

The Factors Affecting TOEIC Passing Grades in TOEIC Intensive Course for Third Year Students

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Abstract: *This study is expected to provide an overview of the factors that affect TOEIC Passing Grades in TOEIC Intensive Course for Third year Students. The purpose of this study is to conduct an empirical investigation whether the internal factor variable and external factors affect the variable of passing grade. The total populations in this study were 150 respondents. The data were collected through questionnaires. Data analysis was done by multiple regressions using SPSS version 22. The result showed that internal factor had an effect on student's learning achievement, while external factor had no influence to the TOEIC passing grades.*

Keywords: *Factors, Affect, intensive course, TOEIC*

INTRODUCTION

State Polytechnic of Bengkalis is located on Bengkalis Island which is the outermost area in Indonesia which is directly adjacent to Malaysia separated by the Straits of Melaka. This makes *Polbeng* a driver of business incubators and prints graduates who are ready to compete in the industrial world and to face MEA. *Polbeng* has 6 (six) departments namely Shipping Engineering, Electrical Engineering, Civil Engineering, Informatics Engineering, Mechanical Engineering and Business Administration. *Polbeng* also provides prospective graduates to

be able to compete in the industrial world, especially in the world of work. In addition, in addition to obtaining a diploma, prospective *Polbeng* graduates will obtain a SKPI (Certificate of Accompanying Diploma) in recognition or legality of the competence of graduates according to their respective fields of expertise. Therefore, *Polbeng* requires students to have 400 TOEIC (Test of English for International Communication) scores for exact sciences (Shipping Engineering, Electrical Engineering, Civil Engineering, Informatics Engineering and Mechanical Engineering) and 450

non-exact sciences (Commerce Administration) for sixth semester students (D3) and semester eight (D4). Every student must have the score because it is one of the conditions for completing his studies at *Politeknik Negeri Bengkalis*.

The TOEIC test measures the proficiency in the type of English used in business settings around the world. The test does not evaluate the knowledge of the English language. Rather, it measures the ability to use English in a variety of business settings.

The fact was the majority of the students who had taken *Polbeng* English Proficiency Test (TOEIC), they had difficulty in reaching the score of PEPT. Table 1.1 presents the data of TOEIC score 2017/2018.

Table 1.1 Recaps of TOEIC Score 2017/2018

No	Description	Total	%
1	Passed	43	10.57%
2	Failed	364	89.43%
	Total of Students	407	100%

Source: PEPT report

Table 1.1 shows the students Passed in TOEIC Score is 10.57% (43 Students), whereas 89.43% of students failed to get score 400 for DIII and 450

for DIV. This indicates that the Polytechnic Proficiency Test (TOEIC) was difficult for the students of State Polytechnic of Bengkalis.

This study examined the factors that influence the final semester students' TOEIC graduation level at the TOEIC Intensive Course. This research was important to do, to find out how to increase the TOEIC score of students, namely by looking for factors that have an influence on the level of TOEIC graduation first.

LITERATURE REVIEW

Previous Researches

Riendrasiwi (2003) conducted a study on A Study on TOEIC Implementation at Vocational High School in Yogyakarta Special Region. This research was conducted to find out the opinions of teachers and students about the implementation of TOEIC in Yogyakarta Special Region. The method used in this study was a survey. The respondents were Thirty English teachers and 177. The results of this study revealed that the TOEIC score achievement of students was not satisfactory. Only 0.47% -2.22% of the total number of participants whose scores meet the minimum TOEIC score,

which is equal to or more than 500. There were five factors that influence the low achievement of students. These factors were system leveling, number of students in each class, school facilities, training in test material and also teachers.

The research of Wibowo (2013) talks about the correlation between students' motivation and learning styles towards students' English achievement in The State Polytechnic of Lampung. The objective of this research is to find out whether there are any correlations between students' motivation and learning styles toward their English achievement. Motivation and learning styles have significant correlation toward their English achievement. A continuous learning style of students with their motivation was a decisive performance improvement studies English so that students will be more interested to deepen their knowledge. The material in this study was a questionnaire of learning styles, and motivation to know the students' learning styles and motivation. In addition, as the material to determine the English proficiency of students, this study used 200 multiple choice questions of TOEIC (Test of English for

International Communication). The research method used a correlation which is one type of research designed to determine the degree of correlation between the dependent variable and the independent variables, both individually using simple linear regression and simultaneous multiple linear regression. Instruments of learning motivation and learning styles of students using a questionnaire with Likert scale, while for the English proficiency test results obtained from the result of test. The study was planned for 6 months April to September 2012 at the State Polytechnic of Lampung. 6 months used for the preparation, determine the sample, giving questionnaires, analyzing data, and seminars. The result of research and data analysis showed that there were closed positive correlation and significant between students' motivation and learning styles toward their English achievement

Aisyiyah (2015) conducted a study on Self Esteem Analysis and Student Perception in English Language on English Language Ability Students of Jember State Polytechnic Superior Program. The study intends to examine whether there is an effect of student self esteem and perception on English both

partially and jointly on the English language skills of Jember State Polytechnic students. This research data was collected using a questionnaire for independent variables, and the international TOEIC test for the dependent variable of 50 samples taken randomly. The data obtained were analyzed descriptively and inferentially. From the data analysis, the following results were obtained: (1) there was no effect of self esteem on students' English proficiency, (2) there was a significant influence on students' perceptions of students' English proficiency, (3) there was a significant influence together- the same as students' self-esteem and perceptions of students' English proficiency.

Rusyanto (2014) examined the language proficiency of English teachers of Vocational High School in Bali. The proficiency language of the English Vocational School teachers in Bali is a benchmark for English proficiency in the teaching and learning process for students. English language proficiency of vocational teachers was carried out through national examinations. The TOEIC 2012 National Examination held on May 5, 2012 by the British embassy in Jakarta

as the Organizing Committee. TOEIC is an International English Language Test for communication to be a measure in teaching English in Vocational High Schools in supporting the national curriculum for teaching English in schools in Indonesia. The TOEIC 2012 was attended by 700 participants including 75 vocational high school English teachers who were representatives of 8 regencies and 1 municipality in Bali. Only 75 teachers from Bali received the 2012 TOEIC results under the National Standards. The results of the 2012 TOEIC were analyzed and reviewed using quantitative and qualitative methods. There were two factors that influence the results of the 2012 TOEIC still below the national standard. These factors were psychological factors and non-psychological factors. Theory used by Hyme and George Hillock theory linked by TOEIC results Listening, Reading, Writing and Speaking.

The Factors Affecting Passing

Grade/Success

Westwood (2008:15) stated that there are two factors affecting passing grade or learning outcome. First is internal factor which comprises of affective factors as motivation, self

confidence, self esteem, and attitude. Second, the external factors which come from socio-cultural elements. In line with Shah (2009), there are two factors that affect a person's success in learning:

a. Internal Factor

Internal factors are factors that arise from within the individual itself, while those that can be classified into internal factors are physiological (physical) aspects and psychological aspects (interests, attitudes, intelligence, and motivation).

b. External Factor

External factors are factors that come from outside students divided into two types, namely social environmental factors and non-social environmental factors.

TOEIC

Test of English for International Communication (TOEIC) consists of 200 multiple choices questions to determine everyday English skills and includes two language skills, namely listening (listening), and reading (reading). The Listening Test is first on the TOEIC paper and pencil test. The Listening Test consists of four parts and 100 questions total. The Listening Test

lasts 45 minutes. The participant cannot go back during any of the four parts and listen again, and participant cannot go back between the parts or at the end.

- Photographs : 10 questions
- Question-Response : 30 questions
- Short Conversations : 30 questions (10 conversations with 3 questions)
- Short Talks : 30 questions (10 talks with 3 questions)

The Reading Test is second on the TOEIC paper and pencil test. The Reading Test consists of three parts and 100 questions total. The Reading Test lasts 75 minutes. Because the reading material is in the test booklet, the participant can go back to check or adjust the answers during the Reading Test.

- Incomplete Sentences: 40 questions
- Text Completion : 12 questions
- Reading Comprehension: 48 questions (Lougheed, 2006)

The TOEIC score range is 10-990 which is described by ETS in six levels:

1. Level 0/0+ *Novice*
(score 10-250)
2. Level 1 *Elementary*
(score 255-400)
3. Level 1+ *Intermediate*
(score 405-600)

4. Level 2 *Basic Working Proficiency* (score 605-780)
5. Level 2+ *Advance Working Proficiency* (score 785-900)
6. Level 3/3+ *General Professional Proficiency* (score 905-990).

METHODOLOGY OF THE STUDY

Population

The population of this study were 6 (six) semester students of Diploma 3 (D3) and 8 (eight) semester programs of Diploma 4 (D4). The population was 150 students, with details of 25 students of Commerce Administration, 25 students of Informatics Engineering, 25 students of Civil Engineering, 25 students of Mechanical Engineering and 25 students of Shipping Engineering.

Variables

This study consisted of 2 (two) variables, namely internal factors, external factors and teaching quality factors as independent variables and learning achievement as the dependent variable. To further explained the effect of the independent variables with the dependent variable used in this study, the research model is described as follows:

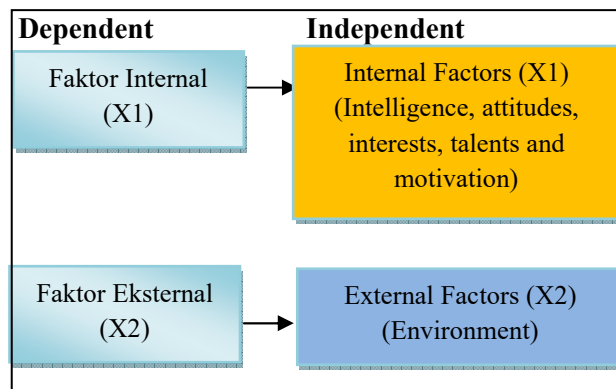


Figure 3.1 Research Model

Data Collection and Analysis

Techniques

The data collected for this study were primary data and secondary data. Primary data was obtained by distributing questionnaires. Meanwhile, secondary data was obtained by looking at the TOEIC value of each respondent. Basically, this study aimed to describe a particular situation or phenomenon, which can provide supporting information for further research.

Data analysis was carried out, using the help of a SPSS computer program version 22. Data processing used, multiple regression testing tools.

RESULTS AND DISCUSSION

Normality, Validity and Reliability

Test

In this study, data normality tests were carried out using

Kolmogorov-Smirnov. The data normality test results were as follows:

.735	.725	15
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Table 1. Test the normality of Kolmogorov-Smirnov

No	Factors Variables	Test Result (Sign)	Result
1	Internal	5,1%	Normal
2	Eksternal	7,8%	Normal
3	TOEIC Passing Grade	5,7%	Normal

From the table above, it can be seen that the results of normality tests for internal, external, and TOEIC variables were normally distributed because the sign value was greater than 5%. Thus, hypothesis testing can be done using parametric statistics. The data was also analyzed to see the validity and reliability. It was obtained that all items were 100% valid. Meanwhile, in term of reliability, Cronbach's Alpha based on standardized items showed 0.725. It means that the questionnaire was reliable to measure students' perceptions on English oral communication during apprenticeship.

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items

The Influence of Internal Factors

The result of t test shows t value as big as 0.062, while t table value was 1,977 (d.f = 137, 5% significance), it was known that regression coefficient which measure influence of internal factor to learning achievement of accounting introduction was stated significant. This was due to the value of t arithmetic \geq t table value or p value was $0.000 < 0.05$. It could be concluded that the internal factors had influence the TOEIC passing grade in TOEIC Intensive Course for Third year Students.

Table 2. Output t Test Influence of Internal Factors in TOEIC Intensive Course for Third year Students

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	16,005	2,322		6,892	,000
Internal	,006	,103	,005	,062	,000

a. Dependent Variable: Name

Internal factors such as Intelligence, attitude, interest, talent and motivation of students in TOEIC Intensive Course greatly affected the TOEIC passing grade of students of

State Polytechnic of Bengkalis. This proved that the final result achieved by the students in the TOEIC Intensive Course was determined from her ability.

The Influence of External Factors

The result of t test showed the value of t arithmetic is 1.312, whereas the value of t table was 1,977 (d.f= 137, 5% significance), it was known that the regression coefficient that measured the influence of external factors on TOEIC passing grade in TOEIC Intensive Course was stated has no significant effect. This was due to the value of t arithmetic \leq t table value or p value of $0.192 > 0.05$. It could be concluded that the external factors had no effect on the TOEIC passing grade in TOEIC Intensive Course.

Table 2. Test Output t Influence of Internal Factors on Learning Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	16,005	2,322		6,892	,000
Eksternal	,114	,087	,109	1,312	,192

a. Dependent Variable: Name

The results of this study were similar to the results of research conducted by Novius (2012). Family environment, friends and campus

environment had no effect on student achievement or final result.

CONCLUSIONS AND SUGGESTIONS

This study aimed to analyze the factors that influence TOEIC passing grade of *Politeknik Negeri Bengkalis* students in the TOEIC Intensive Course. The result of the research proved that internal factor had an effect and external factors had no effect on TOEIC passing grade of *Politeknik Negeri Bengkalis* students in the TOEIC Intensive Course.

The limitation of this research was data collection was only in the form of questionnaire. For the next researchers, they were expected not only use the questionnaire but also supported by the instrument interview.

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