



MOTIVATION AND ATTITUDE TOWARDS TOEFL SCORE OF NURSING STUDENTS PROGRAM STIKES NGUDIA HUSADA MADURA

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ABSTRACT

Research conducted at STIKes Ngudia Husada Madura indicated that nursing students were still having problems with TOEFL preparation. Objective: This study aimed to further describe the motivation and attitudes of nursing students towards the TOEFL. Methods: Data were collected by administering the TOEFL test to nursing students at level three (the 6th semester) of the Nursing Science Study Program STIKes Ngudia Husada Madura, as well as a questionnaire measuring motivation and attitudes toward the TOEFL. Results: The results showed that although the respondents got a low score in the TOEFL test, they had high motivation and a supportive attitude towards TOEFL. Discussion: This illustrates that more innovative and effective methods are needed in learning English with the aim of increasing the English language skills of nursing students, especially at STIKes Ngudia Husada Madura.

I. INTRODUCTION

TOEFL results achieved by health students considered as the most *skill* difficult for final year students. Students are required to be confident and courageous in English language. In order to take their college graduation, students need to be able to speak English in accordance with the standard which has determined. According to (1), one form of recognition of good English skills is having a high TOEFL score. However, getting a high score on the TOEFL test is still a challenge for nursing students.

Observation results show that health students in Madura are still having difficulties with the English TOEFL. Positive motivation and attitudes towards English and its learning process need to

be maintained (2). Students are directed to understand the importance of speaking English in their future lives.

The Ministry of Research and Higher Education and the Ministry of Basic Education in the last few decades have attempted to respond to this need by placing English in the education curriculum from basic education to higher education levels. The material provided increases gradually from simple material to mastery of more complex communication skills, such as writing in more formal English and even TOEFL material. One of the things that becomes the focus of attention and needs to be considered in the English learning process, especially the TOEFL, is a factor related to the ability of students, namely

motivation (2). In addition, when discussing knowledge or the learning process, it is closely related to attitudes (3) because attitude is also a form of readiness or willingness of a person to act, and the output of attitude to each person is different, if he likes or agrees with something. The object in this case is the TOEFL, they will find out, join, and learn more about the TOEFL, on the contrary if someone does not agree, they will avoid and stay away from it.

Gardner (1985) (4) defines motivation as an urge to do something to achieve the desired result. Furthermore, Gardner stated that motivation in learning English more specifically consists of integrative elements and instrumental elements. Integrative motivation encourages someone to master a foreign language with the aim of wanting to be part of the foreign language speaking community and wanting to be able to speak foreign languages fluently like native speakers. While the instrumental motivation, more to the desire to improve social and financial status. This is in line with the statement of the researcher before (5) that the average student has both integrative and instrumental motivation. In addition to having a sociocultural motivation, they also have motivations related to future careers and jobs, which are expected to be obtained after completing college. Therefore, the two types of motivation are equally important and depend on the individual's choice of which type of motivation drives them to do something. The researcher before (6), added that the regression test results obtained 0.751, which means that there is a positive influence between motivation and English test results. This shows that motivation plays a very important role in improving learning outcomes, especially in learning foreign languages.

Another factor is attitude. Judging from its structure, attitudes consist of three

components, namely cognitive components, affective components, and conative components. The cognitive component is a person's beliefs (behavior belief and group belief), the affective component concerns the emotional aspect, and the conative component is an aspect of the tendency to act according to his attitude. The affective component, or emotional aspect, is usually rooted deeply as an attitude component, which is the most resistant to influences that might change attitudes (7). The results of research (8) indicate that students have negative attitudes towards behavior and emotional aspects and have positive attitudes in cognitive aspects of learning English, while according to the researcher before (9), this learning attitude is directly proportional to the increase in employees' English skills with a completeness rate of 81%. So, these three aspects depend on the individual concerned, which aspect is more dominant.

Based on the explanation above, the research questions that arise are as follows: what is the motivation? instrumental is higher than integrative motivation in college students? Do high motivation and positive attitude result in high English proficiency scores? The first question is based on the idea that it is based on the fact that college students are encouraged to achieve and compete in careers according to their respective fields of study. The second question looks at it from the perspective of how these two aspects play a role in the language learning process for college students.

II. METHOD

The design of this research was descriptive analytic. The population in this study were students of STIKes Ngudia Husada Madura. A large sample of 52 respondents was recruited using a purposive sampling technique, with the

criteria in this study being nursing students' STIKes Ngudia Husada Madura level 3, following TOEFL guidance, and willing to be respondents. The research variables were TOEFL test scores, students' motivation, and attitudes. The instrument used in this study was a questionnaire about motivation and attitudes toward using Indonesian to avoid ambiguity and misunderstanding.

The test package used was adjusted to the student's English competency and taken from the Longman TOEFL book. The test lasts for 120 minutes (40 minutes for listening with 50 questions, 30 minutes for structure with 40 questions, and 50 minutes for reading with 50 questions). The results of the ability test in English were converted and categorized according to the standards set by ETS (Educational Testing Services).

The instrument for measuring motivation was prepared based on a study by Siregar Alvii TB and Evangeline H (2017) with the results of the validity test of the Pearson Product Moment r count in the range ($n = 15$) 0.532–0.789 ($> r$ table 0.514), Cronbach Alpha 0.857 ($> r$ table). So it can be concluded that the attitude instrument was valid and reliable to be used in this study. The Kolmogorof-Smirnof test result obtained at 0.2 (0.05), showed that the data was normally distributed, so that the attitude scores could be categorized using the average respondent's score as follows, attitude was supportive if the score was ≥ 82 , and not supportive if the score was < 82 .

The instrument for measuring motivation was also prepared based on a study by Siregar Alvii TB and Evangeline H (2017) with Questions no. 1-12 measuring the integrative aspect while questions no. 13-25 measuring the instrumental aspect. The results of the validity test were as follows, r calculated Pearson Product Moment in the range ($n = 15$) 0.631 –

0.818 ($> r$ table 0.514), Cronbach Alpha 0.969 ($> r$ table). So it could be concluded that the attitude instrument was valid and reliable to be used in this study. The result of Kolmogorof Smirnof's test was 0.08 (0.05), indicating that the data was normally distributed, so that the motivation score could be categorized using the average respondent's score as follows: high motivation if the score was ≥ 100 , and low motivation if the score was < 100 .

This research was conducted for one month from July to August 2022 which was carried out on level 3 nursing students of STIKes Ngudia Husada Madura. The data used in this study was descriptive statistical analysis so that the results could be obtained in the form of a frequency distribution. Data analysis aimed to further describe the motivation and attitudes of nursing students towards the TOEFL.

III. ETHICAL CONSIDERATION

This research has received approval from the STIKES Ngudia Husada Madura ethics committee with Ethical Approval Letter Number: 1435/KEPK/STIKES-NHM/EC/ VII/2022

IV. RESULTS

The results of the TOEFL test, motivation, and attitude can be seen in table 1 below. Based on the Language Center of STIKes Ngudia Husada Madura 2022, the TOEFL score that must be achieved by undergraduate students is at least 400. The results obtained from this study showed only 2 out of 52 respondents who scored according to the target. The scores are in the range of 250 to 410, with an average score of 336. A total of 37 respondents have high motivation to study for the TOEFL, and a small proportion of respondents (33%) have an attitude of not supporting the TOEFL.

Table 1 Distribution of the frequency of TOEFL ability test results, motivation and attitudes towards TOEFL

Variable	(n)	(%)
TOEFL score		
>400	2	3.85
=400	0	0
<400	50	96.15
Motivation		
Tall	37	71.15
Low	15	28.85

Attitude	(n)	(%)
Support	37	71.15
Does not support	15	28.85

The motivation variable, as shown in table 2, shows that 71.15% of respondents have high motivation to study TOEFL. 3 6.7 % of respondents chose to agree with integrative and instrumental motivation. 21.63 % of respondents chose to strongly agree with integrative motivation and 35.58 % of respondents agreed with instrumental motivation.

Table 2 Motivation Questionnaire for The TOEFL

INTEGRATION					
Question	SS	S	N	TS	STS
I studied TOEFL because					
P1 Without mastering the TOEFL, I will not be successful in any field	0	9	28	15	0
P2 I will be able to communicate with people from different places in the world	19	18	15	0	0
P3 I can read and understand TOEFL questions	0	9	28	15	0
P4 I can answer TOEFL Listening, Structure, and Reading questions	0	9	28	15	0
P5 I am an educated person and should have a good TOEFL score	9	39	4	0	0
P6 I really enjoy studying TOEFL	0	9	37	6	0
P7 I'm sure I will be successful	41	11	0	0	0
P8 I will know more current events around the world	37	6	9	0	0
P9 I will be able to find the information and TOEFL materials I need on the internet	0	9	43	0	0
P10 I will be more respected if I pass the TOEFL exam	10	38	4	0	0
P11 I'm sure I will get a good job if I have a high TOEFL score	0	46	6	0	0
P12 It will make me a person who has a lot of knowledge	19	26	7	0	0
INSTRUMENTAL					
Question	SS	S	N	TS	STS
I studied TOEFL because					
P13 It will support my career in the future	9	40	3	0	0
P14 I want to know more about native English speakers (native speakers)	9	28	15	0	0
P15 As a prerequisite for continuing my education level later	28	14	10	0	0
P16 Studying TOEFL is very challenging for me	9	19	23	1	0
P17 By mastering the TOEFL, I will be able to keep in touch with my friends and acquaintances	0	9	43	0	0
P18 By mastering the TOEFL, I will know more about the various cultures and nations in the world	18	23	11	0	0
P19 The more I know about native speakers (Bule people), the more I like them	0	40	12	0	0
P20 By mastering English, I will be able to understand English pop songs	47	5	0	0	0
P21 I will be able to better understand the lifestyles of people living in English-speaking countries	18	26	8	0	0
P22 I can be more active in various ethnic and cultural activities.	0	28	24	0	0
P23 Made me appreciate English art and literature more.	18	24	10	0	0
P24 It allows me to meet and converse with more people from various ethnic groups	28	11	13	0	0

I studied TOEFL because	SS	S	N	TS	STS
P25 By learning English, it makes easier for me to get along with native English speakers.	47	2	3	0	0

In the attitude variable, as can be seen in table 3, 71.15% have a supportive attitude towards TOEFL and 28.85 % have a non-supportive attitude towards TOEFL learning . From the cognitive aspect, 19 respondents chose the answer strongly disagree to the question " TOEFL subjects do not have to be in the educational curriculum of the Nursing Science study program". 16 respondents chose the answer disagree to the question " TOEFL is one of the difficult subjects to understand ". For the question "I feel happy if the TOEFL lesson hours

are added " there are 10 respondents who chose the answer to agree, while for the question " I feel happy if other subject matter is also given in English", 36 respondents chose the answer disagree. On the cognitive aspect, as many as 49 respondents chose the answer to agree on the question " Although some TOEFL material, I think is difficult to understand, I will continue to study until I pass the TOEFL exam" and 39 people answered agree to the question " I always try to understand the TOEFL material given in class even though I feel very difficult " .

Table 3 Attitude Questionnaire towards TOEFL

COGNITIVE					
Question	SS	S	N	TS	STS
P1 TOEFL subjects do not have to be in the educational curriculum of the Nursing Science study program.	0	0	25	8	19
P2 TOEFL is one of the most difficult subjects to understand.	0	0	36	16	0
P8 My TOEFL ability is getting better	0	29	23	0	0
P11 After studying TOEFL preparation, I felt that my understanding of the TOEFL was not getting any better.	0	0	24	28	0
P12 I became lazy about studying for the TOEFL because I had to memorize a lot of vocabulary.	0	10	42	0	0
P19 My English scores are always better than other subjects.	0	0	42	10	0
P20 I always get low scores on the TOEFL test	0	0	52	0	0
P23 I understand English easier than other subjects.	0	0	42	10	0
AFFECTIVE					
Question	SS	S	N	TS	STS
P6 English is my favorite subject.	0	0	52	0	0
P7 When learning English in class, I really want the lesson to be over quickly.	0	0	42	10	0
P17 I feel happy if the TOEFL lesson hours are added.	0	10	42	0	0
P18 I feel happy if other subject matter is also given in English.	0	0	16	36	0
P24 I feel excited when studying TOEFL	0	0	52	0	0
P25 TOEFL lessons are very boring.	0	0	52	0	0
CONATIVE					
Question	SS	S	N	TS	STS
P3 When I study TOEFL, I pay close attention	10	24	18	0	0
P4 TOEFL lessons I often do other things, such as sending chat, browsing, etc.	0	0	42	0	10
P5 In order to get a high TOEFL score, I need to take additional lessons in addition to the lessons I get in class	0	10	42	0	0
P9 When studying material that is difficult to understand from the TOEFL subject, I don't want to continue with the TOEFL material	0	0	32	0	20
P10 Although some of the TOEFL material, I find difficult to understand, I will continue to study until I pass the TOEFL exam	0	49	3	0	0

Question	SS	S	N	TS	STS
P13 I always try to understand the TOEFL material given in class even though I find it very difficult.	0	39	13	0	0
P14 If I have difficulty understanding the TOEFL material given, I will not ask or look for ways to understand it	0	0	26	26	0
P15 I often discuss TOEFL with my friends.	0	28	24	0	0
P16 During my TOEFL class schedule, I often pretended to be sick.	0	0	3	30	19
P21 When given an assignment by the lecturer, I often look for articles or journals about the English language	0	3	47	2	0
P22 I don't like reading textbooks in English	0	2	50	0	0

V. DISCUSSION

Based on the results of the study, it was found that the respondents had higher instrumental motivation than integrative motivation. In this study, respondents assessed that both types of motivation were equally important, although in theory, a person who is studying at university level, the motivation to learn English is to enable them to compete more competitively in the world of work. They think that the ability to communicate in English well is equal to native speakers and is known by many people because of their ability to speak English well, as important as the goal to achieve a career path and the awards obtained. Although respondents indicated that they had high motivation to learn English, and had a supportive attitude towards English, their English proficiency test results did not reflect the same thing. There are only 2 out of 52 respondents who get a score according to the target of the university, namely STIKes Ngudia Husada Madura.

The results of this study can be explained more specifically by highlighting the questions from the questionnaire used to collect research data . The first is related to the motivational aspect that is the priority of the respondents. Among the integrative motivations, the highest score lies in the component that I believe I will be successful and I will know more about current events around the world (P7 and Q8). This is related to self-actualization and the respondents' sensitivity regarding individual abilities. Likewise,

understanding various works of art and culture such as music and English literature is considered a crucial achievement in the aspect of instrumental motivation (P20), even respondents want to be part of the English speaking community so that they are known to have good English skills (P47) .

Another thing that needs to be highlighted is the respondent's sensitivity regarding individual abilities, as stated in questions no. 8, 11, 19 and 23 which are components of the cognitive aspect of the attitude questionnaire. Question number 8 is related to the evaluation of their English proficiency during TOEFL guidance . While no. 11 revealed their feedback after learning English during the TOEFL tutoring process. This contradiction indicates that they have improved their TOEFL skills but do not feel the need to learn the TOEFL because they have to memorize a lot of vocabulary. Another contradiction can be seen in the attitude variable, most of the respondents think English is not their favorite subject, as can be seen in questions no. 6 and 4. Another interesting thing can be seen in the attitude variable in the affective component . Although the respondents showed a lazy attitude in studying the TOEFL because they had to memorize a lot of vocabulary , the respondents stated that it was necessary to increase the hours of studying the TOEFL beyond what they could do in class. Another interesting finding is that most of the respondents stated that they

tried to understand the TOEFL material given in class even though they felt it was very difficult .

VI. CONCLUSION

Respondents in this research have a high motivation to study TOEFL . Likewise, with the attitude variable, where respondents showed a supportive attitude toward studying TOEFL . But this is not in line with their TOEFL ability , where third-level students have received special TOEFL guidance for one month. It can be concluded that the aspect that needs to be highlighted is the language learning experience itself. It is highly recommended to find a TOEFL teaching method that is effective in increasing the TOEFL score in the remaining tutoring time while maintaining a positive motivation and attitude towards TOEFL and the learning process as well as directing students to the importance of speaking English, especially TOEFL, in their future lives.

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