

## THE INFLUENCE OF ENGLISH LEARNING MOTIVATION TOWARDS TOEFL ABILITY OF D.III AERONAUTICAL INFORMATION SERVICE CADETS IN CASEA OF MAKASSAR

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### **ABSTRACT**

This research is aimed to know the Influence of Internal and External Motivation cadets' English Learning towards TOEFL Ability. This research forms used the descriptive method that the data taken from several interview and questioning and then in order to transcription form. From the results of the research, there is a significant influence English learning motivation towards TOEFL ability D.III Aeronautical Information Service cadets of Civil Aviation Safety and Engineering Academy Makassar.

**Keywords:** English Learning Motivation. Internal Motivation, External Motivation, TOEFL and Ability.

### **Introduction**

Aeronautical Information Services (AIS) is a provision of aeronautical information services required of the safety, regularity and efficiency of international air navigation. These services include receiving services and create, choose or collect, publish, organize, store and distribute information or aeronautical data that covers the territory of which contained therein air traffic services which they are responsible. Aeronautical information services are an integral part of aviation safety system. Aeronautical information services organized by the international standards of the International Civil Aviation Organization set out in Annex 15-Aeronautical Information services (AIS) and AIS Manual (ICAO Document 8126).

Civil Aviation Safety and Engineering Academy (CASEA) Makassar is an educational institution under the auspices of the Ministry of Transportation in charge of creating the best and reliable graduates in the world of aviation. One program of study is Aeronautical Information Service program that aims to establish an aeronautical information services officer (AIS) that are reliable and skilled and able to provide all the necessary flight information on each phase of flight.

As an Aeronautical Information Service (AIS) officer must be able to provide the information needed by all those who need it. Not only that, the provision of information that is accurate, clear and timely is the main capital that flight operations can be run properly. The existence of a good education is a pre-order it

can be achieved.

Along with that, to produce the resources that capable for English ability in the Aeronautical Information Services field have been formulated in a PM 1 2014 Civil Aviation Safety Regulations Part 69 of the License, Rating, Training, and Air Navigation Personnel Skills atpoint 69.070 part fourth Language Ability explained that the Aviation Telecommunication Engineering Personnel and Aeronautical Information Personnel to perform its duties and authorities must have the ability to speak English and evidenced by a certificate of training. Especially in Aeronautical Information Personnel indicates training certificate and TOEFL score at least achieve a score of 300 which will be evaluated based TOEFL score obtained.

Furthermore, the process of learning English D.III Aeronautical Information Services is greatly influenced by motives that arise from self-cadets or the environment. Additional motivation to learn English can make a good result in the future when tested in the TOEFL test, while the lack of motivation to learn may be the results obtained have not reached a predetermined standard. It will be seen after the researcher conducted a study on the influence of motivation.

Therefore, except the knowledge of the Aeronautical Information Service itself, the cadets who wish to obtain a license for Aeronautical Information Service Personnel must have good English language skills in order to help the understanding of the provision of flight information on future work field. English language proficiency is required for D.III Aeronautical Information cadets as a science or communications media in providing flight information. Not only that, it can also as the ability to be able to understand the Annex and related documents which have been assigned the ICAO as teaching materials for education.

## METHOD

This research was using quantitative and qualitative research method. This research used two kinds of instrument. First, the data collected by distributed the questionnaires to gain further information about what is their English learning motivation are. The questionnaires consist of 20 questions, where 10 questions about Internal Motivation and 10 questions about External Motivation with using Likert Scale. The options for the statements were strongly agree, agree, undecided, disagree, and strongly disagree. It shows at table 1 (Arikunto 2006 : 229). This research discusses the two variables, the independent variable and the dependent variable. Independent variable is a variable that affects or is the cause of the change or the emergence of the dependent variable, while the dependent variable is a variable that is affected or which become due to, because of the independent variables. In this study, the independent variable is the Motivation Learning English D.III Aeronautical Information Service Cadets and who becomes dependent variable is the TOEFL Ability. The population of this research was the cadets of 6th semester at Civil Aviation Safety and Engineering Academy of Makassar. It consists of four classes, two class with 25 cadets, one class with 23 cadets and one class with 24 cadets. The total number of populations is 97 cadets. It consists of males 74 and females 23 with average age 19 years old. The samples of this research

consist of 25 cadets. Interview data was collected from the interviewing 2 cadets with good grades 2 cadets with sufficient grades and 3 cadets with low grades and the questionnaire data was analyze by Likert Scale and the analyzed into percentage to see the cadets' English learning motivation towards TOEFL ability. The questionnaire is administered to the students after the researcher take data TOEFL score at CASEA Makassar.

## Finding Dan Discussion

### Findings

After gathering the data by conducting questionnaire, the writer analyzed the result of the cadets' answer and the percentage cadets' motivation then the writer presents the scores of cadets. The data for this research was taken from the questionnaire of the 6th semester cadets at Civil Aviation Safety and Engineering Academy of Makassar.

**Table 1. External English Motivation Score**

No.	Initial Name	Questionnaire Number										Total
		1	2	3	4	5	6	7	8	9	10	
1.	AS	4	2	4	4	3	3	3	3	2	4	32
2.	AE	4	2	4	4	3	3	3	3	2	4	32
3.	AG	2	2	2	2	5	1	5	2	1	2	24
4.	AM	5	4	4	4	4	5	2	2	1	5	36
5.	AF	2	3	4	3	1	2	3	2	2	4	26
6.	AP	5	2	4	4	3	4	4	4	4	4	38
7.	AW	4	4	4	3	3	4	3	3	2	4	34
8.	AH	5	4	3	4	4	4	5	3	4	4	40
9.	AR	2	3	2	3	1	2	3	2	2	1	21
10.	AA	4	4	4	3	3	4	3	3	2	4	34
11.	FA	2	4	4	2	2	2	2	2	1	2	23
12.	FP	5	4	4	4	4	5	3	3	1	5	38
13.	HA	4	2	5	4	2	1	4	3	2	3	30
14.	JM	5	4	5	5	4	3	4	2	1	2	35
15.	DR	2	3	4	3	3	1	3	2	1	1	23
16.	MT	5	5	4	4	4	5	4	4	2	2	39
17.	NA	4	5	2	3	1	1	4	2	2	4	28
18.	NW	3	4	4	3	3	2	4	3	1	4	31
19.	ER	4	3	4	3	4	4	3	2	2	3	32
20.	RR	2	1	3	2	2	1	2	2	1	1	17
21.	RA	4	2	4	4	3	3	3	3	2	4	32
22.	SS	3	4	2	4	4	4	4	4	5	4	36
23.	TT	4	2	5	4	2	1	4	2	2	5	31
24.	UA	4	2	4	4	3	3	3	3	2	4	32
25.	ZB	4	2	4	4	4	3	4	2	1	3	31
<b>Total Score/No.</b>		<b>92</b>	<b>77</b>	<b>93</b>	<b>87</b>	<b>75</b>	<b>71</b>	<b>85</b>	<b>66</b>	<b>48</b>	<b>83</b>	<b>775</b>

Based on the table above, so many cadets choose Agree and Undecided and just a few cadets choose Strongly Agree, Disagree and Strongly Disagree. It shows that external motivation score isn't too high and the result of External Motivation was in category and percentage as in the following table:

**Table 2. The Category and percentage of External English Learning Motivation**

No.	Category	Range	Number of Cadets	Percentage
1.	Very High	41 – 50	0	0
2.	High	31 – 40	17	68%
3.	Moderate	21 – 30	8	32%
4.	Low	11 – 20	0	0
5.	Very Low	0 – 10	0	0
<b>Total</b>			<b>25</b>	<b>100%</b>

In the External English Motivation, none of the cadets was in category 'Very High'. There were 17 cadets or 68% of the sample was in category 'High', 8 cadets or 32% of the sample was in category 'Moderate' and none of the cadets were in category 'Low' and 'Very Low'.

**Table 3. Internal English Motivation Score**

No.	Initial Name	Questionnaire Number										Total
		1	2	3	4	5	6	7	8	9	10	
1.	AS	4	5	4	4	3	4	4	4	3	4	39
2.	AE	4	5	5	5	5	4	4	4	4	4	44
3.	AG	5	5	4	5	5	5	5	5	5	5	49
4.	AM	5	5	3	5	2	2	5	5	5	5	42
5.	AF	5	5	4	5	3	3	2	4	4	4	39
6.	AP	4	4	4	4	4	4	4	4	4	4	40
7.	AW	4	4	4	4	3	3	4	3	3	4	36
8.	AH	5	5	4	2	3	3	4	4	4	5	39
9.	AR	4	4	3	5	3	3	4	4	4	3	37
10.	AA	4	4	4	4	3	3	4	3	3	4	36
11.	FA	4	5	5	5	2	3	4	4	3	4	39
12.	FP	5	5	3	5	3	3	5	5	5	5	44
13.	HA	4	4	3	4	3	3	3	4	4	5	37
14.	JM	5	5	4	5	4	3	5	5	5	5	46
15.	DR	4	5	3	5	2	4	4	3	3	4	37
16.	MT	4	4	4	5	3	4	3	4	3	4	38
17.	NA	4	5	3	4	3	5	4	4	4	4	40
18.	NW	4	5	4	5	4	4	4	4	4	5	43
19.	ER	4	4	4	4	3	4	4	4	4	3	38
20.	RR	5	5	5	5	4	5	5	5	4	5	48
21.	RA	4	5	5	5	5	4	4	4	4	4	44
22.	SS	4	4	3	4	3	4	4	4	4	3	37
23.	TT	4	5	4	5	4	4	5	4	4	4	43
24.	UA	4	5	5	5	5	4	4	4	4	4	44
25.	ZB	4	5	4	5	4	4	4	5	4	4	43
<b>Total Score/No.</b>		<b>107</b>	<b>117</b>	<b>98</b>	<b>114</b>	<b>86</b>	<b>92</b>	<b>102</b>	<b>103</b>	<b>98</b>	<b>105</b>	<b>1022</b>

Based on the table above, so many cadets choose Strongly Agree and Agree, just a few cadets choose Undecided, Disagree and Strongly Disagree. It shows that internal motivation score is more high than external motivation and the result of Internal Motivation was in category and percentage as in the following table:

**Table 4. The Category and percentage of External English Learning Motivation**

No.	Category	Range	Number of Cadets	%
1.	Very High	41 – 50	11	44%
2.	High	31 – 40	14	56%
3.	Moderate	21 – 30	0	0
4.	Low	11 – 20	0	0
5.	Very Low	0 – 10	0	0
<b>Total</b>			<b>25</b>	<b>100%</b>

In the Internal English Motivation, there were 11 cadets or 44% of the sample was in category 'Very High'. 14 cadets or 56% of the sample was in category 'High', none of the cadets were in category 'Moderate', 'Low' and 'Very Low'.

**Table 5. The Mean Score of Cadets' External Motivation**

Total Respondent	Total of cadets' Score	Mean Score
25	775	31

In relation to the mean score of Cadets' External Motivation above, the cadets 'reached 31, it can be concluded that the students had less external motivation to learn English towards TOEFL Ability.

**Table 6. The Mean Score of Cadets' Internal Motivation**

Total Respondent	Total of cadets' Score	Mean Score
25	1022	40,88

In relation to the mean score of Cadets' Internal Motivation above, the cadets' reached 40,88, it can be concluded that the students had high internal motivation to learn English towards TOEFL Ability.

## Discussions

The description of the data collected through the questionnaire as explained in the previous section that the Internal English Motivation is greater than External English Motivation towards TOEFL Ability. The cadets motivated by the enjoyment of the learning process itself or by their internal desire to Learning English than motivated by external source. They want to learn English because they feel that English is interesting and they want to learn English because they feel that English is interesting and they want to master it. They believe that by mastering English they can communicate with native speaker and they also get the information from other countries. From the result of the questionnaire, Internal Motivation more influential with a percentage 44% in 'Very High' category and 56% in 'High' category than the External Motivation with a percentage 68% in 'High' category and 32% in 'Moderate' category. The mean score of the External Motivation is 31 and Internal Motivation is 40,88 and both of the score is categorized 'high'. Although the categorized is same but the score has big gap that is 9,88 points. It indicates that the mean score of the cadets Internal Motivation is greater than External Motivation. But otherwise, the results of research by questionnaire, there are different results with the method of interview. For the interview the researcher used 10 questions, which are 5 questions about Internal Motivation and 5 questions about External Motivation. From the interviews with 2 cadets with good grades 2 cadets with sufficient grades and 3 cadets with low grades. Where the result of External Motivation is greater than Internal Motivation because most of cadets said that they learn English for get a better job in their future and get a good score and showed it to their family and friends. Few of them said that they were proud of themselves if their friends don't understand the material that is clear to them even though they said it with shy even though they do have slight internal motivation to learn English. The other cadets said that they learn English because English is a global language and TOEFL test is a required for get a job on aviation world. So even though they don't really like learning English they have to learn it.

## Conclusion

After doing the research and analysis the data which related to the statement of the problem, it can be conclude that English Learning Motivation significantly affects towards TOEFL ability of D.III Aeronautical Information Service Cadets in Civil Aviation Safety and Engineering Academy of Makassar, evidenced by the collection of data by interview and questionnaire were then processed simultaneously. Furthermore, External Motivation and Internal Motivation have influence towards TOEFL ability which is the result of interviews is External Motivation more dominant than Internal Motivation while the result of questionnaire is Internal Motivation more dominant than External Motivation.

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