

**A COMPARISON OF THE COURSE SCHEDULES AND THEIR EFFECTS
ON MOTIVATION AND TEST SCORE IN TOEIC TEST
IN POLITEKNIK ENJINERING INDORAMA**

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Abstrak

Studi ini membahas perbandingan antara dua group mahasiswa yang pembelajarannya dilakukan pada waktu yang berbeda. Group pertama adalah mahasiswa yang kelasnya diadakan setelah perkuliahan normal, dan group kedua dengan pembelajaran pada jam kuliah seperti biasa. Dari dua kelompok studi dengan waktu belajar yang berbeda ini, penulis membuat perbandingan jadwal perkuliahan dan efeknya pada hasil tes TOEIC dan motivasi belajar. Motivasi belajar ditampilkan dalam absen kehadiran, dan hasil tes ditunjukkan dalam daftar skor TOEIC. Populasi studi adalah seluruh mahasiswa semester IV yang berkuliah di kampus Politeknik Enjinereng Indorama. Adapun sampel, yaitu 58 mahasiswa terdiri dari 31 orang mahasiswa angkatan pertama dan 27 mahasiswa angkatan kedua. Data yang dikumpulkan diambil dari daftar hadir untuk kedua group, hasil tes TOEIC, dan tabel level TOEIC menurut skor, lalu mengubahnya menjadi rata-rata persentase. Hasil dari perbandingan jadwal kelas yang berbeda dan pengaruhnya terhadap motivasi belajar dan Skor pada tes TOEIC menunjukkan bahwa tidak ada pengaruh yang signifikan dari jadwal perkuliahan yang diadakan setelah jadwal perkuliahan biasa dengan perkuliahan yang diberikan pada waktu perkuliahan normal terhadap hasil tes TOEIC. Ini dibuktikan dengan hasil tes mahasiswa angkatan pertama dan angkatan kedua yang tidak terlalu besar perbedaannya. *Mean score* 292 untuk mahasiswa angkatan pertama dan *Mean score* 270 untuk mahasiswa angkatan kedua membuktikan bahwa *mean* dari para responden yang mengambil jadwal kuliah setelah jam kuliah normal dan jam perkuliahan pada jam kuliah biasa, masih dalam *range* yang sama, artinya tidak memberikan pengaruh yang signifikan. Kedua, terdapat pengaruh yang signifikan dari jadwal kuliah yang diadakan setelah jam perkuliahan normal dan dalam waktu perkuliahan normal terhadap motivasi belajar mahasiswa. Hal ini dibuktikan dengan masalah kehadiran pada mahasiswa angkatan pertama. *Mean* 17% untuk angkatan pertama dan *Mean* 91% untuk angkatan kedua, membuktikan bahwa jadwal kuliah yang diadakan di akhir

perkuliahan normal menyebabkan motivasi belajar mahasiswa angkatan pertama menurun.

Kata kunci: Jadwal kursus, motivasi, TOEIC.

1. Introduction

When an English test is made for measuring students ability, Politeknik Enjinereng Indorama immediately organized an English test based on industry where the writer involved in its preparation class. This class has an objective to make students at least feeling familiar with English language. The test namely TOEIC, short for Test of English for International Communication.

There are 30 meetings for this preparation class. To insert this program as an additional class into normal lecture schedule is not easy. There is no free slot to use it. Then inevitably, class preparation is set at the end of classes everyday for about 7 weeks. In the afternoon students do not immediately home when the time runs out, but entering coursework preparation class to practice TOEIC. The class ends for approximately 100 minutes.

For the next year, TOEIC preparation classes can be adjusted in normal lecture hours. Students follow preparation class as well as other subjects for 100 minutes in the morning.

This is the background of the writer conducted a study to compare the two groups of this preparation class by finding similiarities and differencies between them.

2. The Research Questions

- 2.1. Is there any significant effects of additional lecture which held at the end of classes in 100 minutes towards students motivation?
- 2.2. Is there any significant effects of additional lecture which held at the end of classes in 100 minutes towards TOEIC score?

3. The Methodology of Research

The research was conducted with methods of causal comparative that is driven to investigate the causality based on observations on the consequences that occur and seek factors that cause through the collected

datas. In this study the approach is essentially starting with a distinction of two groups and then look for factors that may be the cause or the consequence of such differences.

The population of the study consists of all 4th semester students studying in PEI. The study was 58 students who were chosen by available sampling method from the population. From this sample, 31 students are 1st batch and 27 students are 2nd batch.

4. Calculating Data

In analyzing the data, the writer had collected the data as follows:

Table 1
TOEIC SCORE ROSTER
Politeknik Enjinering Indorama

Test date : 29 Sept 2015
Tes time : 04.13 P.M
Report Date : 01 Oct 2015

Test date : 04 Nov 2016
Tes time : 09.43 A.M
Report Date : 09 Nov 2016

1st Batch

No.	Name	L & R Score
1	Student 1	355
2	Student 2	385
3	Student 3	295
4	Student 4	620
5	Student 5	250
6	Student 6	290
7	Student 7	190
8	Student 8	240
9	Student 9	605
10	Student 10	295
11	Student 11	370
12	Student 12	295
13	Student 13	290
14	Student 14	270
15	Student 15	215
16	Student 16	185
17	Student 17	200
18	Student 18	355

2nd Batch

No.	Name	L & R Score
1	Student 1	290
2	Student 2	385
3	Student 3	300
4	Student 4	190
5	Student 5	170
6	Student 6	265
7	Student 7	170
8	Student 8	220
9	Student 9	300
10	Student 10	225
11	Student 11	305
12	Student 12	195
13	Student 13	280
14	Student 14	280
15	Student 15	275
16	Student 16	225
17	Student 17	295
18	Student 18	240

19	Student 19	285
20	Student 20	240
21	Student 21	240
22	Student 22	205
23	Student 23	230
24	Student 24	230
25	Student 25	350
26	Student 26	345
27	Student 27	305
28	Student 28	240
29	Student 29	200
30	Student 30	205
31	Student 31	275
Lowest Score		185
Highest Score		620
Mean Score		292

19	Student 19	645
20	Student 20	250
21	Student 21	210
22	Student 22	255
23	Student 23	270
24	Student 24	180
25	Student 25	285
26	Student 26	335
27	Student 27	245
Lowest Score		170
Highest Score		645
Mean Score		270

Table 2
TOEIC PREPARATION CLASS
POLITEKNIK ENJINERING INDRAMANA
ATTENDANCE SHEET

1st Batch

No.	Name	Meeting															
		15	16	17	18	19	20	21	22	23	24	25	26	27	29	30	
1	Student 1		√														
2	Student 2	√	√														
3	Student 3	√	√														
4	Student 4	√															
5	Student 5	√	√														
6	Student 6	√	√					√									
7	Student 7	√															
8	Student 8	√	√					√									
9	Student 9	√	√														
10	Student 10	√	√					√									
11	Student 11	√															
12	Student 12	√	√					√									
13	Student 13		√		√												

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14	Student 14	√	√													
15	Student 15		√		√			√								
16	Student 16	√	√		√			√	√	√	√	√	√	√	√	√
17	Student 17	√			√											
18	Student 18	√							√							
19	Student 19	√	√		√				√							
20	Student 20	√							√							
21	Student 21	√	√		√											
22	Student 22	√	√						√							
23	Student 23	√			√			√	√							
24	Student 24	√	√					√								
25	Student 25		√						√							
26	Student 26	√	√													
27	Student 27	√	√													
28	Student 28															
29	Student 29	√	√													
30	Student 30	√														
31	Student 31	√	√													
Average		84%	71%	0%	23%	0%	0%	26%	23%	3%	3%	3%	3%	3%	3%	3%
Mean		17%														

Table 3

**TOEIC PREPARATION CLASS
POLITEKNIK ENJINERING INDORAMA
ATTENDANCE SHEET**

2nd Batch

No.	Name	Meeting														
		15	16	17	18	19	20	21	22	23	24	25	26	27	29	30
1	Student 1	√	√	√	√	√	√	√	√		√	√	√		√	√
2	Student 2	√	√	√		√	√	√	√	√	√	√	√	√	√	√
3	Student 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4	Student 4	√		√	√		√	√	√	√	√	√	√		√	√
5	Student 5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6	Student 6	√	√	√	√	√	√	√	√	√		√	√	√	√	√
7	Student 7	√	√		√		√	√	√	√	√	√	√	√	√	√
8	Student 8	√	√	√	√	√	√	√	√	√	√		√	√	√	√

9	Student 9	√		√	√	√	√	√		√	√	√	√	√	√	
10	Student 10	√	√	√	√		√	√	√		√	√	√	√	√	√
11	Student 11	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
12	Student 12	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
13	Student 13	√	√	√	√	√		√		√	√	√	√	√	√	√
14	Student 14		√	√	√	√	√	√	√	√	√	√	√		√	√
15	Student 15		√		√	√	√	√	√	√	√	√	√	√	√	√
16	Student 16	√	√	√	√	√	√	√	√		√	√	√	√	√	
17	Student 17	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
18	Student 18	√	√	√	√	√	√		√	√	√		√	√	√	√
19	Student 19	√	√	√	√	√		√	√	√	√	√	√	√	√	√
20	Student 20	√	√	√	√	√	√	√	√		√		√	√	√	√
21	Student 21	√	√	√	√	√	√		√	√	√	√	√	√	√	√
22	Student 22	√	√	√		√	√	√	√	√	√		√	√		√
23	Student 23	√	√		√	√	√	√	√	√	√	√	√	√	√	√
24	Student 24	√	√	√	√	√	√	√	√	√	√		√	√	√	√
25	Student 25	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
26	Student 26	√	√	√	√	√		√	√	√	√	√	√	√	√	√
27	Student 27	√	√	√	√		√	√	√	√		√	√	√	√	√
Average		93%	93%	89%	93%	85%	89%	100%	85%	89%	89%	89%	89%	89%	96%	93%
Mean		91%														

5. The Result of Research

Table 4
Differences of Averages between Motivation and TOEIC Score in 1st Batch and 2nd Batch Students

4a)

Variable	Batch	n	Mean
Motivation	1st	31	17%
	2nd	27	91%

4b)

Variable	Batch	n	Score		
			Highest	Lowest	Mean
TOEIC Test	1st	31	620	185	292
	2nd	27	640	170	270

Table 5
TOEIC Score Level

Score Level	General Description
905 – 990	International Professional Proficiency
785 – 900	Working Proficiency Plus
605 – 780	Limited Working Proficiency
405 – 600	Elementary Proficiency Plus
255 – 400	Elementary Proficiency
10 - 250	Basic Proficiency

As it is shown in Table 4a, 2nd batch students are more motivated to study or take the TOEIC course in lecture hours, while was not found the spirit of learning of students (1st batch) who study in the evening at the end of normal classes.

In order to find the answer to the second question, the average of TOEIC scores are compared in table 4b. The mean 292 and 270 could be considered in the same position because those score are in the same level named Elementary Proficiency.

6. Conclusion

The result of a comparison of the course schedules and their effects on motivation and test score in TOEIC test shows us that:

1. There is no significant effects of the course schedule held at the end of classes and course schedule in normal time table towards TOEIC score. That is proved by the test results of batch 1 and batch 2 which not too much difference. Mean score 292 for batch 1 and mean score 270 for batch 2 prove that the mean difference of respondents who take the course schedule after lecture hours and within lecture hours is not a significant difference.
2. There is a significant effect of the course schedule held between at the end of classes and in normal time. This is proved by the attendance problem of batch 1 students. Mean 17% for batch 1 and mean 91% for batch 2 prove that the course schedule which held at the end of classes causes the learning motivation of 1st batch students being dropped.

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