

The Influence of Internal Factors and External Factors toward TOEIC Passing Grades In TOEIC Intensive Course for Final Year Students

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Abstract. The objective of this study is to prove the effects of variable internal factors and external factors simultaneously to variable TOEIC student graduation rates. The population in this study was 150 respondents. Data analysis was performed using multiple regression using SPSS version 22. The results showed that it was known that F count was 0.902 smaller than F table, which was 3.057. Thus, internal factors and external factors simultaneously did not affect the level of TOEIC graduation.

1. Introduction

TOEIC (Test of English for International Communication) is a test to measure English proficiency for those whose daily language is not English. The TOEIC score shows how well a person can communicate in English in the world of education, business, trade and industry. This test does not require knowledge or special terms other than English which is used daily (International Test Center, 2017).

Polbeng (Politeknik Negeri 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 the Politeknik Negeri Bengkalis.

Previously, students had taken the IV English course when they were 4 (four) semesters with the material and the discussion was about TOEIC and at the end of the lecture the TOEIC Proficiency Test was held which became the benchmark for their grades whether or not they passed the TOEIC. For students who experience difficulties in TOEIC and have not reached the graduation level, students must take the TOEIC Intensive Course program. The TOEIC Intensive Course program is provided by Polbeng which is an intensive course to increase student TOEIC scores consisting of 12 (twelve) meetings. The material for this intensive TOEIC course includes listening and reading.

This study examines the factors that influence the final semester students' TOEIC graduation level at the TOEIC Intensive Course. This research is 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.

2. Literature Review

2.1 Previous research

The research of Wibowo (2013) 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. Continuous learning styles of students with their motivation is a decisive performance improvement study English so that students will be more interested to deepen their knowledge. The material in this study is 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 uses 200 multiple choice questions of TOEIC (Test of English for International Communication). The research method uses 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 shows that there are closed positive correlation and significant between students' motivation and learning styles toward their English achievement [1].

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 [2].

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 is a survey. The many 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 are five factors that influence the low achievement of students. These factors are system leveling, number of students in each class, school facilities, training in test material and also teachers [3].

Rusyanto (2014) examines 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 is carried out through national examinations [4]. [5] 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 are two factors that influence the results of the 2012 TOEIC still below the national standard. These factors are:

psychological factors and non-psychological factors. Toeri used by hyme and George Hillock theory linked by TOEIC results Listening, Reading, Writing and Speaking [6].

2.2 The Factors Affecting Passing Grade/Success

There are two factors that affect a person's success in learning (Shah, 2009) [7]:

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.

2.3 Toeic

Test of English for International Communication (TOEIC) consists of 200 multiple choice questions to determine everyday English skills and includes two language skills, namely listening (listening), and reading (reading). In the Listening Section, there are four types of questions, namely:

Photographs : 10 questions

Question-Response : 30 questions

Short Conversations : 30 questions

Short Talks : 30 questions

In Reading Section, there are three types of questions:

Incomplete Sentences : 40 questions

Text Completion : 12 questions

Reading Comprehension : 48 questions (Lougheed, 2006)

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

1. Level 0/0+ *Novice* (skor 10-250)
2. Level 1 *Elementary* (skor 255-400)
3. Level 1+ *Intermediate* (skor 405-600)
4. Level 2 *Basic Working Proficiency* (skor 605-780)
5. Level 2+ *Advance Working Proficiency* (skor 785-900)
6. Level 3/3+ *General Professional Proficiency* (skor 905-990).

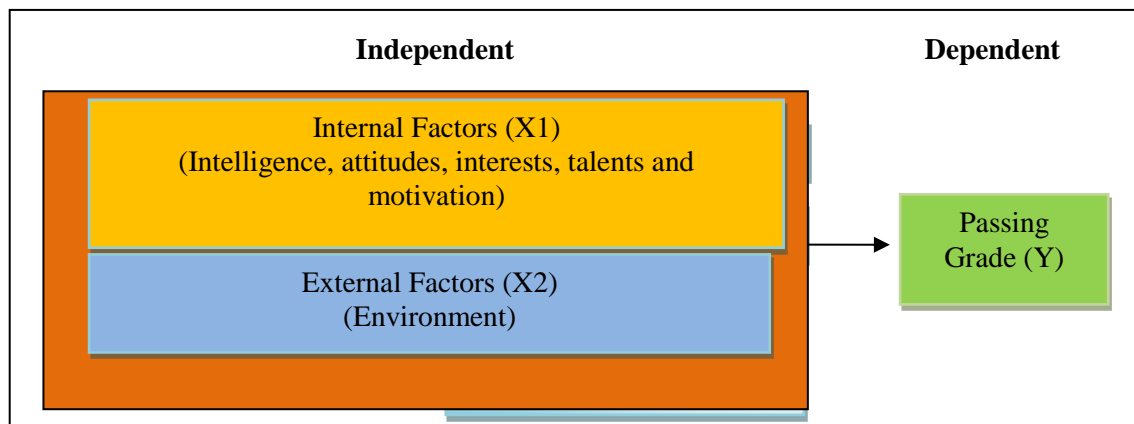
3. Research Method

3.1 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.

3.2 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 explain the effect of the independent variables with the dependent variable used in this study, the research model is described as follows:



3.3 Data Collection and Analysis Techniques

The data collected for this study are primary data and secondary data. Primary data was obtained by distributing questionnaires. Meanwhile, secondary data is obtained by looking at the TOEIC value of each respondent. Basically, this study aims 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.

4. Research Results and Discussion

4.1 Normality Test

In this study, data normality tests were carried out using Kolmogorov-Smirnov. The data normality test results are as follows:

Table 1. Test the normality of Kolmogorov-Smirnov

No	Variable	Test Result (Sign)	Result
1	Internal Factors	5,1%	Normal
2	Eksternal Factors	7,8%	Normal
3	TOEIC Graduation	5,7%	Normal

From the table above, it can be seen that the results of normality tests for internal, external, and TOEIC variables are normally distributed because the sign value is greater than 5%. Thus, hypothesis testing can be done using parametric statistics.

4.2 The Influence of Internal Factors and External Factors

To test the effect of teaching quality, internal factors and external factors together (simultaneously) on student achievement F test was used. The F test results can be seen in Table 2.

Table 2. Output of F Test of Multiple Regression

Model	F Count	F Table	Sign	R Square	Result
Regression	0,902	3,057	0,408	0,012	no effect

From Table 2, it is known that F count is 0.902 smaller than F table which is 3.057 and the sign is $0.408 > 5\%$ and the value of A R Square is 0.012. Thus the influence of internal factors and external factors together (simultaneously) does not affect the TOEIC graduation. This proves that the campus environment, family environment, community environment, interests, intelligence, attitudes, talents and motivation did not support students fully in the TOEIC graduation.

The results of this study prove that the TOEIC graduation of students at the Politeknik Negeri Bengkalis was not influenced by factors within the students themselves, and also not influenced by environmental

factors. This means that the benefaction of internal and external factors to student TOEIC graduation was only 1.2% and the remaining 98.8% was influenced by other factors not discussed in this study.

5. Conclusions and Suggestions

The purpose of this study is to analyze the influence of internal factors and external factors on the TOEIC passing grade of Politeknik Negeri Bengkalis students in the TOEIC Intensive Course. The results of the study prove that internal factors and external factors simultaneously did not affect the student's TOEIC graduation in the TOEIC Intensive Course.

The limitations of this study were data collection using only questionnaires. The next researcher is expected not only to use questionnaires but also supported by interview instruments.

6. References

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