

**THE IMPACT OF ABILITY GROUPING BASED ON TOEFL SCORE IN
LANGUAGE SKILL CLASS TOWARDS STUDENTS MOTIVATION IN
LEARNING ENGLISH: A CASE STUDY AT ENGLISH DEPARTMENT
BATCH 2019**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University
as Partial Requirements to Obtain Bachelor Degree in
English Literature Study Program

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**ENGLISH LITERATURE STUDY PROGRAM
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LEGITIMATION

THESIS

The Impact of Ability Grouping Based on TOEFL Score in Language Skill Class Towards Students Motivation In Learning English: A Case Study At English Department Batch 2019

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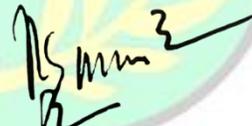

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AGREEMENT

On Thursday, August 25th 2022, the Board of Thesis Examination has kindly approved a thesis by Rayna Nurhaliza Yunus (F041181321) entitled **“The Impact of Ability Grouping Based on TOEFL Score In Language Skill Class Towards Students Motivation in Learning English: A Case Study At English Department Batch 2019”** submitted in fulfillment one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 25th August 2022

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DECLARATION

The thesis by Rayna Nurhaliza Yunus (F041181321) entitled The Impact of Ability Grouping Based on TOEFL Score in Language Skill Class Towards Students Motivation in Learning English: A Case Study At English Department Batch 2019 has been revised as advised during the examination on August 25th 2022 and is approved by the Board of Undergraduate Thesis Examiners:

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The writer



Rayna Nurhaliza Yunus

TABLE OF CONTENTS

LEGITIMATION.....	i
AGREEMENT	ii
DECLARATION.....	iii
STATEMENT LETTER	iv
APPROVAL FORM	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS.....	viii
ABSTRACT.....	xi
ABSTRAK	xii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problem	4
C. Scope of the Problem.....	4
D. Research Question	5
E. Objectives of the Study	5
F. Significance of the Study	6
CHAPTER II LITERATURE REVIEW	7
A. Previous Studies.....	7
B. Theoretical Background.....	10
1. Ability Grouping.....	10
2. Learning Motivation	16
3. Correlation between Ability Grouping and Motivation	21
4. TOEFL (Test of English as Foreign Language).....	22
5. Language Skill Class at English Department.....	23
CHAPTER III RESEARCH METHODOLOGY	21
A. Research Design.....	21
B. Data Collecting Method.....	22

C. Data Analyzing Method	24
CHAPTER IV FINDING & DISCUSSION.....	25
A. Findings.....	25
B. Discussion	38
CHAPTER V CONCLUSION & SUGGESTION	41
A. Conclusion	41
B. Suggestion.....	42
BIBLIOGRAPHY	44
APPENDIX	46

LIST OF TABLES

Table 1. Score of the scale.....	22
Table 2. Rating Score.....	23
Table 3. Item 1.....	25
Table 4. Item 2.....	26
Table 5. Item 3.....	27
Table 6. Item 4.....	28
Table 7. Item 5.....	29
Table 8. Item 6.....	30
Table 9. Item 7.....	31
Table 10. Item 8.....	31
Table 11. Item 9.....	32
Table 12. Item 10.....	32
Table 13. Result of percentage.....	38

ABSTRACT

Rayna Nurhaliza Yunus, 2022, Impact of Ability Grouping Based on TOEFL Scores in Language Skills Class Towards Student's Motivation: A Case Study in the English Department Batch 2019 (supervised by Abidin Pammu and Sitti Sahraeny)

This study aims to identify the impact of ability grouping based on TOEFL scores in the language skill class towards motivation of English department Hasanuddin University students batch 2019, whether it increased or decreased student's motivation in learning English, and the factors which influenced the impact that occurs.

This research used quantitative and qualitative methods. The data presented in this research were collected by distributing questionnaires to the respondents in the form of online Google forms. The sample of this study was 30 students of the English Department Hasanuddin University Batch 2019 Students.

The results of the study indicate that majority of the students feel motivated after participating in classroom learning which was regulated based on TOEFL scores. The writer also found that the factors influencing the student's motivation to grow while learning in ability grouping class were the ideal environment, the lecturer's suitable teaching method, and peer support.

Keywords: impact, ability grouping, motivation.

ABSTRAK

Rayna Nurhaliza Yunus, 2022, Impact of Ability Grouping Based on TOEFL Score In Language Skill Class Towards Student's Motivation: A Case Study At English Department Batch 2019 (dibimbing oleh Abidin Pammu dan Sitti Sahraeny)

Penelitian ini bertujuan untuk mengidentifikasi pengaruh pengelompokan kemampuan berdasarkan skor TOEFL pada kelas keterampilan bahasa terhadap motivasi mahasiswa jurusan Sastra Inggris Universitas Hasanuddin angkatan 2019, apakah meningkatkan atau menurunkan motivasi belajar mahasiswa dan faktor-faktor yang mempengaruhi dampak yang terjadi. .

Penelitian ini menggunakan metode kuantitatif dan kualitatif. Data yang disajikan dalam penelitian ini dikumpulkan melalui penyebaran kuesioner kepada responden dalam bentuk online google form. Sampel penelitian ini adalah 30 mahasiswa Jurusan Bahasa Inggris Universitas Hasanuddin Mahasiswa angkatan 2019.

Hasil penelitian menunjukkan bahwa sebagian besar siswa merasa termotivasi setelah mengikuti pembelajaran di kelas yang diatur berdasarkan nilai TOEFL. Penulis juga menemukan bahwa faktor-faktor yang mempengaruhi meningkatnya motivasi mahasiswa saat belajar di kelas pengelompokan kemampuan adalah lingkungan yang ideal, metode pengajaran yang cocok dari dosen, dan dukungan dari teman sebaya.

Kata kunci: dampak, pengelompokkan siswa, motivasi

CHAPTER I

INTRODUCTION

A. Background of the Study

Motivation is essential to the teaching and learning process. Without it, people will not be able to carry out the learning process effectively. Harmer (1986) believes that motivation is some kind of internal urge which pushes someone to do things in order to achieve something. By this, it can be implied that motivation can drive the students to do better in class and influence how they learn. There are two factors that can influence students' motivation they are internal and external factors. The internal factors consist of students' needs, self-interest, and goals in learning. The external factors consist of teachers, parents, and the environment. Moreover, if the student's environment supports their learning process, they can do better in the learning process.

Many schools and institutions strive to create a conducive learning environment by applying ability grouping to increase students' motivation in-class learning. Governments and some researchers see education as a powerful tool to form attitudes. However, students are affected not only by the curriculum content but also by the way learning is organized in their schools/institutes. Some believe that it is a logical notion that this competitive era needs a more competitive educational system where those who are cleverest need to be kept in the same class with different

educational experiences. Grouping students by ability is one of many ways to tackle differences between students. Ability grouping is defined as a group arrangement where the students are distinguished based on their level of intellectual capacity and placed into different classes (Kulik and Arbor, 1992). By this, students with higher grades in school will be grouped into one class, and those with lower grades will be grouped into the same class. This pattern of class arrangement is still inherent in the community at primary, middle, and high school level students but remains a controversy for university-level students.

For decades, the subject of heterogeneous or homogenous grouping has been an important issue. Numerous research have been conducted to prove whether ability grouping is effective for every level of students. The debate continues but needs to be evidenced at the university level as well. Because of the different practices in student intake in higher education worldwide, almost no study focused on student grouping in higher education. Similar research on ability grouping, mainly based on TOEFL scores, had not been done.

English Department conducted the concept of ability grouping three years ago based on the TOEFL score of the students to arrange the language skills classes. Depending on the batch, the English department of Hasanuddin University conducts the TOEFL test at the beginning of a certain semester to manage the class division. In this case, English department uses TOEFL-PBT or paper-based test TOEFL since it is a more suitable option for the department. And as the object of this study, students of

English department Hasanuddin University Batch 2019 conducted their TOEFL-PBT at the first semester of their class. The classes consist of Listening& Speaking Argumentative Essay Writing, Academic Essay writing, Publication Writing, Reading class, Translation, and Correspondence class. All of these classes are arranged into four study groups: A, B, C, and D. The students with higher TOEFL scores are grouped to classes A & B, while classes C & D consist of the students with lower TOEFL scores. The implementation of ability grouping by English department aims to increase the students' skills and academic achievement in learning English language. The arrangement is expected to create a better environment for the students to learn English in the class by reducing the gap between students' English levels in one class.

The reason why the writer conducted this research is because of her personal concern and self-interest in the implementation of ability grouping at her college department at university. The writer found out that there are differences of opinion and points of view about the performance of ability grouping among the students. As one of the English department students, the writer feels that the implementations of ability grouping in language skill classes are effective for her learning process and motivate her to learn better English. On the other hand, some of her peers feel the opposite way. They feel less motivated to learn English because of the class arrangement. Because of these differences, the writer is interested to find out further about this phenomenon by conducting this research. This research project will

provide an overview of how the ability grouping based on TOEFL score influences the students' motivation of students of English Department batch 2019.

B. Identification of the Problem

According to the study background, the writer identifies several problems related to implementing ability grouping based on TOEFL scores towards students' motivation in learning English. The identification of the problem was stated as follows:

1. The impacts of ability grouping based on TOEFL score towards students' motivation in learning English at English department Hasanuddin University student batch 2019.
2. The factors which influence the impacts of ability grouping based on TOEFL score towards students' motivation in learning English at English department Hasanuddin University student batch 2019.
3. The effectiveness of the implementation of ability grouping based on TOEFL scores towards students' motivation in learning English at English department Hasanuddin University student batch 2019.

C. Scope of the Problem

The scope of this research is focused on analyzing the implementation of ability grouping in the English department Hasanuddin University student batch 2019. The writer decided to limit the scope of the program only to:

1. The impacts of ability grouping based on TOEFL score towards student's in learning English at English English department Hasanuddin University student batch 2019.
2. The factors which influence the impacts occur of the implementation of ability grouping based on TOEFL score towards student's motivation in- in learning English at English department Hasanuddin University student batch 2019.

D. Research Question

1. What is the impact of ability grouping based on TOEFL score towards students' motivation in learning English at English department Hasanuddin University student batch 2019.
2. What are the factors influence the impacts of the implementation of ability grouping based on TOEFL score influence students' motivation in learning English at English department Hasanuddin University student batch 2019.

E. Objectives of the Study

1. To determine whether ability grouping based on TOEFL score increases or decreases students' motivation in learning English at English department Hasanuddin University student batch 2019.
2. To determine the factors that influence the impact occurs after the implementation of ability grouping based on TOEFL increasing or decreasing

students' motivation in learning English at English department Hasanuddin University student batch 2019.

F. Significance of the Study

After finishing this research, the writer hopes to give contribution for the academic and practical sphere, with hope such as:

1. Academic Benefits; The findings of this study will redound to the benefit the evaluation of lecturers to arrange better methods in the curriculum in the future to improve students' performance in mastering English skills. Thus, the result of this study will be able to know the needs of students in ability grouping: what they have got and what they feel about being in ability class.
2. Practical Benefits; the result of this research may hopefully help other researchers who conduct the similar topic for their future research as significant study.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The writer tried to support this research with previous studies related to the impact of ability grouping towards students' motivation. In addition, with the previous studies, the writer can find out the differences that will be the standpoint of this study.

One of the related studies was conducted by Mustafa Bahar (2015) entitled "Student' Attitudes towards Change from Ability Grouping to Heterogeneous Grouping at a University Class". In his study, he aims to determine what university student thinks about heterogeneous grouping. Students in an undergraduate department who started the academic year in two different sections grouped according to their previous achievement took courses in mixed ability classes the following semesters. They were given a questionnaire in three intervals asking them about their expectations and opinions of grouping before and after mixing and then after one year of study. Forty-five students responded to any two questionnaires, and 15 responded to all three questionnaires. For the repeated measures design, the Friedman test was carried out to see the change of ideas from time1 to time 3, and the Mann-Whitney U test was used to see the differences in ideas between scholarship students and tuition-fee students. Mann Whitney U test was carried out to test

whether there was a difference in the GPAs of scholarship and tuition-fee students between time1 and time3. Students expressed changes in their attitudes about achievement and how the other group influenced them. High-ability students' GPAs increased after being educated in mixed-ability classes, realizing the fears of low achievers.

Another study conducted by Emily Thomas (2014) entitled "Effects of Ability Grouping on Math Achievement of Third Grade Students." The purpose of her research was to examine the effects of heterogeneous and homogeneous grouping on the mathematical achievement of students in third grade. Participants of this study consisted of 16 third graders in a self-contained classroom, and they were assigned to either a small homogeneous or heterogeneous group for math instruction for seven weeks. Pretest-posttest scores and the growth of students in both groups were statistically analyzed to determine the effect on student achievement. She implied that there was no apparent difference in effect on students' math performance between the heterogeneous and homogeneous grouping types. Both grouping types resulted in comparable academic gains for students.

Another important study was conducted by Zurriat Nyndia Rahmawati, Mohammad Adnan Latief (2015) entitled "The Implementation of Ability Grouping in English Classroom in SMK Negeri 1 Singosari". In this research, the writer stated that the result of this qualitative study in SMKN 1 Malang shows that ability grouping was aimed at improving English teaching and students' English competence,

a writing test was used as the placement test. The ability grouping was divided into four sessions, the language skills were taught separately, the course design was the same across levels, and the activities in ability grouping were similar to those in non-ability grouping classes, but various treatment was given based on the students' characteristic in each level. The students responded positively to ability grouping.

Another study about ability grouping was also conducted by Indah Suryawati (2016) entitled "The Correlation Between Ability Grouping and Students' Motivation In Learning English of The Seventh Grade Students at SMP Ma'rif 1 Ponorogo". In this research, the writer aimed to investigate the correlation between ability grouping and students' motivation to learn English at seventh graders at SMP Ma'rif 1 Ponorogo in academic year 2015/2016. She conducted a quantitative correlation method in this research. The sample of the study was taken randomly out of 146 students. The final numbers of the sample were 70 students. The data was collected through questionnaires and documentation. To measure the questionnaire, the writer used a validity test with Product Moment formulation and a reliability test with Spearman-Brown formula. Based on the result of the study, the writer concluded that there is a significant correlation between students' growth mindset and students' motivation to eighth-grade students of SMPN 1 Ponorogo in Academic Year 2015/2016

Based on the previous studies provided above, several things distinguish this research from previous studies. The first is the research objective. Several previous

studies such as Mustafa Bahar (2015) and Emily Thomas (2014) focused on finding out the effects of the implementation on students' attitudes and achievements. Zurriat Nyndia Rahmawati, Mohammad Adnan Latief (2015) focused on whether ability grouping implementation improves English teaching and students' English competence, while Indah Suryawati (2016) focused on the correlation between ability grouping and students' motivation in learning English.

In comparison, this study focuses on findings on the impact of the implementation of ability grouping based on TOEFL score towards the students' motivation in learning English, and the factors which affect the impact. Besides that, the differences can also be seen in the research object. The object of research of a few previous studies above was junior and senior high school students; meanwhile, the object research of this study is university students of English department Hasanuddin University.

B. Theoretical Background

1. Ability Grouping

a. Definition of Ability Grouping

Wouters et al. stated that the practice of ability grouping is identified as a form of differentiating instruction in order to meet the academic needs of students. Bolick & Rogowsky (2016) also stated that ability grouping is a type of method used in educational fields that arrange students into groups based on their

achievements and progress. Most American classrooms consist of one teacher and a group of student heterogeneous ability students. Heterogeneous means that a particular group of students retain mixed abilities, whereas homogeneous groups comprised of students with similar skills (Leonard, 2001). According to Castle et al. (2005), teachers typically have students varying by three to five years' abilities within a classroom. Moreover, classrooms almost always contain students with different backgrounds. To be more efficient and meet the needs of every student in their classrooms, teachers might adapt their instruction and divide students into small groups reflecting different levels of ability.

Ability grouping practice is most commonly used in primary or high school grades, especially in reading class (Brown Center on Education Policy, 2013). However, ability grouping practice can be functional for any subject or level of grade. Institutions usually analyze and determine students' ability based on various data, such as in-class performance and achievement, standardized test scores, individual tests, and teacher records or recommendations. Educators use several of these data points to arrange their students into similar ability groups.

There are several reasons why the educators or institution administrative teams may decide on the practice of ability grouping implemented in their classroom, school, or district. The purpose of within-class, homogeneous ability grouping is to improve individual student achievement and reduce the achievement gap between students through differentiation of instruction (Lleras & Rangel, 2009).

From all the definitions provided above, it is clear that ability grouping is a method used in educational fields which aims to arranged the students in certain institutions based on their intellectual capacity and achievement level where the higher learners are collected into one class, and so does the low learner students.

b. The function of Ability Grouping

Slavin (1986) focuses on the function of the implementation of ability grouping throw this point of view as follows:

1. Ability grouping reducing the discrepancy or gap among the students' ability levels is believed to improve the student's achievement.
- 2.By practicing ability grouping, Teachers can provide instruction based on the group levels, whether it is easy or hard.
- 3.The practice of ability grouping allows teachers to adjust the rate and raise the level of learning in class for high achievers and provides more attention, repetition, and learning review for low achievers. This means that every class have steady learning pace that is suitable for their own levels.
- 4.Ability grouping implementation creates a more challenging atmosphere for the higher achievers to compete with their peers in class and a steady atmosphere for the low achievers where they do not have to compete with their smarter peers, feel less intellectual than their peers, nor to feel judged while being a slow learner in a class learning.

c. The Advantages And Disadvantages of Using Ability Grouping

There are some advantages and also disadvantages of applying ability grouping in the educational field. The following will be explained those affected clearly.

1. The Advantage of Using Ability Grouping

a. Students are at the same pace of learning

When students of the same ability are placed together, the students do not have to wait or rush in the learning process because they are usually able to work in the same pace. This means the students that understand the learning concept in class can move on to the next page, and those who need extra guidance can slow down and get extra attention.

b. Teacher Reflection

Teachers have more freedom in managing and modifying lessons when they use ability groups (Leonard, 2001). Correct implementation requires teachers to examine their approaches on a regular basis and determine whether they are performing their instruction in a way that promotes academic and personal growth in students. According to Paratore (2002), teachers in classrooms that use flexible ability grouping may feel more inclined to study more about how children learn. "In classrooms where flexible grouping is effectively applied, teachers have the opportunity to learn and study together, solve problems together, and exchange new ideas," she continues. This is obviously advantageous to all pupils who will be taught by these teachers. It

may also help staff since they will have more opportunities to acquire new teaching strategies and collaborate with other instructors to share ideas and expand their knowledge of best practices.

c. Learning and Growth Opportunities

Ability grouping substantially benefits increased peer engagement (Elbaum et al., 2001). Small groups allow students to work more intimately with one another than they might in a large group setting. Collaboration work has been shown to boost academic accomplishment as well as collaborative abilities in studies. Children can practice important life skills like problem-solving, perspective-taking, critical thinking, and engaged learning by collaborating and cooperating with other students (Center for Mental Health in Schools at UCLA, 2013).

When students are assigned group projects, especially those that require each student to execute a different element of the assignment, they learn to work together. Individual effort rises due to the sensation of being a valuable part of a team (Ward, 1987). Gillies (2003) discovered that students who work together are more driven to succeed than students who work alone. Completing tasks as a group can be a learning motivation for academic and interpersonal abilities. Students can also challenge one another to demonstrate growth and success because they are grouped with other children who have similar levels of knowledge and skill, as well as identical learning goals (Olszewski-Kubilius, 2013). Small groups not only allow for collaborative

learning among group members, but they also allow students to participate in diverse sorts of learning that would otherwise be impossible in a large group.

2. The Disadvantage of Using Ability Grouping.

a. The possibility of exclusion and anxiety.

Students in lower-level ability groups may not receive the same quality or variety of coursework as students in higher-level groups, which is a downside of ability grouping. Bottoms et al. (2003) claim that students in higher-ability groups do better than students in lower-ability groups due to the fact that teachers in higher-ability groups spend less time dealing with disciplinary concerns, and so have more time for instruction.

Furthermore, students in high-ability groups were shown to be more deliberate and determined in their learning and have a more positive attitude toward school and their peers than their peers in lower-ability groups. Students in these lower-level groups were more likely to engage in anti-learning behaviors (Bottoms et al., 2003).

Grouping students by ability also affect students from the inner state. Some students may feel uncomfortable being placed in a group that is regarded to be at a lower or higher learning level if students are grouped together based on ability. Students' cognitive capabilities are also highlighted by groupings, which can contribute to feelings of isolation and detachment from the larger group.

b. Effects on Low-Achieving students

Another consequence of ability grouping is that low-achieving pupils may be provided with fewer learning chances and challenges than their peers. This lack of a challenging atmosphere for lower learners impacts their motivation to learn and achieve better than their peers. According to a study by Archer et al. (2018) on teacher experiences and practices with low-achieving students, ability grouping appears to limit these students' learning prospects. "Students in lower ability groups spend more time engaged in non-instructional activities, are less likely to be asked critical comprehension questions, and are given fewer opportunity to select their own reading material," according to Chorzempa & Graham (2006). Furthermore, in lower-ability groups, teachers prefer to praise even the most minor accomplishments, implying that they are satisfied with the basic performance (Bottoms et al., 2003)

2. Learning Motivation

a. Definition of Motivation

Many psychologists have presented different definitions of motivation. Motivation, according to Santrock, is a process that energizes, directs, and maintains behaviour. It indicates that motivation is the process of encouraging and demonstrating to pupils that they should do something and keep doing it.

Motivation is an internal drive that propels someone to do things in order to attain a goal. It is a personal desire to put forth the effort required to achieve goals. The importance of motivation in the teaching and learning process cannot be overstated. Students with more motivation have a better chance of achieving their learning objectives than those with lesser drive. According to hammer, motivation is the internal energy students have that encourages them to do the action. It is considered that motivation is necessary for the learning process to succeed. It is a mechanism of directing pupils to certain activities in order to achieve their objectives.

b. Kind of Motivation.

Intrinsic motivation and extrinsic motivation are the two types of motivation. More information on both of these types of motivation may be found below.

1. Intrinsic Motivation

According to Santrock (2004, p. 418), intrinsic motivation is the internal motivation to perform something as a result of an internal desire or urge. For example, people may study English because they enjoy exploring the language. Furthermore, Penny (1996, p. 280) stated, "the global intrinsic motivation is the generalized desire to invest effort in learning for its own sake, which is largely rooted in the learners' previous attitudes: whether they see learning as worthwhile, whether they like the language and its cultural, political, and ethical associations." It suggests that intrinsic motivation is a drive to work hard to

achieve a goal that originates from within the individual. When students have the intrinsic purpose, they will demonstrate it in the classroom by stating that they want to study English because they enjoy it. Gage and Berliner (1984) noted that intrinsic motivation could be found such as in students' interest, need, and goal in learning. Moreover, hobby exemplifies intrinsic motivation.

c. Interest

Students interested in the subject are more likely to pay attention to it because they believe it affects them and want to learn everything. There is also an urge inside themselves to know about it and enjoy dealing with it, either for what it can lead to or for its own reason. Interests can relate to a variety of stimuli or pay attention to something. It is the factor that defines a person's attitude toward actively working or learning. If pupils have a high level of interest, the learning process will go smoothly, and students will study consistently or successfully and achieve success.

d. Need

Need is a state of tension in an organism caused by a lack of anything necessary for survival, well-being, or personal fulfillment, such as a substance estate or anything else. It signifies that need is a situation in which something is required. When students have the need related to achieving high scores, they will feel the urge of having to fulfill those needs by learning eagerly.

e. Goal

The learner is highly aware of the goals of learning or specific learning activities and directs his or her efforts towards accomplishing them. Motivation is strongly linked to a person's desire to achieve a goal. All people must go through life before they can do what they want to do. In teaching and learning activities, students must know and decide on a goal because it can be a great motivator for them. If students know the appropriate goal, they will prepare everything that can help them achieve their goal.

f. Hobby

A hobby is an activity or interest that is pursued for enjoyment or relaxation in one's spare time. A hobby is an activity that is pursued the purpose of pleasure and is usually something that you like doing. A pastime is an activity that is done for the purpose of enjoyment and endurance. Deans' hobby is learning, and he usually attempts to read a book wherever he goes in his free time.

2. Extrinsic Motivation

Extrinsic motivation is an active motivation that works when there is external stimulation. Individual studies because they know there will be a test tomorrow morning in the hopes of getting a good grade is an example. We can find various sources of motivation, but there are only two major sources of

motivation. The first source is intrinsic motivation, which comes from within the individual, and the second is extrinsic motivation, which comes from outside the individual and influences them in some way, such as a reward, social pressure, or punishment. Teachers, parents, and the environment are all sources of this motivation. The explanation of these extrinsic factors is provided as follows:

a. Teacher

Teachers play a significant role in the teaching and learning process by helping pupils socialize and form their motivation. A teacher is not only a person who transfers knowledge but also a motivator who constantly encourages and supports pupils in their teaching and learning. According to Dornyei (1998), a teacher's ability to motivate each student should be considered the most crucial aspect of the teaching and learning process. The teacher is an essential solution for managing and organizing students in the classroom.

b. Parents

The role of parents in the teaching and learning process has an important impact on students' extrinsic motivation. Supportive parents motivate their children to earn good grades in school. According to Jeremy Harmer, if the parents are vehemently opposed to the language's culture in language learning, it will most likely impair their child's motivation. Still, if they firmly favor the language, it may have the reverse effect.

c. Environment

According to Tabrani, the environment is everything that exists around us that has a correlation and influences us. Teaching and learning activities carried out in a clean and healthy atmosphere are more satisfying for both the teacher and the pupils than those carried out in an unhealthy setting. If the classroom setting is welcoming, pupils will be more engaged. Students who are inspired by their surroundings are more likely to learn. Moreover, if their home environment and classroom atmosphere, as well as the quality of facilities, are favorable, they will do their best to improve their grades.

3. Correlation between Ability Grouping and Motivation

One strategy to deal with disparities that matter in the learning process is to group pupils according to their abilities. The purpose of its grouping is to categorize students according to their level of general ability.

There are two groups of pupils, one with a greater skill level and the other with a lesser skill level. One of the business groupings recommended determining whether students are qualified to enroll A class is grouped by ability. Students must have excellent academic accomplishments to advance in their classroom. Therefore, they are highly motivated to learn. Students with higher achievement lists have higher

motivation, while students with lower achievement lists must have a lesser motivation.

4. TOEFL (Test of English as Foreign Language)

TOEFL, or Test of English as Foreign Language is one of several English-language tests in the world. It is a standardized test to measure the English language proficiency of non-native speakers. The test was originally developed at the Center for Applied Linguistics under the direction of Stanford University applied linguistics professor Dr. Charles A. Ferguson and was first administered in 1964 by the Modern Language Association, financed by grants from the Ford Foundation and Danforth Foundation.

The TOEFL test measures all four academic English skills, such as reading, listening, speaking, and writing. There are three types of TOEFL tests; they are iBT (internet-based test), CBT (computer-based test), and PBT (paper-based test). The internet-based test format has been progressively replaced by the computer-based test (CBT) and paper-based test (PBT) since the IBT is a more effective and time-saving option for people who want to conduct the tests. Although the IBT test is mostly used widely by people around the world, CBT and PBT are still used in selected areas or institutes.

5. Language Skill Class at English Department

When we learn a language, there are four basic skills we need to complete communication. When we learn our native language, we usually learn to listen first, then speak, then read and finally write. These are called “The Four Language Skills.” These skills are related to each other in two ways: the direction of communication (in and out) and the method of communication (spoken and written). To learn and to be able to communicate in English, we also need to master the four language skills.

To develop and increase the students’ achievements and fluency in mastering English language, English department of Hasanuddin University has developed learning strategies and class division methods to improve the quality of student learning. One of them is dividing the language skill classes, and the class consisted of writing, speaking & listening, and reading. The division of each language skill into one class aims to help the students focus on developing and mastering each of the four language skills.

Furthermore, for more effective learning, the English Department uses the ability grouping method to divide its students into several study groups, and the class arrangements are based on the students’ TOEFL scores. So there are four study groups for the Language skill class, they are class A, B, C, and D.