

**THE CORRELATION BETWEEN STUDENTS' ACADEMIC
ACHIEVEMENT AND THEIR TOEFL SCORES**

*(A Descriptive Study at The 4th Year Students of English Department of Makassar
Muhammadiyah University)*



A THESIS

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Makassar Muhammadiyah University in Part Fulfillment of the Requirement
for Degree of Education in English Department*

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Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim Penguji adalah hasil karya saya sendiri, bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

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Motto

مَنْ جَدَّ وَجَدَ

(*Man Jadda Wajada*)

“Who give his best try will get the best result.”

مَنْ صَبَرَ ظَفِرَ

(*Man Shabara Zhafira*)

“Someone who is patient will be lucky.”

مَنْ سَارَ عَلَى الدَّرْبِ وَصَلَ

(*Man Saara' Ala Darbi, Washala*)

“Someone who walks in his path will arrive in his destination.”

This thesis was honorably dedicated for:

“My beloved parents, Yunus Mandagie and Nurcaya, I am very grateful for your endless love and big prayer that you give to me.”

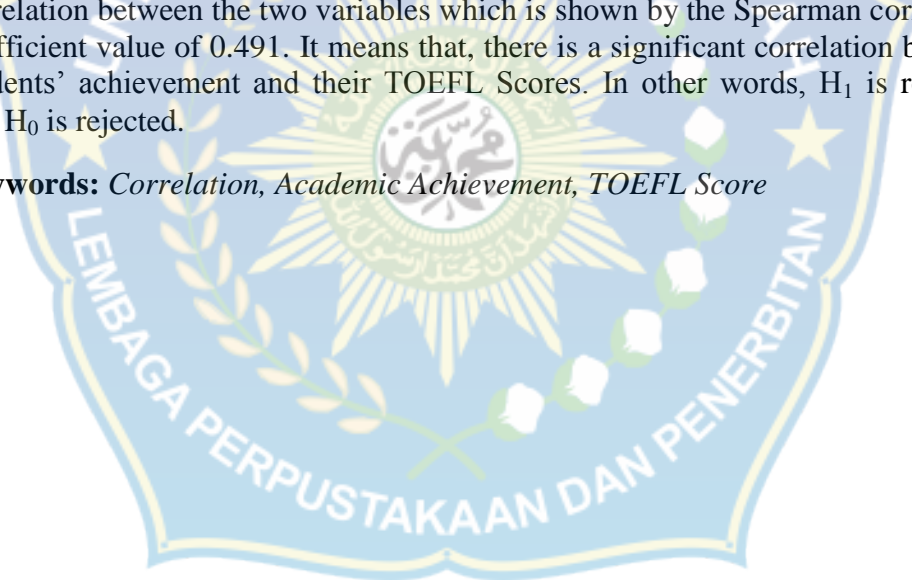
“My lovely siblings, Faisal Nur, Andi Nasrum, Rahmatika Sari and Arief. Thanks for your prays, loves, helps and supports”

ABSTRACT

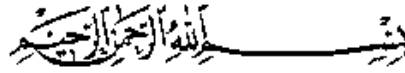
Yusnaini. 2019. *The Correlation between Students' Academic Achievement and Their TOEFL Score (A Descriptive Study at The 4th Year Students' of English Department of Makassar Muhammadiyah University).* Thesis, English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Guided by Syamsiarna Nappu and Saiful

This research is aimed at finding out the correlation between students' achievement and students' TOEFL score at English Language Department of Makassar Muhammadiyah University. The study was designed as quantitative research with correlation design. The research population was the whole 4th year students at English Language Department and 30 students were involved as the samples. Students' TOEFL score were retrieved from the documents which contained the respondents' score which was published by Language Institute of UNISMUH Makassar. TOEFL test is paper based test which measures listening skill, structure and written expression and reading comprehension. The data were analyzed using descriptive statistic and Spearman Rank-order Correlation through SPSS program. The results revealed that there appeared to be a moderate positive correlation between the two variables which is shown by the Spearman correlation coefficient value of 0.491. It means that, there is a significant correlation between students' achievement and their TOEFL Scores. In other words, H_1 is received and H_0 is rejected.

Keywords: *Correlation, Academic Achievement, TOEFL Score*



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The Researcher,

Yusnaini



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CHAPTER I

INTRODUCTION

A. Background of the Research

Academic achievement is an important part in language learning in order to know the students mastery and comprehension of the material. Sobur (2003) argued that academic achievement is a change in terms of ability that is caused by learning process. Alrakaf (2014: 1) had asserted that achievement is a future - oriented cognitive representation that guides behavior towards a related competence and states that the person is committed to either approach or avoidance. Moreover, students' achievement is important for the learners to see their capability and to identify which knowledge and skills that should be improved, in order to get their best in the learning process.

Students' achievement can be used to see how qualified the student are. Achievement means the success of the learner in mastering a certain knowledge, skill, and attitude in the learning process. The achievement of the students means how much knowledge the individual has gained from school. (Bashir and Mattoo, 2012). It shows that students' achievement or Grade Point Average (GPA) shows how high students' knowledge really are. GPA depends on their knowledge that had been measured by teachers. Besides, Achievement is a measurement of the quality and or the quantity of the success one has in the mastery of knowledge, skills, or understandings.

Measurement of students' achievement was through assessment and evaluation.

Another way to measure students' English proficiency is TOEFL. According to Mahmud (2014), TOEFL is a language testing type to know the students' English proficiency. Mahmud (2014) also indicated that TOEFL score is used to evaluate the achievement of the students and mostly used as indicator of their English language proficiency.

In the last few years, TOEFL has been used as the requirements for graduation in many itinerary institutions. Muhammadiyah University of Makassar is one of these many institutions that apply these requirements for their students especially in English Department. The students are insisted to acquire the minimum score of 450 in order to meet this requirement. The initial observation carried out by the researcher based on the recent test conducted by Language Institution of UNISMUH found out that most of the students are still unable to meet this score. Out of 10 people who take part in this observation, only one of them is able to acquire higher than the standard. Furthermore, the findings of this observation suggest that reading section seems to be the most common problem faced by mostly all the test takers with average score of 38 followed by structure and listening score with average scores of 39 and 41.

On the other hand, all of these students acquire the average GPA of 3.6 where the highest score is 3.79 whilst the lowest is 3.43. These facts portray that all of these students can be classified as high achievers in term of

academic but perform poorly in proficiency test such as TOEFL. This problem has led the researcher to investigate whether academic achievement has significant correlation to their TOEFL scores.

Additionally, although a great deal of researches has been done on the correlation between TOEFL Scores and academic achievement, the researcher is unable to locate any studies which investigate the relationship between TOEFL scores and academic achievement in UNISMUH Makassar. Specifically, it is assumed that there have been no studies which examined the students of the English Department of UNISMUH Makassar. So this study is the first to focus on this matter.

B. Research Questions

Based on the statement previously mentioned, this study limits the discussion by stating the following research questions:

1. What is the academic achievement of the fourth year students of English Department at the University of Muhammadiyah Makassar?
2. What is the TOEFL score of the fourth year students of English Department at the University of Muhammadiyah Makassar?
3. Is there any significant correlation between students' academic achievement and their score in TOEFL test?

C. Objectives of the Research

In conducting this research, there are three main objectives that are expected by the researcher:

1. To find out the academic achievement of the fourth year students of English Department at the University of Muhammadiyah Makassar.
2. To find out the TOEFL score of the fourth year students of English Department at the University of Muhammadiyah Makassar.
3. To find out the correlation between students' academic achievement and their score in TOEFL test.

D. Significances of the Research

By carrying out this research, the researcher expected it to be beneficial and significant both theoretically and practically.

Theoretically, this study might be able to provide essential information for further studies in the future and as the source to improve English learning and teaching process.

Practically, the findings of this study hopefully can make the readers realize the importance of both English proficiency and academic success in English department. Also, this study hopefully will help the readers to learn something to be succeeding in both TOEFL and academic achievement, because in this fast-growing era of globalization TOEFL and Grade Point Average (GPA) are the most important things in every aspects of life.

E. Scope of the Research

Due to the financial constraints and limited time of the researcher, this study is restricted only to English Department students who have taken TOEFL test conducted by Language Institution of UNISMUH. In addition, this research focuses only on TOEFL institution test because the test is

affordable for the subjects compared to TOEFL ITP which is the most updated standardized test distributed by ETS.



CHAPTER II

LITERATURE REVIEW

A. Review of Related Studies

There are several studies which have been conducted to find out the correlation between students' TOEFL scores and their academic achievement.

In the early findings, in 2002, Lo's study entitled The relationship between TOEFL scores and Grade Point Average (GPA) for the first year: a study of fresh international students attending Texas A&M University-Kingsville from 1996 to 2001 examined the relationship between Grade Point Average (GPA) for the first year and TOEFL scores among fresh international students at Texas A&M University from 1996 to 2001. According to the study, 61 percent of the international freshmen who had a TOEFL equivalent or greater than 550 ended up with a Grade Point Average (GPA) of less than 3.0 per year. at the end of the first year, international freshmen (39 percent) scored less than 550 at the TOEFL reached a higher Grade Point Average (GPA) level. It was concluded that the TOEFL score did not have any predictive validity in regards to academic success.

Vu and Vu (2013) conducted the study to investigate the correlation between TOEFL score and graduate students' achievement in terms of their GPA. They found that GPA and TOEFL-like score are not correlated according to the objective data of international graduates' input. TOEFL-like scores cannot become an effective predictor of academic success.

Similarly, Addow (2013) used 100 final year of business and accountancy students of SMAD in Somalia and found a weak positive relationship. However, the researcher concluded that this weak positive relationship cannot be put into account as the academic primary of success indicator of the students.

Cho and Bridgeman (2012) have collected evidence on the predictive validity of international students' TOEFL scores on academic performance. Cho and Bridgeman's study of 2594 undergraduate and graduate students from different fields of studies at 10 U.S. universities has been one of the most extensive studies to date. The authors found a small association ($r = .16$ for graduate students, and $r = .18$ for undergraduate students) between students' TOEFL scores and Grade Point Average (GPA). These results suggest that around 3% of the variance in the GPA is explained by students' TOEFL scores.

In a more recent study, similar results were found by Ifayanti (2017) and Putri (2018). After investigating 132 respondents, Ifayanti (2017) found that there is positive and significant correlation between students' achievement and students' TOEFL score at English Language Education Department of a private university in Yogyakarta batch 2014 on the moderate level. In this research, she used co relational design and applied descriptive statistic and Pearson Product Moment Correlation to analyze the gathered data.

Similarly, Putri (2018) conducted a research to determine the correlation between the TOEFL score and the Grade Point Average (GPA) of 100

English students from the UIN Ar-Raniry class of 2013.. The results show that the TOEFL score of English department students has a significant positive correlation with their CGPA, 7th semester GPA and 8th semester GPA, as shown in the correlation coefficient value of 1.

Looking at some studies explained previously, it can be assumed that there have been some different results found by the researcher. There may be reasons for this inconsistency, such as the participants and the focus of the study. Some researchers used international students to predict the success of students outside the original countries of the learner through the TOEFL test, while others used English as foreign language students to predict the success of students in universities through the TOEFL test and their GPA.

Based on the results findings conducted by some researchers that have been explained, the positive correlation between the TOEFL and GPA scores of students is primarily beneficial for major students in English. Therefore, in this study the researcher used English department of teaching program's students as the subject of the study.

B. Theoretical Review

1. Learning Process and Academic Achievement

a. Learning Process

There had been much variance for scientists in defining what learning is. According to Ambrose (2010), Learning is a process that leads to changes as an impact of experience and enhances the potential of improved performance and future education. Kimble said

that learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice (Hergenhahn and Olson (2010). That means learning has a change in behavioral and needed reinforcement to reinforce it.

Olson, as cited in Rosalina (2014), also explained that the theory above gives an understanding that learning is a permanent change of behavior or potential behavior which is resulted from experience and cannot be attributed to temporary states of the body such as a condition caused by illness, fatigue or drugs. In this theory, learning still needs an experience but it leaves to the theorist themselves to decide what kind experience that is. The experience might be related to stimulus and response, reinforcement and others.

Schunk (2012) defined learning as a process in which knowledge, skills, strategies, beliefs, attitudes and behaviors are acquired and modified. It means that learning not only understands but also alters the knowledge itself and develops it into skills, attitudes and so on. Learning is a lasting change in behavior or the ability to act in a particular way, resulting from practice or other forms of experience. Learning is therefore a process involving not only practice but also other forms of experience. Furthermore, Schunk (2012) described three criteria of learning as follows:

- 1) Learning means changing: in attitude or in behavioral capacity.
People learn when they can do things differently.

- 2) Learning endures over time
- 3) Learning occurs through experience

This means that learning is not a simple process. Learning has to change the person. Learning must enable the learner to apply what they have learned. It makes learning process require time to achieve successful learning.

Based on understandings above, it can be concluded that learning is a set of process which are conducted to acquire certain goals. To tell whether these goals have been achieved are usually presented in the form of learning achievement.

b. Definition of Academic Achievement

Academic achievement is the result of the learning process obtained by students, which includes cognitive, affective and psychomotor factors measured using a relevant test tool or instruments. Winkel (2007) argues that academic achievement is a testament to the success that has been achieved by individuals after carrying out the maximum efforts to learn.

The term academic achievement is the combination of two words academic and achievement. Singh (2015: 115) claims the word 'academic' is related to formal education. It is derived from words 'academy' means school, where special types of instructions are imparted. The term academic means institutional system of formal education in school, college and university.

Furthermore, Damayanti and Mudjiono (2006: 200) argue that achievement is the level of success achieved by the students after participating in learning activity, which is the success marked by score in the form of letter, word or symbol. Moreover, achievement is the mastery of knowledge or skill developed by course, and usually indicated by score of test or score from the teacher. It is an accomplishment of success in bringing a desired end. The achievement can give satisfaction for the concerned people especially for who those are studying in school. Achievement is student's learning outcomes that include cognitive, affective and psychomotor aspect within a certain period (Sudjana,2004: 3). It depends on intellectual abilities like intelligence, aptitude, imagination, memory, study habit, perceptual power and attention, emotional tendencies of the children, physical fitness, environmental factors like home where they lives, the racial nature and religious background of family (Sahu, 2014: 46).

Therefore, Lawrence and Vimala (2012: 211) state that academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Students' academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. Academic achievement is one of the most important goals of

education. The success or failure of a student is measured in terms of academic achievement.

According to Dhillon and Johal (2016: 65), academic or scholastic achievement refers to the degree or level of success attained in some specific task especially school performance or the success achieved at the end of the educational program. In other words scholastic achievement is the performance of the pupil's accomplishment in a subject of study. From the defining above, academic achievement can be concluded as the score that students obtain in formal education by taking test or being gave by a teacher.

Academic achievement is the output of learning process which is gained by learners that includes factors of cognitive, affective and psychomotor measured by using a test instrument or instruments that are relevant. Winkel (2007) argues that academic achievement is a testament to the success that has been achieved by individuals after carrying out the maximum efforts to learn.

In this study academic achievement was characterized by the overall performance in each semester which culminates in a Grade Point Average (GPA). The GPA score would take into account students' performance in tests, course work and examinations. The minimum and maximum GPA scores are 0 (Grade F) and 4.0 (Grade A) respectively. This GPA score implies that the higher the score, the better the students' had performed academically. As such, the GPA

was a good measure of a students' academic achievement. To sum up, Cumulative GPA is the total score obtained for all the completed courses from the first semester to the last semester. The following is the table of students' academic achievement category:

Table 2.1 Students' Academic Achievement Category

No	Score Range	Category
1	3.51-4.00	Extraordinary (<i>cumlaude</i>)
2	2.76-3.50	Very good
3	2.00-2.75	Good

(Retrieved from: SK MENDIKNAS No. 232/U/2000)

c. Factors That Affect Students' Academic Success

English is the center of English department as the language that all the English department's students acknowledge and learn. The English proficiency of the students often measured by TOEFL and IELTS. TOEFL scores were made for non-native English speaker to measure their language ability. More than 130 countries and 9000 institutions including government and scholarship programs approved TOEFL scores (Educational Testing Service [ETS], 2015).

The same as TOEFL, IELTS (International English Language Testing) is made to assessed students English proficiency, and it has been used by 10.000 organizations in the world (British council, 2016).

Ghenghesh (2015) used IELTS to investigate the relationship between English proficiency and academic performance of university students and found that students' academic success increased as the English language proficiency increased too.

Thus, English proficiency of English department's students has become the researcher concern. Antoni (2014) analyzed 6th semester students' TOEFL experience at English department of teacher training and educational faculty of Pasir Pengaraian University and found that the students completed their TOEFL test without any preparation in English strategies and abilities. It also stated that the students faced several problems in TOEFL listening, structure, and writing test, such as; hard to understand the spoken language and the passage, and hard to determine the structural element in writing because of lack preparation and vocabularies.

This became an irony because the English departments' students is majoring in English major where the English must be the essential language for the English departments' students. The English department of teaching program in Muhammadiyah University of Makassar itself stated that its missions are to teach the students to be an innovative, professional, and qualified English teachers in the future. The English department of teaching program in Muhammadiyah University of Makassar also taught the students to develop their English skill within the faculty. Altmisdort (2016)

summarized and analyzed language teacher education program in 5 countries in Europe with document-analysis approach. The researcher found that one of important part of the English students teacher program success is the high-level use of English in the classroom, which indicated their competency and proficiency in English department at language teacher education program.

To reach the missions of English department of teaching program in Muhammadiyah University of Makassar, the faculty provided several subjects from four basics English skills to teaching strategies in English for English department's students.

In addition, several general studies were included in the curriculum which some of them are religious subjects because Muhammadiyah University of Makassar is a religious university. Komba & Wilson (2012) investigated the relationship between English language proficiency and academic achievement in Tanzania secondary school with the objective is English language proficiency predict the academic achievement of the students. The participants are 89 students from advanced level (A-level). A-level students are those students who will be university students soon. The researcher grouped the academic achievement into two groups, English subjects and general studies subjects achievements.

The result showed that there is a weak positive relationship between students' English language proficiency and academic

achievement in English subjects. The combination of the two grouped in relationship with TOEFL iBT still resulted a weak positive relationship between English language proficiency and academic achievement of the students. Then, the researcher analyzed the two variables with scatter plot which resulted the relationship is significant between English language proficiency and academic achievement but insignificant with academic achievement in general studies. Therefore, the researcher concluded that English language proficiency of the students did affected the academic achievement of the students but only in English subjects academic achievement.

From the Komba & Wilson study, we can concluded that although GPA is the variable of the studies, but the need to differentiate between English subject GPA and general studies is important to find a better result about English language proficiency of the students.

The English department of teaching program in Muhammadiyah University of Makassar also ordered the students to take TOEFL test as the requirements of students graduation. TOEFL PBT was tested by Language Institute of Unismuh. It is an obligation of every student in English department of teaching program in Muhammadiyah University of Makassar to join the TOEFL test as one of their graduation requirements.

2. TOEFL

TOEFL is created by National council on the test of English as a foreign language at 1962 (ETS, 2015). Therefore, Educational Testing Service (ETS) built and managed the TOEFL test. It was made to measure non-native speaker ability in English. It was usually required by college or university abroad (ETS, 2009). This kind of test is commonly used by United States for school admissions and professional used (Hudson & Evehighy, 2014). The TOEFL itself tests the test takers proficiency in understanding the academic English surroundings (Pierce et al., 2015).

Since 1962 until now, TOEFL has changed its type of test to a better way to measure non-native English speaker proficiency. Masrurah (2016) stated that there are three kinds of TOEFL test, they are:

1. TOEFL PBT (Paper Based Test)

In PBT, there are three parts; Listening, Structure and Written Expression and Reading Comprehension. Especially in Structure and Written Expression, there are 40 questions in two types; completing sentences for 15 questions and the rest 25 questions for error analysis. Testees have 25 minutes to work on those questions. There are many patterns and various style problems in the TOEFL test and they are changed year to year as the emphasis that is placed on various patterns and style problems changes from year to year on the TOEFL (Sharpe, 2005).

2. TOEFL CBT (Computer Based Test)

In July 1998, ETS introduced the computer-based version of the TOEFL test (TOEFL CBT) in many areas of the world. This move was the first critical step toward a long-term goal of enhancing assessments by using electronic technology to test more complex skills. A primary goal of the TOEFL program is to provide more extensive information than it has in the past about candidates' English proficiency. In response to institutions' requests to include a productive measure of writing, the program added a Writing section (essay) as part of each TOEFL CBT test administration. This addition was one step toward a more communicative test. New types of questions were added to the Listening and Reading sections; these new question types moved beyond multiple-choice questions. Visuals were also added to the Listening section, providing a significant enhancement to that portion of the test. Two sections of the test Listening and Structure were computer adaptive, meaning the test was tailored to each examinee's performance level. The test started with questions of moderate difficulty. As an examinee answered each question, the computer scored the question and used that information, as well as the responses to previous questions, to determine the question it would present next. As long as examinees responded correctly, the computer typically selected questions of greater or equal difficulty. In contrast, if examinees answered

questions incorrectly, the computer typically selected questions of lesser or equal difficulty. The computer was programmed to continuously find questions of an appropriate difficulty for test takers of all performance levels.

3. TOEFL IBT (Internet Based Test)

The TOEFL IBT is a test that assesses students' proficiency in the type of English in an academic environment. The test is administered on the internet. The exam takes about four hours to complete and integrates four essential skills - reading, listening, writing, and speaking. The TOEFL is broken down into four distinct sections. The structure of the test is as follows:

a. Reading section, consisting of three to five passages that are roughly 550 to 700 words each. Each passage will be followed by 12 to 14 multiple choice questions about the content of the passage. Most of the questions will be worth one point each, though a few toward the end of the section may be worth more. The students will have 60 to 100 minutes to complete the entire section.

b. One listening section, consisting of six to nine audio selections, each of which is three to five minutes long. The selections will be either academic lectures or casual conversations. After each selection, there will be five to six multiple-choice questions about the content of the lecture or

conversations. Students will have 60-90 minutes to complete the entire section.

c. One speaking section, consisting of approximately six speaking tasks. Most speaking tasks will also require some listening and some reading. Students will have 20 minutes to complete the entire section.

d. One writing section, consisting of two writing assignments. As with the speaking section, the writing section also requires listening and reading. Students will have 50 minutes to complete the entire section (Pierce & Kinsell, 2007).

C. Conceptual Framework

This part discusses the related concepts of brief description from chapter two. The goal of the research is to find out the correlation between students' achievement and students' TOEFL score. Then, the researcher concerns on explaining the literature that related to students' achievement and students' TOEFL score.

Students' achievement is the result which students get after they have followed learning process that is signed by score. The score is classified into cumulative score or grade point average (GPA). TOEFL is test of English as a Foreign Language. Furthermore, TOEFL as an evaluation tool of the English education provided at the school by analyzing student scores and determining their development of English proficiency. TOEFL test have three sections such us listening, structure and written expression and the last is reading.

Besides, there are several types of TOEFL test first one is paper based TOEFL, second one is computer based TOEFL and the last is internet based TOEFL. The diagram below will shows the plan of this study as follows:



Figure 2.1 Conceptual Framework

D. Hypothesis

H_0 = There is no significant correlation between students' academic achievement and their TOEFL score.

H_1 = There is a significant correlation between students' academic achievement and their TOEFL score.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a quantitative descriptive-correlation research design to gather descriptive data about students' TOEFL score and students' learning achievement through the use of self-report surveys, and relied on the use of correlational analysis to determine if there is a correlation between students' achievement and students' TOEFL score.

Research design is a plan or program made by a researcher, as the activity target that was done (Arikunto, 2006: 45). In this research, the writer used the quantitative research and its approach was correlation research design. Ratnawati (2006: 31) said that: "Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation".

In this research, the researcher used a quantitative approach. Williams (2011) stated that the quantitative approach is to answer research questions that require numerical data. Cresswell (2012) asserted that quantitative research is an analyzing method of statistical procedure by collecting the numerical data to explain, interest, or predict. It means that in a quantitative research the data are obtained in the format of numbers, statistic and counting

mode. This study was also collect numeric data from a large number of people with an instrument. Hence, the appropriate research design for this study is quantitative research design based on the similarities of characteristics between quantitative research design and this study. In this research, quantitative research approach is appropriate because the researcher investigated the correlation between students' achievement and students' TOEFL score. The researcher also wanted to know the information about the level of achievement of students and the TOEFL score of students.

The researcher used correlation design technique to analyze the correlation between students' achievement and students' TOEFL score. Correlation design is statistical test to determine the tendency or pattern for two or more variables or sets of data to vary consistently (Creswell, 2012). The correlation design involves quantitative research which is related to statistic data. Correlation design is suitable for this study as it can describe whether the two or more variables are connected or not. Furthermore, the researcher did this study to find out whether students' achievement and students' TOEFL score at English Department of UNISMUH Makassar were correlated or not.

B. Research Subjects

The population on this research was the fourth year students of English Department in Makassar Muhammadiyah University. The total number of the population was estimated to be 363 students. All of these students had studied the same amount of credits in each semester. It was also assumed that they

have been taught with the same curriculum and have been treated the same way. Thus, the population of this research was considered homogeny so that it used Simple Random Sampling technique to choose the participants that was studied. According to Sugiyono (2013), Simple Random Sampling is a process of data collection by randomly taking from parts of the population without considering their strata. The total of the sample was 30 students from 363 fourth year students of English Department in Makassar Muhammadiyah University.

C. Instrument of the Research

To help the researcher to obtain the required data, the main instrument of this research was documentation. According to Sugiyono (2013), Document Scores referred to recorded documentation of subjects which included all activities or moments in the past. He added that it could be in the form of written texts, pictures, or monumental arts from personal life. Arikunto (2006) also mentioned that documentation is a collection of written texts, transcripts, books, magazines, notes, or agendas. Therefore, in this research, the scores of students' academic achievement and TOEFL scores were collected from the pre-existing documents.

There were two documents which were investigated in this study.

1. Documents of Students' Grade Point Average (GPA)

This document was retrieved from the English department of Muhammadiyah University Makassar which contains the list of GPA acquired by the respondents in the last 7 semesters.

2. Documents of Students' TOEFL Score

This document was a set of TOEFL scores which was published by the Language Institution of Muhammadiyah University of Makassar. The raw scores which were in the form of interval score were collected and recorded in tables.

D. Technique of Collecting Data

There were four steps that the researcher undertook in this technique. The first step was to gain permission from the chair person of English department to retrieve the student's GPA from their system. Next, the researcher also retrieved the TOEFL scores of the students who had taken the test which had been conducted by The Language Institute of UNISMUH at least in the past six months before this research was conducted. The third step, both documents, GPA and TOEFL scores, were then compared to the ones filled by the students. Any different scores were not used in this research to avoid confusion and invalidity of the data. The last was to analyze the data to determine the correlation between GPA students and their TOEFL scores.

E. Technique of Data Analysis

The purposes of this research were to find out the correlation between students' achievement and students' TOEFL score. The result of scoring is expanded from score documentation. To make an easy measurement for data of score documentation, the researcher identified these data using measurement of SPSS program. Miles (2006) classified that the statistic data

could be measured by SPSS program which consist of frequency, testing reliability, validity, and also includes mean, median and mode.

The first technique is descriptive statistics to describe students' achievement that answered the first and the second research questions. The second technique is inferential statistic using Spearman Rank-order Correlation (r) that used SPSS program to find the third research question about the correlation between students' achievement and students' TOEFL score.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered the research questions which have been formulated by the researcher in the previous chapter. There were three questions in this study; The first question is regarding how the academic achievement of fourth year students of English Department at the University of Muhammadiyah Makassar is. The second one asked about how their TOEFL scores are, and the last one is to find out whether there any significant correlation between students' academic achievement and their scores in TOEFL test.

A. Findings

Based on the questions above, the results of this study are presented in three separated categories:

1. Students' Academic Achievement

The finding of this research revealed that the lowest GPA acquired by the respondents was 2.81 whilst the highest was 3.81. Looking onto the categorization of GPA in the previous chapter where 2.00-2.75 is Grade C, 2.76-3.50 (Grade B), and 3.51- 4.00 (Grade A), it can be assumed that the GPA of the respondents in this research could only be classified into two categories which were grade A and B as the number of respondents who got GPA in grade C were none. The percentages of the numbers of students based on these categories are depicted in the following table:

Table 4.1 Distribution of the Respondents Based on GPA

GPA	Numbers of Students	Percentage
2.76 – 3.50 (Very Satisfied)	15	50%
3.51 – 4.00 (Cum Laude)	15	50%
Total	30	100%

It is clearly shown in Table 4.1 that both categories attribute the same number of respondents where 15 students achieved very satisfied scores academically with the average value of 3.35. Additionally, the other half of the respondents gained a score between 3.51- 4.00 with the average value of 3.63.

2. Students' TOEFL Score

The second question of this research refers to the projection of TOEFL scores of the respondents. The data regarding to this were collected from the score documents of post test TOEFL-like score conducted by the Language Institute of Muhammadiyah University of Makassar. Out of many students who joined the tests, only 30 of them listed as the subjects of this research. Based on the retrieved documents, the lowest score achieved by the subject was 330 and the highest score was 580. It was obtained that the average score of the subjects was 440. Based on the data, the researcher then divided the students into 3 categories based on their scores. The students who achieved the score from 330 to 414 belonged to the Poor category. The

students who gained higher scores from 415 up to 499 were groups in Moderate levels whilst those with the scores ranges above 500 achieved high level. These categories were presented in table 4.2:

Table 4.2 Distribution of the Respondents Based on TOEFL Score

Score Categories	Score Range	Numbers of The Students	Percentage
Low	330 - 414	14	46.7%
Moderate	415 - 499	6	20%
High	500 -584	10	33.3%
Total		30	100%

Table 4.2 depicted that the distribution of the students based on their TOEFL scores were dominated by low level students which attributed almost half of the samples with the total number of 14 students. 10 out of 30 participants achieved high scores around 500 to 584 followed by 6 students who were in Moderate level with scores of lower than 500.

3. Correlation Between Students Achievement and Their TOEFL Scores

The last question in this research is to investigate the correlation between the respondents' TOEFL Score and GPA. The data of both variables were compared in the Figure 4.1 below:

Figure 4.1 The Comparison Between Students Academic Achievement and Their TOEFL Score

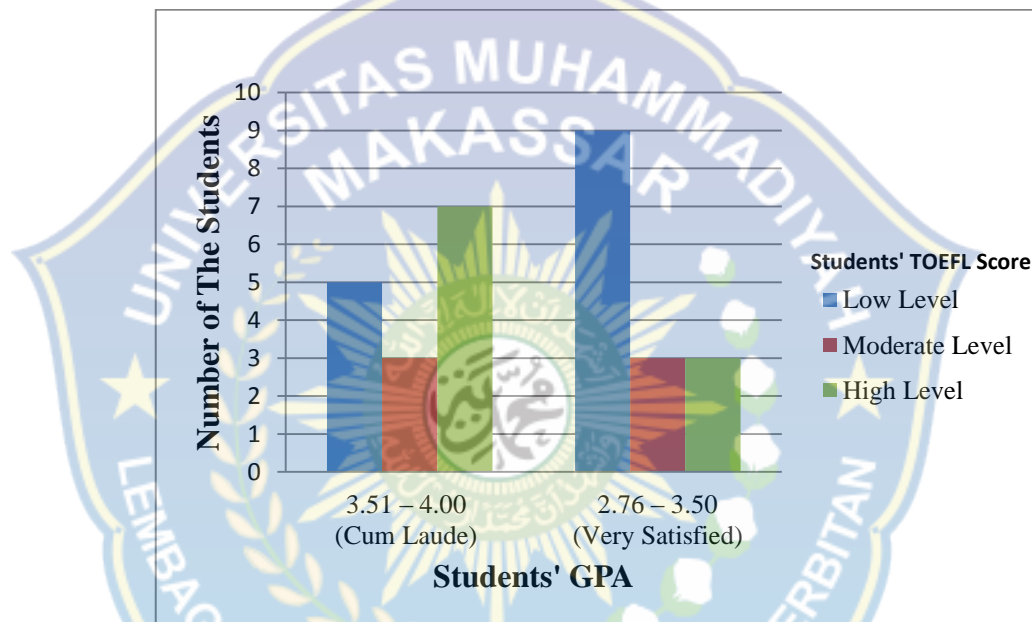


Figure 4.1 presented the information regarding the number of the participants of this research after classified into different clusters based on their TOEFL Scores and how well they performed academically. Overall, there were 30 students who participated in this research. They are evenly distributed into two groups based on their academic achievement. Half of the participants whose GPA ranged between 2.76 to 3.50 were attributed as Grade B while the other half whose GPA ranged between 3.51 to 4.00 were attributed as Grade A.

In addition, regarding their TOEFL scores, they are categorized into 3 clusters, Low category for those who gained the score from 330-414, moderate category for those who gained the score from 415-499, and High category for those who gained the score of 500 and higher. It is noticeably seen that the majority of the participants, 14 students, achieved low score in TOEFL test. Nine of them were Grade A students, while the rest of them were Grade A students. On the contrary, the participants who were categorized as high level students were dominated by Grade A students as many as 7 participants whereas Grade B students only contributed to less than half of them (3 participants). In addition, the students who belonged to the moderate level of TOEFL score shared the same number of 3 students for both Grade A and Grade B respectively.

For further analyses of the data above, Spearman Rank-order correlation was used by the researcher to find the correlation between Students' TOEFL score and their Grade Point Average (GPA). This was because the data which were retrieved by the researcher did not meet the requirements to use Pearson's Correlation.

Spearman's correlation coefficient is a statistical measure of the strength of a *monotonic* relationship between paired data. In a sample it is denoted by Υ_s and is by design constrained as follows:

$$-1 \leq \Upsilon_s \leq 1$$

Furthermore, its interpretation is similar to that of Pearsons, e.g. the closer Y_s is to ± 1 , the stronger the monotonic relationship. Correlation is an effect size and so we can verbally describe the strength of the correlation using the following guide for the absolute value of Y_s :

- .00-.19 “very weak”
- .20-.39 “weak”
- .40-.59 “moderate”
- .60-.79 “strong”
- .80-1.0 “very strong”

The data retrieved from the documents of students GPA and TOEFL scores were then formulated by utilising SPSS. Thus, the result of this analysis process could be depicted as follows:

Table 4.3 Spearman Rank-order Correlations

	TOEFL	GPA	
Spearman's rho	TOEFL	GPA	
	Correlation Coefficient	1.000	.491**
	Sig. (2-tailed)	.	.006
	N	N	
GPA	TOEFL	GPA	
	Correlation Coefficient	.491**	1.000
	Sig. (2-tailed)	.006	.
	N	N	
	30	30	

** . Correlation is significant at the 0.01 level (2-tailed).

In Table 4.3, it appears to be a moderate positive correlation between the two variables. It is shown by the Spearman correlation coefficient value of 0.491.

Testing the Hypothesis

As been mentioned in the second chapter of this research, the hypothesis of this research had been formulated as follows:

H_0 = there is no significant correlation between students' academic achievement and their TOEFL score.

H_1 = there is any significant correlation between students' academic achievement and their TOEFL score.

First of all, we need to perform a significance test to decide whether based upon this sample there is any or no evidence to suggest that linear correlation is present in the population. To do this we test the null hypothesis, H_0 , that there is no monotonic correlation in the population against the alternative hypothesis, H_1 , that there is monotonic correlation; our data will indicate which of these opposing hypotheses is most likely to be true.

Since SPSS reports the p-value for this test as being .006 we can say that we have very strong evidence to retain H_1 , i.e. we have some evidence to believe that students' academic achievement and their TOEFL score are monotonically correlated in the population.

B. Discussion

There are three main objectives of this research. The first objective was to find out the academic achievement of the participants which was shown by their current Grade Point Average from the first until the seventh semester.

1. Students' Academic Achievement

According to the retrieved responses of 30 subjects, 15 of them could be categorized as having outstanding academic performance that they gained an approximated grade point average (GPA) from 3.51 to 4.00. Nevertheless, the other halves were still considered good academic performers since none of them acquired a score of lower than 2.76.

Slameto (2010) argued that there were two factors that could affect the students' achievement academically; external factors and internal factors. One of these internal factors included the personality types of the students. The previous research conducted by Azwar (2004) revealed that internal factors held significant role in affecting students achievement.

Suhaily (2015) assessed factors that influence students' achievement and also assessed the difference between students who are active and not active in campus activities. A number of 329 surveys were distributed to students of the Faculty of Economics, "X" University, using random samples. The students, the teachers, the

university and their families were the factors investigated in this research. The results show that the students themselves could be more important than other factors in determining their achievement. The evaluation also found that the achievements of students involved in campus activities differed from those of students who did not participate in campus activities. Other factors were also investigated by Hussein (2016) to find out the effect that some factors would have on the achievement of students learning English as a foreign language. The performance grades of the secondary school students of the first semester 2013/2014 in English were used as performance parameters. The factors (attitude, social, socio-economic and extracurricular factors) assumed to influence students' performance were included in a questionnaire of 16 Yes / No questions. The results showed that there was a significant correlation between these factors and students' success in learning English.

2. Students' TOEFL Scores

Another aspect being examined in this research was the respondents' TOEFL Score. The participants in this research were being categorized into 3 groups based on their TOEFL score. The first group is Low achievers which consisted of 14 students who achieved the score from 330 to 414. The next group was Moderate which belongs to 6 participants who owned a score between 414 and 499. The participants who got the score beyond 500 were considered high

achievers. The results of this study shows there is a big discrepancy among the students' score in TOEFL Test although they have been studied the same material and same amount of credits.

3. The Correlation between Students' Achievement and Students' TOEFL Score.

The result of this study proved that there was a wide diversity among the subjects regarding their TOEFL scores and academic achievement.

In this research, the researcher used Spearman Rank Correlation to analyze the data in order to find out the correlation between TOEFL scores and learning achievement of the subjects. The result showed that there is a moderate correlation between students' achievement and students' TOEFL score of students at English Language Department of Muhammadiyah University of Makassar batch 2014. Then, based on Sugiyono's (2011) criteria correlation value, the strength of the correlation was moderate level. The correlation value (r value) of the result was 0.438, and this value belongs to the "moderate" level of coefficient correlation. It means that English Language Department of Muhammadiyah University of Makassar students batch 2014 showed that who had high GPA also have high TOEFL score or vice versa supported by Martirosyan, Hwang, and Wanjohi (2015) but different case of the research.

Besides, the result means that the hypothesis (H_1) is accepted which the correlation between students' achievement and students' TOEFL score.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Some conclusions can be drawn from the findings of this research:

1. The students' academic achievement was shown by their grade point average (GPA) of their first semester. The result showed that most of English Department of UNISMUH Makassar batch 2014 students has moderate achievement. The mean score was 3.26 which belong to moderate level. This means that students are moderate performing in learning activity and they also comprehend the materials given by the teachers.
2. The students' TOEFL score could be seen from score document retrieved from the Language Institute. The result showed that most of English Department of UNISMUH Makassar batch 2014 students have moderate levels in TOEFL test. The mean score was 493.38 which belonged to "moderate" category.
3. The result of correlation analysis revealed that there is a correlation between students' achievement and students' TOEFL score among English Department of UNISMUH Makassar batch 2014. It can be concluded that hypothesis (H_1) was accepted. The implication of students' achievement is on moderate level and also students' TOEFL score is on moderate level.

B. Suggestions

Based on the result about the correlation between students' achievement and students' TOEFL score at English Department of UNISMUH Makassar batch 2014, this research provided some recommendations for the students, lecturers and future researchers.

Students. The students are suggested to calculative the awareness that students' achievement and students' TOEFL score are correlated. Therefore, if the students want to increase their TOEFL score, students should pay attention their achievement.

Lecturers. The lecturers are suggested to English lectures to apply the appropriate teaching method in increasing achievement and TOEFL score in achieving a good score, and it can make the teaching and learning process because successful.

Next researchers. The researcher suggests to other researchers who will conduct the similar research "The correlation between students' achievement and students' TOEFL score to increase the students' achievement and TOEFL score. Then, the next researcher has to identify the students' achievement level in order to be able to apply students' achievement theory for researcher's learning as student or teaching as an English teacher in the future.

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APPENDICES

Appendix A

GPA of the Students

NO	Students ' Name (Initial)	Nilai IPK Mahasiswa								
		1 st Term	2 nd Term	3 rd Term	4 th Term	5 th Term	6 th Term	7 th Term	8 th Term	Cumulative GPA
1	D.N	3,5	3,36	3,32	3,2	2,13	2,78	2,8	2,36	3,36
2	D.D	3,6	3,91	3,73	3,8	3,91	3,78	2,85	4	3,81
3	N	3,4	3,55	3,09	3,5	3,22	3,52	3,38	4	3,40
4	A.A	3,7	3,73	3,68	3,8	3,91	3,78	3,85	3,67	3,77
5	Z.M	3,7	3,64	3,82	3,4	3,91	3,56	3,85	3,67	3,74
6	N	3,56	3,73	3,41	3,6	3,52	3,91	3,33	3,67	3,66
7	F.F	3,6	3,73	3,41	3,4	3,44	3,3	3,46	3,00	3,52
8	H.A	3,9	4	3,32	3,6	3,2	3,16	3,6	3,75	3,66
9	N.C.K	3,3	3,45	3,32	3,2	3,57	3,44	2,41	4	3,50
10	J.F	3,6	3,73	3,59	3,5	3,57	4	3,62	4	3,68
11	I.T.P	3,4	3,18	3,13	3,09	3,43	3,88	2,7	3,67	3,52
12	ST.H	3,3	3,55	3,5	2,91	3,43	3,48	3,23	4	3,47
13	Y.O	3,55	3,55	2,96	3,4	3,64	3,64	3,7	3,67	3,58
14	A.S	3,1	2,73	2,55	2,2	1,36	1,18	0,88	0,0	2,81
15	I.A.S	3,1	3,82	3,67	3,5	3,65	3,74	3,85	3,67	3,64
16	W.H	3,7	3,55	3,68	3,7	3,35	3,3	3,31	3,5	3,61
17	H.H	3,2	3,09	2,82	2,45	3,22	3,24	3,11	3,75	3,30
18	R.S.R	3,5	3,36	3,32	3	3,39	3	2,88	2,4	3,39
19	W	3,4	3,45	3,17	3,36	3,43	3,32	3,38	3,67	3,45
20	E	3,2	3,36	2,64	3,18	2,96	3,24	3,11	3,75	3,36
21	N.F	3,4	3,27	2,43	3,27	3,35	3,52	3,07	3,67	3,32
22	A.I	3,2	3,64	3,5	2,7	3,4	3,64	3,54	4	3,52
23	S.K	3	3,18	2,95	3,3	3,32	3,24	2,11	2,4	3,34
24	I.A	3,2	3,45	3,32	3,6	3,39	3,61	3,69	4	3,48
25	S	3,4	3,27	3,18	3,6	3,57	3,7	3,23	4	3,50
26	A	3,1	3,5	3,25	3	3,32	2,56	2,87	4	3,42
27	RA	3,5	3,82	3,82	3,6	3,3	3,7	3,85	4	3,66
28	N	3,3	2,55	2,5	2,58	2,96	3,16	3,6	3	3,21
29	N.M	3,5	3,73	3,32	3,4	3,26	3,39	3,62	3,75	3,51
30	I	3,4	3,55	3,25	3,4	3,52	3,65	3,77	3,5	3,58

Appendix B

Students' TOEFL Score



LEMBAGA BAHASA
UNIVERSITAS MUHAMMADIYAH MAKASSAR
Language Institute of Unismuh Makassar
معهد اللغة بجامعة محمدية المكسري

1. D.N	: 516
2. D.D	: 510
3. N	: 503
4. A.A	: 516
5. Z.M	: 520
6. N	: 520
7. F.F	: 500
8. H.A	: 523
9. N.C.K	: 510
10. J.F	: 493
11. L.T.P	: 490
12. S.H	: 493
13. Y.O	: 490
14. A.S	: 493
15. I.A.S	: 520

1	W.H	373
2	H.H	386
3	R.S.R	396
4	W	383
5	E	330
6	N.F	370
7	A.I	333
8	S.K	333
9	I.A	400
10	S	416
11	A	410
12	R.A	400
13	N	410
14	N.M	410
15	I	400

DOCUMENTATION

TEST TOEFL LBU



CURRICULUM VITAE



Yusnaini was born in Mario, April 05, 1997. Her father's name is Yunus Mandagie and her mother's name is Nurcaya. She is the third child of 5 siblings. She began her elementary school at SDN 61 Mario at 2008. She continued her junior school at SMPN 2 Bua Ponrang and finished at 2011. After finishing her study in junior high school, she continued her study at SMAN 15 Luwu and graduated in 2014. In the same year 2014, she was registered as a student of English Department, Faculty of Teacher Training Education, of Makassar Muhammadiyah University on strata one program.

