear explanations and engaging activities, along with their encouragement and constructive feedback, boosts Students' confidence and motivation, making it easier for me to understand the material and enhance Students' skills.</p> <p>2. The participation of lecturers during TOEFL training supports students' learning motivation by actively engaging them in the learning process. When lecturers provide clear explanations, encourage questions, and facilitate discussions, it creates a dynamic</p>

		learning environment. Their support and feedback help students feel more confident and motivated to participate, which enhances their overall learning experience.
4	Success	<ol style="list-style-type: none"> 1. Students find TOEFL training to be very beneficial, as it helps students improve their English skills and prepares them for the exam. The students enjoy the structured lessons and the opportunity to practice speaking, listening, reading. 2. Students can usually understand the material presented by the lecturer in the TOEFL training class, although sometimes students struggle with the pace or unfamiliar vocabulary. 3. Students sometimes have difficulty following the TOEFL training class, especially when the lessons move too quickly. To overcome this, students think the instructor could provide more examples and practice exercises, as well as allow for additional time for questions and discussions. 4. To stay focused and concentrated during TOEFL training, students make sure to take notes during the lessons, actively participate in discussions, and limit distractions by keeping my phone away. Additionally, students try to maintain a positive mindset and remind themselves of their goals, which helps them stay engaged in the material.

Referring to table 4.4, The psychological aspect significantly influences students' motivation to participate in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup. This aspect encompasses students' attitudes, beliefs, and emotional states, which can

either enhance or hinder their engagement in the learning process. During interviews with students, various themes emerged that highlight the impact of psychological factors on their motivation. For instance, one student expressed, *"I feel anxious about the TOEFL exam, but the supportive environment here helps me overcome my fears."* This statement reflects how a positive learning atmosphere can alleviate anxiety and foster motivation. Another student mentioned, *"I believe that improving my English skills will open up more opportunities for me in the future,"* indicating that personal goals and aspirations can drive motivation. Additionally, students highlighted the importance of receiving encouragement from instructors, with one stating, *"When the lecturer gives positive feedback, it motivates me to work harder."* These insights underscore that psychological factor, such as anxiety management, goal orientation, and external support, play a critical role in shaping students' motivation to engage in the TOEFL training program.

Secondly, the teaching method employed in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup significantly affects students' motivation to participate in the program. Various instructional approaches can either enhance or diminish students' engagement and enthusiasm for learning. Interviews with students revealed a clear correlation between effective teaching methods and their motivation levels. For example, one student remarked, *"The interactive*

activities make the lessons enjoyable and help me retain information better," illustrating that engaging teaching strategies foster a more motivating learning environment. Another student shared, *"When the instructor uses real-life examples related to the TOEFL topics, it makes the material more relevant and interesting,"* highlighting the importance of contextualized learning in maintaining motivation. Additionally, several students expressed a preference for varied instructional techniques, with one stating, *"I appreciate when the teacher incorporates group discussions and multimedia resources; it keeps me engaged."* These insights suggest that a diverse range of teaching methods, characterized by interactivity, real-life relevance, and variety, plays a crucial role in enhancing students' motivation to participate in the TOEFL training program.

Thirdly, the personality of the lecturers at the Language Development Center (UPTB) of IAIN Curup is a significant factor influencing students' motivation to engage in the free TOEFL training program. A lecturer's approachability, enthusiasm, and teaching style can create an environment that fosters student engagement and encourages active participation. Interviews with students highlighted the importance of lecturer personality in shaping their motivation levels. One student noted, *"Our lecturer is very approachable and always encourages us to ask questions, which makes me feel comfortable participating in class."* This sentiment

underscores how a supportive and friendly demeanor can enhance students' willingness to engage. Another student stated, "*I love how passionate our instructor is about teaching; it really inspires me to learn more and improve my skills.*" This reflects the impact of an enthusiastic lecturer on students' intrinsic motivation. Additionally, a student remarked, "*When the lecturer shares personal experiences related to the material, it makes the lessons feel more relatable and motivating.*" Such insights emphasize that the personality traits of lecturers—such as approachability, enthusiasm, and relatability—play a crucial role in enhancing students' motivation to actively participate in the TOEFL training program.

Fourth, the aspect of success significantly influences students' motivation to participate in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup. Students are often driven by the desire to achieve their academic and career goals, and the perception of success can serve as a powerful motivator in this context. During interviews, students articulated how their aspirations for success impact their engagement in the training program. One student expressed, "*I believe that passing the TOEFL with a good score will open doors for me in my future studies and career,*" illustrating how the goal of success fuels motivation. Another student added, "*Seeing my improvement in practice tests boosts my confidence and motivates me to keep working hard.*" This

highlights the importance of recognizing progress as a key factor in sustaining motivation. Furthermore, a student noted, "*When the lecturer shares success stories of former students who achieved high scores, it inspires me to aim for the same level of achievement.*" These reflections underscore that the desire for success—whether through personal goals, recognition of progress, or inspiration from others—plays a critical role in motivating students to engage in the TOEFL training program.

3. Students' Reasons in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup

In this section, the researcher interviewed 10 students to answer research questions about the students' reasons joining the free TOEFL training at Language Development Center (UPTB) of IAIN Curup. The researcher conducted the interview to the teachers on October 23rd, 2024. The researcher interview sixth semester students of English Tadris Study Program. The researcher interviews the student's trough face to face meeting and video call.

The interview result is based on the indicators of the instrument blueprint in chapter III. The result can be seen in the table below:

Table 4.5
The result of Interview

Reason	Interview Result
7. Pushing of Study 8. Necessities in study 9. there is expectation in future 10. there are attractive activities in the teaching learning process 11. appreciation in the learning process 12. good learning environment	<ol style="list-style-type: none"> 1. the TOEFL score is important because it opens up academic and career opportunities, especially for studying or working in English-speaking environments. A high TOEFL score can also boost students' confidence in using English and prove my language proficiency to potential universities or employers. 2. this preparation helps make the TOEFL easier because it familiarizes students with the test format, improves my skills in each section, and builds my confidence to tackle the questions effectively. 3. During training, the materials taught include all sections of the TOEFL: reading, listening, speaking, and writing. We also learn test-taking strategies, time management skills, and practice with sample questions to improve our familiarity with the test format. 4. Students joined this TOEFL training to improve their English skills and increase their chances of achieving a high TOEFL score. This score is important for my academic and career goals, as it opens up opportunities for studying abroad and enhances my qualifications for future job prospects. 5. In students' opinion, TOEFL preparation is very important because it helps them understand the test format, practice each section thoroughly, and develop effective strategies. This preparation boosts their confidence and improves their skills, making students feel more equipped to perform well on the actual test. 6. The students suggest incorporating more interactive practice sessions and personalized feedback to help them improve specific areas. Additionally, providing more mock tests under real exam conditions would make the training even more effective in preparing us for the actual TOEFL test.

From the table above it can be seen that students have their own reason to follow the TOEFL training. The explanation can be seen as follows:

First, the push to succeed academically, or the "pushing of study" aspect, is a notable factor influencing students' decisions to join the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup. This drive often stems from students' goals to meet graduation requirements, achieve competitive scores, or pursue further academic opportunities that demand a strong English proficiency score. Interviews with students highlight how this academic motivation fuels their commitment to the training. One student mentioned, "*I need to get a good TOEFL score as it's required for my program, and this training helps me get there,*" emphasizing the role of program requirements in their decision to join. Another student shared, "*Knowing that a higher TOEFL score will improve my chances for scholarships and postgraduate studies makes me determined to put in the effort.*" This sentiment shows how future academic ambitions can push students to commit to the preparation process. Additionally, a student remarked, "*The pressure to perform well motivates me to take this training seriously, as it directly affects my academic future.*" These responses underline how the desire to meet academic standards and achieve long-term educational goals drives students to engage actively in the TOEFL training program.

The second, the necessity for language proficiency in academic and professional settings is a key factor motivating students to join the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup. Students recognize that strong English skills are essential not only for completing their current studies but also for unlocking future opportunities, such as higher education or international careers. This need for proficiency was highlighted during interviews with students. One student explained, "*I see English as necessary for my academic success, especially in accessing research materials and understanding global perspectives,*" demonstrating how academic requirements push them to strengthen their language skills. Another student shared, "*Knowing English is essential if I want to study abroad or apply for scholarships, so joining this training feels like a crucial step.*" This reflects how future career or educational ambitions make TOEFL preparation a necessity. Additionally, one student mentioned, "*The demand for English in today's job market makes me feel that it's important to prepare as best as I can,*" highlighting how broader professional needs contribute to their decision. These responses illustrate how students' recognition of English as a fundamental skill drives their motivation to participate in the TOEFL training program actively.

Third, Future aspirations and expectations are a major driving force behind students' motivation to join the free TOEFL training at the

Language Development Center (UPTB) of IAIN Curup. Many students view the training as a step toward achieving personal and professional milestones, such as securing scholarships, studying abroad, or improving their career prospects. This sense of expectation about the future was evident in the student interviews. One student expressed, *"I hope to continue my studies overseas, and getting a high TOEFL score is essential for that,"* illustrating how future academic goals shape their commitment to the training. Another student remarked, *"A good TOEFL score will open doors to international opportunities, and I want to be ready when those chances come,"* which reflects the role of career expectations in motivating their efforts. Additionally, a student shared, *"I expect that having strong English skills will make me more competitive in the job market, so I'm preparing myself now."* These responses underscore how the anticipation of future opportunities and achievements compels students to invest time and effort in the TOEFL program as a foundational step toward their ambitions.

Fourth, the presence of engaging and attractive activities in the teaching and learning process significantly influences students' motivation to participate in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup. Students are more inclined to join training programs that incorporate interactive and stimulating learning methods, which enhance their overall experience and retention of material. During

interviews, students highlighted the importance of these engaging activities in their decision to enroll. One student noted, "*I really enjoy the interactive games and group discussions; they make learning English more fun and less stressful.*" This reflects how dynamic teaching methods can create a more enjoyable learning environment. Another student mentioned, "*The practice tests and role-playing exercises help me apply what I learn in a real-world context, which keeps me motivated.*" Such activities not only make the learning process more attractive but also allow students to see the practical relevance of their studies. Additionally, a student remarked, "*I appreciate that our instructors use varied teaching techniques, which keeps the classes lively and interesting.*" These insights demonstrate that the incorporation of attractive activities in the TOEFL training program plays a crucial role in enhancing student engagement and motivation, ultimately leading to a more effective learning experience.

Fifth, Appreciation in the learning process emerges as a significant factor influencing students' motivation to enroll in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup. Students thrive in an environment where their efforts and achievements are recognized and valued, as this appreciation fosters a positive learning atmosphere. During interviews, students articulated how acknowledgment from instructors and peers enhances their motivation. One student shared, "*When my instructor praised my progress in Listening section, it made me*

feel more confident and encouraged me to keep improving." This highlights how recognition of individual accomplishments can bolster students' self-esteem and drive. Another student expressed, *"Receiving feedback on my writing assignments made me realize that my hard work is noticed, and it motivates me to strive for even better results."* This sentiment underscores the importance of constructive feedback in the learning process. Additionally, a student remarked, *"I appreciate the supportive community in the training; we celebrate each other's successes, which keeps the morale high."* These responses illustrate that appreciation, whether from instructors or fellow students, plays a vital role in motivating students to engage actively in the TOEFL training, ultimately enhancing their learning experience and commitment to achieving their goals.

Sixth, A conducive learning environment significantly influences students' decisions to participate in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup. A positive atmosphere, characterized by supportive interactions, adequate resources, and comfortable facilities, fosters students' motivation and engagement in their studies. During interviews, students emphasized the importance of such an environment in enhancing their learning experiences. One student remarked, *"The training space is always welcoming and well-organized, which helps me focus better during classes."* This indicates that a well-

maintained learning environment can positively impact students' concentration and overall engagement. Another student noted, "*I appreciate how the instructors encourage open discussions; it makes me feel comfortable sharing my thoughts and asking questions.*" This reflects how a supportive environment promotes active participation and collaboration among students. Furthermore, a student mentioned, "*Having access to various learning resources, like practice materials and online tools, makes it easier for me to study effectively.*" This highlights the role of resource availability in creating an effective learning space. Overall, these insights demonstrate that a good learning environment is crucial for motivating students to join the TOEFL training, as it not only enhances their comfort but also encourages a proactive approach to their learning journey.

B. Discussion

The discussion in this section is to answer the formulation of the research problem presented in Chapter I. Based on the research results above, the author discusses the results of research:

1. Students' Motivation in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup.

The results of the questionnaires assessing students' intrinsic motivation for participating in the free TOEFL training at the Language

Development Center (UPTB) of IAIN Curup reveal varying levels of motivation across different indicators. Specifically, the communication indicator scored 2.78, indicating a moderate level of motivation. This finding aligns with Deci and Ryan's Self-Determination Theory, which emphasizes that intrinsic motivation is influenced by an individual's needs for competence, autonomy, and relatedness⁵⁷. A moderate score in communication suggests that students may feel uncertain or less confident in their communication abilities, which could hinder their overall motivation to engage in the speaking and listening components of TOEFL preparation.

Conversely, the social indicator achieved a high score of 3.76, highlighting the significance of social interaction in enhancing students' motivation within the context of TOEFL training. According to Vygotsky's Social Development Theory, learning is fundamentally a social process, and interactions with peers and instructors can significantly impact a student's motivation and learning outcomes⁵⁸. This high level of motivation suggests that students value the collaborative environment fostered during the TOEFL training sessions, which not only enhances

⁵⁷ Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268

⁵⁸ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press

their understanding of test material but also encourages active participation and peer support.

The skill indicator also scored high at 3.68, reflecting students' intrinsic motivation to develop their language skills essential for the TOEFL exam. This is consistent with Ushioda's assertion that learners' motivation is closely tied to their perceived progress and skill acquisition. As students engage in TOEFL training, their recognition of improvement in test-related skills—such as reading comprehension, writing, and listening—further boosts their intrinsic motivation to master the language⁵⁹.

Overall, the findings from this research indicate that while communication remains a moderate motivator, the aspects of social interaction and skill development significantly contribute to students' intrinsic motivation in the context of TOEFL training. Previous research corroborates these results, suggesting that fostering a supportive learning environment and emphasizing skill mastery can enhance students' motivation to engage with language learning activities. Therefore, it is essential for educators to focus on strategies that promote effective communication and collaboration while providing opportunities for students to experience skill progression in preparation for the TOEFL

⁵⁹ Ushioda, E. (2011). Motivation and autonomy in language learning. *In Motivation, Language Identity and the L2 Self* (pp. 9-21). Multilingual Matters

exam. This dual approach not only enhances intrinsic motivation but also equips students with the necessary competencies to succeed in their language proficiency assessments.

The results of the questionnaires assessing students' extrinsic motivation for participating in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup reveal notable insights across three key indicators: knowledge, education, and achievement. The knowledge indicator received a high score of 3.92, suggesting that students are strongly motivated by external factors such as the acquisition of language skills and information pertinent to the TOEFL exam. This finding is consistent with the expectancy-value theory proposed by Eccles and Wigfield, which posits that individuals are motivated to engage in tasks based on their expectations of success and the value they place on the outcomes⁶⁰. In the context of TOEFL training, students recognize the importance of knowledge as a means to improve their test scores and achieve their academic goals, thereby enhancing their extrinsic motivation to participate.

The education indicator scored 3.66, indicating a moderate level of motivation. This suggests that while students acknowledge the significance of formal education and training, there may be factors that

⁶⁰ Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>

diminish their enthusiasm for engaging fully in the educational process. The moderate score in education may imply that students see the educational environment as somewhat restrictive, which could hinder their intrinsic interest in the learning process. Improving the educational experience by incorporating more engaging and relevant content in TOEFL training could enhance students' motivation to learn.

The achievement indicator, with a score of 3.80, reflects a high level of motivation related to students' desire to attain specific accomplishments associated with their TOEFL training. This aligns with Atkinson's achievement motivation theory, which highlights the importance of external rewards and recognition in motivating individuals to strive for success⁶¹. In the case of the TOEFL exam, the desire to achieve a particular score not only influences students' participation in the training but also drives them to invest significant effort into their preparation. This intrinsic drive for achievement can enhance their overall commitment to the learning process and the pursuit of language proficiency.

In conclusion, the findings indicate that students participating in the TOEFL training demonstrate high extrinsic motivation related to knowledge acquisition and achievement, while their educational

⁶¹ Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review*, 64(6), 359-372. <https://doi.org/10.1037/h0040939>

motivation is moderate. This underscores the importance of creating a learning environment that not only emphasizes the practical benefits of knowledge and achievement but also addresses the factors that may limit students' engagement in their education. Previous research supports the notion that when external motivations are effectively aligned with students' goals, their overall motivation and performance in language learning can significantly improve. Therefore, in the context of TOEFL training, it is essential for educators to harness students' extrinsic motivation by clearly communicating the relevance of knowledge and achievement while fostering an educational atmosphere that promotes active participation and personal investment in the learning journey.

2. Factors Affecting the Students' Motivation in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup.

The findings from the interviews regarding factors affecting students' motivation to participate in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup highlight several critical aspects, including psychological factors, teaching methods, lecturer personality, and the concept of success. Understanding these factors is essential for enhancing student engagement and performance in language

learning contexts, particularly in preparation for standardized tests like the TOEFL.

a. Psychological factors

Psychological factors play a significant role in shaping students' motivation. In the context of the TOEFL training, students who feel psychologically supported and empowered are more likely to engage actively in the learning process. Previous research by Schunk and Zimmerman indicates that students with positive self-perceptions and confidence in their language abilities demonstrate higher motivation levels, which is crucial for success in language proficiency tests⁶².

b. Teaching Method

The teaching methods employed in the TOEFL training also significantly influence student motivation. Research has shown that interactive and student-centered teaching approaches promote higher engagement and motivation⁶³. When instructors incorporate varied instructional strategies, such as collaborative learning and practical applications, students are more likely to find relevance in the material and stay motivated throughout the training. The alignment of teaching methods with students' learning preferences can further enhance their

⁶² Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and self-regulated learning: Theory, research, and applications*. New York: Routledge

⁶³ Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268

motivation, as indicated by a study conducted by McCarthy, which emphasizes the importance of adapting pedagogical approaches to meet students' diverse needs⁶⁴.

c. Lecturer Personality

Lecturer personality is another crucial factor impacting students' motivation. In the TOEFL training context, a lecturer who demonstrates passion for teaching and fosters a positive learning environment can enhance students' motivation to participate actively and persevere in their studies. This aligns with findings from previous studies, which suggest that students are more motivated when they perceive their instructors as caring and committed to their success, Murdock & Anderman⁶⁵.

d. The Concept of Success

Lastly, the concept of success is a powerful motivator for students engaged in TOEFL training. As posited by Bandura's Social Cognitive Theory, students' beliefs in their capabilities to succeed significantly influence their motivation and performance. The desire to achieve a

⁶⁴ Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, L. E. M. Tan, & M. H. T. Wong (Eds.), *Individual Differences in Second Language Learning: Theoretical Perspectives* (pp. 1-32). New York: Routledge

⁶⁵ Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine Books.

high score on the TOEFL exam serves as a compelling external motivator, driving students to commit to their studies⁶⁶.

In sum, the factors affecting students' motivation in joining the free TOEFL training encompass psychological aspects, teaching methods, lecturer personality, and the pursuit of success. By recognizing and addressing these factors, educators can create a more conducive learning environment that enhances students' motivation and prepares them effectively for the TOEFL exam. Integrating supportive psychological practices, employing engaging teaching methods, cultivating positive lecturer-student relationships, and emphasizing the importance of achievement can significantly impact students' motivation and ultimately lead to their success in language proficiency assessments.

3. Students' Reasons in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup.

The results from the interviews regarding students' reasons for joining the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup reveal several key motivations: pushing for study, necessities in study, future expectations, engaging teaching activities, appreciation in the learning process, and a supportive learning environment. Understanding these motivations is crucial for enhancing student

⁶⁶ Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman

engagement and effectiveness in language learning, particularly in preparation for standardized assessments like the TOEFL.

a. Pushing for study

The pushing for study aspect highlights the role of external motivation, which aligns with Deci and Ryan's Self-Determination Theory. While intrinsic motivation is important, external pressures, such as academic requirements or familial expectations, also significantly influence students' decisions to enroll in training programs⁶⁷. The necessity to prepare for the TOEFL exam as a requirement for further academic pursuits underscores the importance of these external factors in motivating students.

b. The necessities in study

The necessities in study reflect practical implications of language proficiency, especially in academic contexts. Research by Huang indicates that students are motivated to learn a language when they perceive its utility in achieving their academic and professional goals⁶⁸. In the context of TOEFL training, students recognize the importance of mastering English to meet institutional requirements and enhance their competitiveness in the job market.

⁶⁷ Ibid. P.72

⁶⁸ Huang, H. (2015). Motivation in language learning: A review of the literature. *English Language Teaching*, 8(10), 24-33. DOI:10.5539/elt.v8n10p24.

c. Expectation for the future

Furthermore, students express that there is an expectation for the future, indicating a future-oriented motivation. Students who envision success in their future endeavors are likely to pursue opportunities, such as TOEFL training, that will help them achieve their goals. This aspirational outlook fosters a proactive attitude towards learning, motivating students to invest time and effort into their language development.

d. Attractive in the teaching-learning process

The presence of attractive activities in the teaching-learning process significantly influences student motivation. Research indicates that engaging and varied instructional methods enhance students' learning experiences⁶⁹. When students perceive the TOEFL training as interactive and enjoyable, they are more likely to remain engaged and committed to their studies. This concept is further supported by Keller's Motivational Design Theory, which emphasizes the systematic design of learning environments to enhance motivation, particularly through engaging activities

⁶⁹ Ibid. P.75

e. Appreciation in the learning process

Moreover, the concept of appreciation in the learning process speaks to the recognition of students' efforts and achievements. In the TOEFL training context, when students feel valued for their progress, it fosters a sense of belonging and encourages them to continue striving for excellence.

f. Good learning environment

Lastly, a good learning environment is critical in shaping students' motivations. The Environmental Theory of Learning suggests that the physical and psychological characteristics of a learning environment can significantly impact student engagement. A supportive and well-structured learning environment promotes collaboration, reduces anxiety, and enhances overall motivation in language training⁷⁰.

In summary, students' motivations for joining the free TOEFL training are multifaceted, encompassing external pressures, practical necessities, future expectations, engaging teaching methods, recognition, and a positive learning environment. By addressing these motivations, educators can create a more effective and engaging TOEFL training program that meets

⁷⁰ Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>

the academic needs of students while fostering their personal growth and success in language learning. Integrating these factors into program design and delivery, along with contemporary can significantly enhance student motivation and outcomes in preparing for the TOEFL exam.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a summary and validation of the findings presented in the previous chapter. Conclusions are formulated based on the results of prior data analysis, directly addressing the research questions. Additionally, this section offers recommendations for future researchers who may wish to explore this area in greater depth.

A. Conclusion

1. Students' Motivation in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup.

The data indicates that students' motivation for participating in the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup is at a high level, with an average motivation score of 3.75. This score, calculated from a total of 90.11 across 24 statements, reflects a balanced contribution from both intrinsic motivation (45.15) and extrinsic motivation (44.96). Thus, students are strongly motivated to join the TOEFL training, driven by both personal interest and external incentives.

2. Factors Affecting the Students' Motivation in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup

The data suggests that several key factors influence students' motivation to participate in the free TOEFL training at the Language Development Center

(UPTB) of IAIN Curup. These factors include psychological aspects, teaching methods, lecturer personality, and perceived success. Each of these elements plays a significant role in enhancing students' motivation by addressing both personal and instructional needs. The psychological aspect helps students stay engaged internally, while the teaching methods and lecturer personality foster a supportive and interactive learning environment. Finally, the prospect of achieving success in the TOEFL test further motivates students to join and actively participate in the training sessions.

3. Students' Reasons in Joining the Free TOEFL Training at Language Development Center (UPTB) of IAIN Curup

The data reveals that students join the free TOEFL training at the Language Development Center (UPTB) of IAIN Curup for a variety of motivating reasons. Key factors include academic pressures, such as the need to excel in their studies, and the necessity to meet specific learning requirements, indicating that students recognize the training's relevance to their academic success. Additionally, the prospect of future opportunities tied to a good TOEFL score encourages participation, as students see the training as an investment in their future. The training environment itself also plays a crucial role; attractive teaching and learning activities, a positive and supportive learning atmosphere, and consistent appreciation from instructors all contribute to creating a motivating environment that keeps students engaged and committed. Overall, these factors combine to foster a highly motivating

experience, underscoring the importance of both intrinsic and extrinsic incentives in encouraging students to join and benefit from the TOEFL training program.

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestion are;

1. For English Tadris Study Program

Integrate TOEFL preparation into the curriculum to provide structured, formal support for students' language development. This can position TOEFL training as an essential component of their studies, making it more accessible and directly aligned with academic goals, while also preparing them for future opportunities.

2. For UPTB

Create a supportive learning environment that includes modern and well-equipped facilities to optimize the learning experience. Organize extra-curricular activities or workshops that add variety to TOEFL training, which can make the learning process more enjoyable and motivational for students

3. For TOEFL Training Lecturers/Tutors

To enhance students' motivation, adopt a range of interactive teaching methods that cater to diverse learning styles and keep students engaged. Emphasize how TOEFL skills contribute to both academic and career goals,

fostering a sense of purpose. Providing regular feedback and acknowledging students' efforts can help build their confidence and maintain high motivation levels..

4. For The students

Actively engage in TOEFL training as a strategic step toward achieving long-term academic and professional goals. Take advantage of the resources

provided by the UPTB, such as additional materials and practice sessions, and seek feedback from tutors to further develop language proficiency.

5. For Future Researchers.

Investigate additional motivational factors, such as peer support or cultural influences, to gain a deeper understanding of what drives students to join TOEFL programs. Future studies could also assess the impact of TOEFL training on students' career paths or higher education pursuits, providing valuable insights into how such programs can be optimized to meet students' evolving needs.

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A P P E N D I C E S

Documentations



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 NIM : 17551060
 Fakultas/Prodi : Tarbiyah / TBI
 Judul Skripsi : Students' Motivation in Joining Free TOEFL Training Conducted by UPTB IAIN Curup
 Waktu Penelitian : 08 Oktober 2024 s.d 08 Januari 2024
 Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

an Dekan
 Wakil Dekan I

 Dr. Sakut Anshori, S.Pd.I., Hum
 NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 625 Tahun 2024

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | | |
|----------------------|---|---|
| Menimbang | : | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : | 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. Permohonan Saudara Putri Wulan Dari tanggal 30 September 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi |
| | | 2. Berita Acara Seminar Proposal Pada Hari Kamis tanggal 25 Juli 2024 |

MEMUTUSKAN :

Menetapkan

- | | | | |
|----------------|---|---------------------------------|------------------------------|
| Pertama | : | 1. Jumatul Hidayah, M.Pd | 19780224 200212 2 002 |
| | | 2. Sarwo Edy, M.Pd | 19810607 202321 1 011 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Putri Wulan Dari**

N I M : **18551046**

JUDUL SKRIPSI : **Students' Motivation in Joining Free TOEFL Training Conducted by UPTB IAIN Curup**

- | | | |
|----------------|---|--|
| Kedua | : | Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup,
Pada tanggal 30 September 2024
Dekan,

Setarto



