

**CORRELATION BETWEEN MOTIVATIONAL ORIENTATIONS,  
SELF-CONTROL AND EFL LEARNERS' ACHIEVEMENT IN TOEFL:  
A STUDY OF ENGLISH DEPARTMENT STUDENTS,  
HASANUDDIN UNIVERSITY**



**A THESIS**

*Submitted to the Faculty of Cultural Science Hasanuddin University  
in Partial Fulfillment to Obtain Bachelor Degree  
in English Department*

Compiled by:

**MARNINGSIH SADIK**

**F21115017**

**ENGLISH DEPARTMENT  
FACULTY OF CUTURAL SCIENCES  
HASANUDDIN UNIVERSITY**

**2019**



**THESIS**

**CORRELATION BETWEEN MOTIVATIONAL ORIENTATIONS, SELF-CONTROL AND EFL LEARNERS' ACHIEVEMENT IN TOEFL: A STUDY OF ENGLISH DEPARTMENT STUDENTS, HASANUDDIN UNIVERSITY**

BY

**MARNINGSIH SADIK**

Registration Number: F2 1115 017

It has been examined before the Board of Thesis Examination on 17 May 2019 and is declared to have fulfilled the requirements.

Approved by  
Board of Supervisors

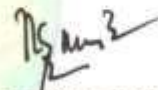
Chairman

Secretary



Dr. Abidin Pammu, M.A., Dipl. TESOL.

NIP: :1960 1231 1986 01 1071



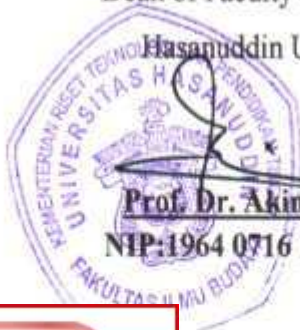
Dra. Nasmilah, M.Hum., Ph.D.

NIP: 1963 1103 1988 11 2001

Dean of Faculty of Cultural Sciences


Head of English Department

Hasanuddin University



Prof. Dr. Akin Dull. MA.

NIP:1964 0716 1991 03 1010



Dr. Abidin Pammu, M.A., Dipl. TESOL

NIP:1960 1231 1986 01 1071




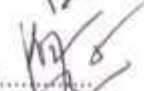




## FACULTY OF CULTURAL SCIENCES

Today, Friday 17 May 2019, the Board of Thesis Examination has kindly approved a thesis by MARNINGSIH SADIK (No. F21115017) entitled, **CORRELATION BETWEEN MOTIVATIONAL ORIENTATIONS, SELF-CONTROL AND EFL LEARNERS' ACHIEVEMENT IN TOEFL: A STUDY OF ENGLISH DEPARTMENT STUDENTS, HASANUDDIN UNIVERSITY** submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 17 May 2018

### BOARD OF THESIS EXAMINATION

- |  |                   |  |
|--|-------------------|--|
| 1. Dr, Abidin Pammu, M.A., Dipl. TESOL     | Chairman          | 1.....  |
| 2. Dra. Nasmilah, M.Hum., Ph.D             | Secretary         | 2.....  |
| 3. Dr. Kamsinah, M. Hum                    | First Examiner    | 3.....  |
| 4. Karmila Mokoginta, S.S., M.Hum., M.Arts | Second Examiner   | 4.....  |
| 5. Dr, Abidin Pammu, M.A., Dipl. TESOL     | First Supervisor  | 5.....  |
| 6. Dra. Nasmilah, M.Hum., Ph.D             | Second Supervisor | 6.....  |



## DECLARATION

The thesis by **MARNINGSIH SADIK** (No. F21115017) entitled, **CORRELATION BETWEEN MOTIVATIONAL ORIENTATIONS, SELF-CONTROL AND EFL LEARNERS' ENGLISH ACHIEVEMENT IN TOEFL: A STUDY OF ENGLISH DEPARTMENT STUDENT, HASANUDDIN UNIVERSITY**, has been revised as advised during the examination on 17 May 2019 and is approved by the Board of Undergraduate Thesis Examiners:

1. Dr. Kamsinah, M. Hum First Examiner
2. Karmila Mokoginta, S.S., M.Hum., M.Arts Second Examiner



(.....)  
(.....)



**ENGLISH DEPARTMENT FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY**

**APPROVAL FORM**

With reference to the letter of the Dean of Faculty of Cultural Sciences Hasanuddin University No: 035/UN4.9.1/DA.08.04/2019 regarding supervision, we hereby confirm approve the thesis draft to be examined at the English Department Faculty of Cultural Sciences.

Makassar, 24<sup>th</sup> April 2019

Approved by

First Supervisor,

Second Supervisor,



**Dr. Abidin Pammu, M.A., Dipl. TESOL.**

**Dra. Nasmilah, M.Hum., Ph.D.**

**NIP: :1960 1231 1986 01 1071**

**NIP: 1963 1103 1988 11 2001**

Approved for the Execution of Thesis Examination by  
The Thesis Organizing Committees

On Behalf of Dean

Head of English Department,



**Dr. Abidin Pammu, M.A.Dipl.TESOL**

**NIP. 1960 1231 1986 01 1071**





## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim.....*

Alhamdulillah Robbil Alamin. Foremost, I would like to give all hearth praises to Allah SWT, the Most Gracious and High Merciful for all the health, strength, and also the guidance that have been granted to me so that I can complete this thesis. Shalawat and salam also go to the Prophet Muhammad Saw, the greatest of human kind.

Second of all, I want to express my sincere wishes to Dr. Abidin Pammu, M.A., Dipl. TESOL and Dra. Nasmilah Yunus, M. Hum., Ph.D as my supervisors that have dedicated their time, kindness, expertise, and understanding to me including the worth feedback, comments, and advise which were really helpful in accomplishing this thesis.

Next, great thanks on behalf given to Dr. Avidin Pammu, M.A.Dipl, TESOL as the Head of English Department and Sitti Syahraeny, S.S., M.A. as the Secretary of English Department for the supports that gave me so much easiness to settle all required documents from the proposal examination till the final examination.

Besides, I would like to kindly deliver a big appreciation to Dr. Abidin Pammu, M.A.Dipl, TESOL as my Academic Advisor for all kind advices and supports from the beginning to the end of my study as a student of English

ent, and special thanks addressed to all lectures of English Department for  
ble knowledge and the endless patients to make all students especially me



understand the fundamental sense of English language. Also, to all staffs, I do want to give a big appreciation for the help during my process of being student.

I also want to deliver my special big thank to my favorite and kindest lecturer, Karmila Mokoginta., S.S., M.Hum., M.Arts that always encourages me to be real me. The one that believes that I have big potency to be far explored. She is the one that always gives me faithful supports to be brave to construct my dream so that I can stand by my superiority and be brave to always see the world with dream, may Allah grant you a happy life, Ameen.

Last but not least, to my beloved mom Haspiah Sadik and my little brother Wahyu Luasi, thank you for always being by my side especially when I was in saddest and hardest situation. To my Mom that has gone up there, I dedicate this achievement for you as your dream that want to see one of your children being able to be “Sarjana”; and finally you can see my picture wearing “Kebaya” in my graduation day with the infortune that we cannot make it together like we used to dream. Regardless of all these present situations, I believe you are happy up there seeing me with your pride having me as your daughter, and I will convincingly make another photo with another achievement for you until we can live together in hear after and make our real photo in it.

Finally, a big thank to Bidikmisi that has supported my financial needs during my study. I even cannot imagine what I would be without your existence since I do

any to cover my needs. And to all my friends that were always being my  
mpanying me to reach the end of my journey. Especially to Nurbayani, St.



Shaleha, and Nurvayanti, thank you for kindly sharing me your room while I was not having any flat to live in, and hearted thanks for being the funniest girls that always gave me happy moments beyond my sadness.

At the very last gratitude, regarding to this thesis, I believe that it is still far from perfect; therefore, any suggestions and critics will be immensely appreciated for the sake of improvement of this writing.

Makassar, May 2019

The Writer





## ABSTRACT

**MARNINGSIH SADIK.** *Correlation between Motivational Orientations, Self-Control and EFL Learners' English Achievement in TOEFL: A Study of English Department Student, Hasanuddin University* (Supervised by Abidin Pammu and Nasmilah).

The objectives of this study are to probe the correlation between motivational orientations and self-control to EFL Learners' achievement in TOEFL, and to investigate which of the two psychological aspects is more dominant in affecting learners' achievement in TOEFL.

This present study employed mixed-method design which combined both qualitative and quantitative to measure the data elicited from distributed questionnaires and interview. The researcher purposely targeted participants in TOEFL test held by Pusat Bahasa Unhas. Questionnaires were distributed to measure their motivation and self-control in relation to their English learning. Besides, from the 32 participants who returned the questionnaire, there were only 10 of them chosen to become the representatives in interview session.

The finding showed that the correlation between both motivational orientations carried a great difference. Integrative motivation has a positive correlation ( $r=0.371$ ) with the TOEFL achievement although classified as moderate while the instrumental one showed negative correlation ( $r= -0.240$ ) which was further categorized as not having correlation at all. This means that integrative motivation has a bit contribution to English achievement rather than the instrumental one. It was also supported by the significant values which showed lower than the confidence level (0,05; Sig. INT =0,037), whereas the significant level of instrumental motivation showed higher than the confidence level (Sig, INS =0.186) meaning that both instrumental motivation and TOEFL achievement were not significantly correlated. Meanwhile, self-control has a strong correlation with the TOEFL score ( $r=0.532$ ) with confidence level higher than the significant value obtained (0,02).

**Keywords:** Correlation, Motivational Orientation, Self-control, EFL Learners' TOEFL Achievement.



## ABSTRAK

**MARNINGSIH SADIK.** *Correlation between Motivational Orientations, Self-Control and EFL Learners' English Achievement in TOEFL: A Study of English Department Student, Hasanuddin University* (Dibimbing oleh Abidin Pammu and Nasmilah)

Penelitian ini bertujuan untuk mengetahui korelasi antara motivasi dan kontrol diri terhadap skor TOEFL yang dicapai oleh pelajar Bahasa Inggris, dan untuk menginvestigasi yang mana dari kedua psikologi aspek tersebut yang lebih dominan dalam mempengaruhi pencapaian terhadap skor TOEFL.

Penelitian ini menggunakan metode campuran antara metode kualitatif dan kuantitatif untuk mengukur data yang diperoleh dari tiga instrumen yakni dua kuesioner dan wawancara. Peneliti mengambil beberapa responden yang berpartisipasi dalam tes TOEFL yang diadakan oleh Pusat Bahasa Unhas dengan mendistribusikan dua kuesioner untuk mengukur tingkat motivasi dan kontrol belajar mereka dalam mempelajari Bahasa Inggris. Selain itu, 10 dari 32 responden dipilih sebagai perwakilan responden lainnya di sesi wawancara.

Hasil menunjukkan bahwa hubungan antara kedua orientasi motivasi berbeda di mana motivasi integrative berkorelasi positif sebesar 0.371 dengan TOEFL skor sedangkan motivasi instrumen menunjukkan negatif korelasi yakni -0.240. Hal ini berarti motivasi integratif memiliki sedikit korelasi dibandingkan dengan motivasi instrumen terhadap pencapaian Bahasa Inggris. Hal tersebut juga didukung oleh nilai signifikansi yang diperoleh yang mana motivasi integratif memiliki nilai signifikansi yang lebih kecil dari taraf kepercayaan yakni 0.037 sedangkan motivasi instrumen menunjukkan angka yang lebih besar yaitu 0.186. Sementara itu, kontrol diri memiliki korelasi yang kuat dengan skor TOEFL ( $r=0.532$ ) dengan nilai signifikansi lebih rendah dari taraf kepercayaan (0.05) yakni 0.002.

**Kata kunci : Korelasi, orientasi motivasi, kontrol diri, skor TOEFL**



## TABLE OF CONTENTS

<b>TITLE</b>	
<b>LEGITIMACY</b> .....	i
<b>AGRREMENT</b> .....	ii
<b>DECLARATION</b> .....	iii
<b>APPROVAL</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>ABSTRACT</b> .....	viii
<b>ABSTRAK</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>CHAPTER 1 INTRODUCTION</b> .....	1
A. Background .....	1
B. Scope of the Problems .....	5
C. Research Questions .....	6
D. Objective of Research .....	7
E. Significance of Research .....	7
F. Scope of Research.....	7
<b>CHAPTER II LITERATURE REVIEW</b> .....	9
A. Relevant Researches .....	9
B. Theoretical Background .....	19
1. Motivation .....	19
2. Self-Control .....	23
3. TOEFL .....	25
Conceptual Framework .....	27
Thesis .....	27
	x



<b>CHAPTER III RESEACH METHOD</b> .....	29
A. Research Design .....	29
B. Population and Sample .....	30
C. Research Instrument .....	30
D. Data Collection .....	34
E. Data Analysis .....	36
<b>CHAPTER IV FINDINGS AND DISCUSSION</b> .....	43
A. Findings.....	43
B. Discussion.....	63
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	71
A. Conclusion .....	71
B. Suggestion .....	73
<b>REFERENCES</b> .....	74
<b>APPENDICES</b> .....	77
Appendix 1.....	77
Appendix 2.....	86
Appendix 3.....	94
Appendix 4.....	96



# CHAPTER I

## INTRODUCTION

### A. Background

TOEFL stands for Test of English as a Foreign English language is one of the English tests that has become a standardized test acknowledged internationally. It is utilized to measure the English language ability of non-native speakers who wish to enroll in English speaking countries' universities or companies. Nowadays, TOEFL is not only approved in international area, but it also goes to the domestic areas becoming one of the requirements to apply for universities or to build a career in certain institutions or companies. Also, according to Guang (2014) the score of TOEFL itself can guarantee how proficient the learners are in English (as cited in Putri, 2014). Therefore, the one proving him/herself with a good score of TOEFL can be perceived as having good English-proficiency which is in further able to determine the bright future career.

However, as TOEFL falls into three areas in general, listening sections, structure, and reading, it is arguably hard to reach a good score. The English used is totally different from the English in common-use utilizing academic language which often has Latin Roots; in consequence, it is quite hard to understand. Also, the structure section tested is a lot difficult due to its complexity of grammar forms that are rarely used over writing. Even so, from

those difficulties, the most considerable hard thing when dealing with TOEFL is time. The time provided to complete all tests is only approximately



two a half hour which is not that adequate to answers the questions correctly including the analysis that should be carried along during the test. As a result, without a proper use of English, learners will completely find hard time during the test. However, those difficulties can be overcome by the personality itself like how demand they learn English or how they see the test because in fact learners especially EFL learners are different defining English especially the TOEFL test; there are some learners who are able to reach a good score of TOEFL, and there are some who have a bad score on it. In Indonesia particularly, learners have to do the TOEFL test at least twice or three times in order to obtain the greatest score; they, indeed, mostly need a long time to learn it.

Thus, to start learning it, learners have to have first willingness that is called as motivation, and to keep on the learning process, they then have to build an extra effort to always maintain their motivation through learning it which is as known as self-control.

Self-control and motivation have been positively proven as a two whales boost in creating success for English language acquisition, TOEFL for certain. Since there are numbers of intriguing questions of what makes learners successful and unsuccessful in learning English, there have been many theories developed, and one of them respectively relates to these psychological aspects, self-control and motivation.

theoretically, self-control refers to the ability of humans in dealing with themselves to overcome unpredictable situation in doing something; it also can





be a tool to push someone do things even she/he does not want to do. Adequately, Self-control is a conscious effort involving the control of individual's behavior, thinking, and emotion utilized to suppress a distracting circumstance when engaging with the goal. It could be a form of perseverance, restraint, endurance, thinking before acting, finishing what you start doing, and as the ability to carry out one's decisions and plans, in spite of inconvenience, hardships or obstacles (Gorbunovs et al, 2016:257).

Whereas, Motivation is a base willingness to do an interesting thing proposed to build up emotions or enthusiasm. To support, Gholami et al (2012:1417) argues that motivation is one of the foremost determinants of foreign language learning achievement which has attracted the attention of many investigators.

However, they both have difference in the term of achieving the targeted goal. Motivation will potentially crash learners while doing the process of reaching the goal. In consequence, learners have to keep maintaining their motivation at high level by consistently improving their motivation all time. Once they get distracted and start losing their motivation, their goal might not be achieved, those all possibilities happen because motivation is overly under the emotion which is temporally depending on the personal mood. Contrarily, self-control tends to not only focus on mood, or it does not rely on emotion, but also it more likely regards to the process while reaching the goal like learners

e that they are handing a target, so they have to be ready when dealing



with an unfavorable situation such as laziness, moody, fears, uncertainty, or a destructive environment; and they must be able to overcome it.

Besides, it can be seen in some various research probing those two psychological aspects. Mostly, the result of self-control researches show a significant result in affecting academic achievement. The results stably display that learners with high self-control can get high score in academic; therefore indeed, it is appreciated as an important factor to organize students towards achieving their academic grade, Honken et al (2016).

In addition, as quite similar as self-control, motivation agreeably contributes high grade to learners' language achievement. Nevertheless, the findings are still various. In regard to the most outstanding theory developed by Garner and Limber, motivation is categorized into two named instrumental and integrated motivation which is aimed to value the reasons for individual learners' success or failure. There are many researchers found insignificant influence from the two motivations above. Some researchers resulted that integrative motivation is more influential in contributing learners grade (Peipei Li & Guirong Pan, 2009), some others present the instrumental motivation (Chalernporn Choosri and Usa Intharaksa, 2011), even some others show that there is no relationship occurred between students' motivation and their achievement (Zanghar, 2012 and Altasan,2016).

As in relative, it can be temporarily speculated that being motivated is not enough to reach goals. Having a high motivation will result nothing without using some strategies accompanied by self-controlled attitude. According



to Gitome et al (2013), having a good self-control can improve performance in any field, in academic particularly. Compared to motivation, it is only such a gate-entry to reach the goals, but self-control indeed is as the bridge of it. Thus, even though both of them are the big whales to boost the success, self-control is more influential among them.

Consequently, this present research endeavored to investigate the two aspects to which of them significantly contributes to EFL learners' achievement in TOEFL. Furthermore, the writer purposely intended to prove if self-control has a vital role in contributing the success of English displayed in the TOEFL score rather than motivation itself. In line, this research is hoped to be able to bridge the gap; the insignificant result of the prior researches about the effect of the two motivational orientation to English achievement.

## **B. Identification of problem**

To specify the problems stated in the background above, the writer identifies five main problems as follows:

1. TOEFL is an English language test that is either internationally or locally enrolled for the non-native English speakers to pursue study in universities level or to gain a good career in companies or institution.
2. TOEFL generally has three kinds of test named as listening, structure, and reading. Learners mostly get difficult to achieve a good score of TOEFL accumulated in those three tests; even some of them have to do the test more

an twice in order to reach the desirable score. Henceforth, to achieve good



performance in TOEFL, it truly needs a willingness and persistence or what is so called as motivation and self-control through dealing with it.

3. Motivation is far different with Self-control in which motivation is somehow such a gate to reach the targeted goal while self-control acts as its bridge to reach it; or other words it can be said that being motivated is not enough with the completion of self-control.
4. The previous findings related to motivational orientation mostly do not provide any significant probes which one of the two motivation orientations gives more contribution to learners' achievement. Both of the motivations interchangeably affect learners' achievement even it shows no correlation between them.
5. There is no such research probing the effect of self-control to English competency as its special field; most of them majorly regard to subjects in general
6. There is no such research that compares self-control and motivational orientation to which of them are more effective or contributive to EFL Learners' Achievement in TOEFL.

### **C. Scope of problem**

Regardless to the four English skills, speaking, listening, writing, and reading, this research only concentrated on the tests assessed in TOEFL which are listening, structure, and reading accumulated in score. Respectively, as

g been mentioned, there were two determining variables utilized; they motivational orientations and self-control. Accordingly, this present



research was scoped by the three variables; to what extent the two factors contributed to English achievement in TOEFL, or which one of them was the most contributive to learners' achievement in TOEFL.

#### **D. Research Questions**

1. Is there any correlation between psychological aspect, self-control and motivational orientation, and EFL Learners' achievement in TOEFL?
2. Which of the two independent variables; self-control and motivational orientation, is more dominant in affecting success in English achievement in TOEFL?

#### **E. Objective of The Research**

1. To identify the correlation between correlation between psychological aspect, self-control and motivational orientation, and EFL Learners' achievement in TOEFL.
2. To investigate which one of the two independent variables; self-control and motivational orientation, has a significant contribution to EFL Learners' achievement TOEFL.

#### **F. Significance of Research**

This research has significant contribution concentrated to two aspects which are theoretically and practically. Theoretically, this research is expected to deliver more huge comprehensive insight about the role play of self-control and motivational orientations in affecting success of EFL learners' achievement in

EFL. Meanwhile, practically, it could provide a significant contribution to sh learners, either EFL (English Foreign Learners) or ESL (English



Second Learners) in mastering English which is in further able to reach the targeted score of TOEFL. The evident data found could provide learners to realize what the predicator berries that effect their score of TOEFL gets stagnant, increased, or even decreased. Therefore, they could reflect themselves of what they have done in improving their English competence so that they could make up their attitude in learning it. In addition, the teachers could restructure their teaching technique delivered to their students in terms of hiring their students' motivation and self-control in learning the language.





## CHAPTER II

### LITERATURE REVIEW

#### A. Relevant Researches

Over the years, a number of researchers have produced many paper related to the influence of motivational orientation and self-control to learners' achievement in various academic fields. There are some researches focusing on motivational orientations as its own standing, and some others are about self-control in its contrary. Those terms respectively become a main factor in contributing learners' achievement. To be clear, the related researches will be elaborated as follows:

To begin with, a research conducted by Sayid Dabbagh Ghazvin, et.al (2011) entitled "Attitude and Motivation in Learning English as Second Language in High School Students" investigated Iranian students' attitude and motivation toward learning English which focused on the "Sex" term between female and male. This study majored two terms; two different types of motivational orientation named instrumental and integrative and students' attitudes regarding the language learned whether positive or negative. In gathering the data, 123 females and males were involved from two high schools in the second academic years by using questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB). This type of questionnaire was considerably adapted to have a good reliability and validity (Gardner, 1985;

Gardner and Smythe, 1981). The students' responses to the questionnaire ed were analyzed using descriptive and inferential statistics in order to



compare the mean scores between students' motivation (Integrative and instrumental) and attitude among boys and girls (positive and negative). After analyzing all the data, it exhibited that the girl students were more integrative motivated, whereas boy students were more instrumental motivated to learning English. In like matter, it was found the girls tended to have more positive attitudes than boys in learning English. Nevertheless, significant difference was not indicated between students' motivation and their positive attitude toward learning English as a second language.

Another related research comes from Veronika Job et al (2016) entitled Effects of Practicing Self-Control on Academic Performance. This research tested the effects of practicing self-control on academic performance and on end-of-year GPA using controlled-group treatments method. They divided the participants into three groups which were non-trained group, trained group, and trained group with expectation to enroll handgrips with its distinguished treatments twice a day for 2 weeks or 14 days. This was done in order to train the participants' self-control in dealing with their build habits which was further impactful to their learning process. It was showed that the physiological aspect of the training had resulted in experiences of increased energy, making students study more and, again, develop study routines that remained even after the training had long been terminated. Conversely, the final result exhibited the trained groups earned higher grades 7 months later in a series of end-of-year

s compared to students who were in a no-training control condition and



compared to the average performance of students not participating in the study but taking the same classes.

The next research is “Instrumental and Integrative Motivation among Undergraduate Libyan Students of English as A Foreign Language” handled by Zanghar (2012). This study was delivered to investigate two main subjects which are whether EFL Libyan students are instrumentally or integratively motivated to study English and the relationship between EFL Libyan students’ motivation and their achievement in English. This research involved forty students by distributing questionnaire which is consisted of 14 items reflecting instrumental and integrative motivation in learning English. Furthermore, the data elicited were analyzed by using SPSS version 21. Indeed, the result exhibited that the students were highly motivated either instrumentally or integratively to study English in which integrative motivation is higher than instrumental one. It could be seen by the fact showing the students were more interested in engaging more involved with the English-speaking people and learning deeply about their society and culture. On the contrary, the data revealed that there was no relationship occurred between students’ motivation and their achievement in learning English.

In addition, a research conducted by Duckworth et al (2011) on title What No Child Left Behind Leaves Behind: The Roles of IQ and Self-Control in Predicting Standardized Achievement Test Scores and Report Card Grades

explored how the two psychological factors, IQ and Self-Control, predict students achievement at school. As clearly stated on the title, the researcher



mainly focused on the two assessments which were Standardized Achievement Test Scores and Report Card Grades by employing the students from both the NICHD Study of Early Child Care and Youth Development (NICHD–SECCYD). The researchers interpreted that the standardized achievement test was equally relevant to referred to skills and knowledge acquired outside and inside the classroom while the self-control related to the completion of homework assignments, class participation, effort, and attendance. Shortly, the result presented that standardized achievement test scores assess competencies determined more by intelligence than by self-control, whereas report card grades assess competencies determined more by self-control than by intelligence. In particular, they suggested that intelligence helps students learn and solve problems independent of formal instruction, whereas self-control helps students study, complete homework, and behave positively in the classroom.

The next research is “Instrumental and Integrative Motivation among Undergraduate Libyan Students of English as A Foreign Language” handled by Zanghar (2012). This study was delivered to investigate two main subjects which are whether EFL Libyan students are instrumentally or integratively motivated to study English and the relationship between EFL Libyan students’ motivation and their achievement in English. This research involved forty students by distributing questionnaire which is consisted of 14 items reflecting

instrumental and integrative motivation in learning English. Furthermore, the elicited were analyzed by using SPSS version 21. Indeed, the result



exhibited that the students were highly motivated either instrumentally or integratively to study English in which integrative motivation is higher than instrumental one. It could be seen by the fact showing the students were more interested in engaging more involved with the English-speaking people and learning deeply about their society and culture. On the contrary, the data revealed that there was no relationship occurred between students' motivation and their achievement in learning English.

In the meantime, a relevant self-control research goes to Self-Control and Academic Performance in Engineering which was conducted by Honken et al (2016). As portrayed on the title, the research was about investigating the role of self-control to engineering students' academic performance or as well-known as GPA. It was conducted due to the critical nature of the first semester academic performance for engineering students in terms of retention and persistence in pursuing an engineering degree in intention to investigate the relationship between freshmen engineering students' scores on the Brief Self-Control Scale and first semester GPA using quantitative method. The results showed there was a significant correlation between self-control scores and scores on the MSLQ time and study management measure. Therefore, it was strongly assumed that self-control may have on freshmen engineering academic performance, while also offering potential avenues to support students in bolstering aspects of this personality trait through a focus on strengthening time

study management skills.



In addition, a thesis entitled “Motivational Orientations and Their Effect on English Language Learning A Study In EFL Saudi Context” written by B. Altasan (2016). He conducted his thesis for two main aspects which were also made as the research questions. The first aspect was to explore the influence of instrumental and integrative orientation to foreign/second language acquisition. The second one was to investigate Saudi students’ motivation orientations in learning English and its correlation with their English achievement scores. To answer those questions, this research modified 18 items of questionnaire adopted from The Attitude/Motivation Test Battery (AMTB) R.C Garner (1985). It was administered to two groups from two different cities, Dammam and ArRass. The data elicited were analyzed by using basic statistical analysis such as mean and Standard Deviation concentrating on three major focuses, integrative and instrumental motivation, attitude toward learning English, and English achievement record. Moreover, descriptive analysis was also used in this research to obtain the validity and reliability in examining the students’ attitudinal and motivational outlooks and the relationship between those orientations with students’ English achievement scores. The analysis resulted both group tended to have more instrumental motivation than integrative one because they believe, especially postgraduate students, that English is a medium of instruction in some fields, medicine, engineering, and computer science, for instance. Also, in Saudi Arabia, to get a better job at big requires English as a

er of some companies in it. However, Dammam tended to be more positive  
ms of the attitude toward learning English than ArRass. The researcher





assumed that this finding was probably caused by the rural city embedded in ArRass that undoubtedly would be more culturally conservation and reject anything from modern era. In other words, this study revealed that there was no correlation between students' achievement and the type of their motivation outlooks. Then, it was indicated, however, attitudinal variable has a relationship with English achievement obtained by students from both motivations.

Similarly, in 2011, Chalernporn Choosri and Usa Intharaksa conducted a quite similar research with the previous one under the title "Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students". This study analyzed the result of questionnaire distributed to 140 second-year vocational certificate students using correlation method to address some fundamental purposes in which all the focuses were only to investigate the relationship between students' motivation in learning English and their achievement on that language. Finally, they reported that students were more influenced by Instrumental motivation than integrative one. Students stated that they studied English in order to be successful in their future education and career. Furthermore, in relation to their English achievement, both low and high achievement referred to instrumental motivation. In contrast, a research conducted by Peipei Li & Guirong Pan (2009) with a title "The Relationship between Motivation and Achievement: A Survey of the Study Motivation of

sh Majors in Qingdao Agricultural University" yielded a quiet contrary g which also concentrated to the relationship between the two motivation



(instrumental and integrative motivation) and English achievement. In their study, it was found that instrumental motivation influences both high achievers and low achiever; while high achievers have greater integrative motivation than lower ones.

Associated to self-control research, another research comes from Judistira and Hariz Enggar Wijaya (2017) *The Role of Self-Control and Self-Adjustment on Academic Achievement*. As seen from the title, the research is clearly about investigating the role of the two psychological factors which are self-control and self-adjustment to academic achievement of students. The researchers employed 96 students from the first academic year of Islamic boarding school in Tasikmalaya by using Pearson Correlation moment to know the relationship between the three variables. The result showed that both self-control and self-adjustment associated positively with academic achievement, but the analysis from regression analysis suggest only self-control can predict achievement.

In regard to the seven representatives of the relevant researches, three of them are self-control research, and the rests are about motivational orientation. The researches straightly refer to their contributions to the students' achievement in any academic field which mostly comes from the field of English. Additionally, they strive to examine the correlation occurring between them by conducting correlation method adapted from The *Pearson* product-moment correlation coefficient.

Furthermore, the four researches reveal that self-control has a vital role in contributing student' achievement. There are five researches out of seven that



concentrated to the influence of motivational orientation to English achievement. One other focuses to the motivational affect to students' attitude in learning English. Accordingly, from the finding demonstrated in those researches, it portrays that motivation, in general, gives a supportive impact to students' achievement in learning English which includes all aspect of English proficiency. Unfortunately, concerning on the two types of motivational orientation, the finding reveals that there is no significant contribution to students' English achievement. One of the research focusing on the gender shows that girl is more motivated integratively while boys are instrumental. However, the English test distributed does not give a satisfying result for both classified participants.

Even so, there is also findings showing that motivation gives an effect. The two types of motivational orientation demonstrated which are instrumental and integrative motivation, they both are quite similar in influencing learners. Two finding show instrument motivation gathers both low and high achievements. It is caused the populations sampled in those research stated that they studied English in order to be successful in their future education and career, so they learn English because of a self-particular goal. Consequently, the way they attitude to English is tightly positive. Conversely, the three of the researches revealed that integrative motivation also contribute to the English achievement, and those learning English integratively have a positive attitude in acquiring

sh with a high score in average. In the same way, the last chosen research,



regarding to the motivational system in general, exhibited that learners having high motivation carries out good speaking skills.

From the presented overview, there are two gabs spotted in those representative chosen researches. To begin with, there is no such research probing the effect of self-control to English competency in TOEFL with its three major tested skills; most of them majorly regard to subjects in general. The second gab goes to the result of motivational orientation that show insignificant result of how the two variables, instrumental and integrative motivation, contribute to English achievement; they both interchangeably affect learners achievement to some specific English components. Shortly, both of them have the same portion on achieving high score goal of English. On the other hand, there is also no such research investigating learners' grammar competence in relation to two variables which is basically very intriguing to approve a research.

Having revealed those gabs, the writer then got an idea that motivational orientations does not really give a valid data in relation to EFL learners' achievement because they both have interchangeable result. Being just motivated is not that enough. It really needs effort to reach the willed goal. Conversely, through this current research, self-control was investigated as another influencing factor that was temporally hypnotized able to give a significant contribution to EFL Learners' achievement. In doing so, they were

related with English competence in TOEFL with its three tested skills. How



contributive these two variables were to learners' English competence in TOEFL.

Further, this research employed mixed-method which was the combination of quantitative method (using The Pearson's Correlation method) and qualitative method. The two method used was in order to obtain a valid and comprehensive data. Having finished this study, it might provide learners a new insight of how self-control and motivation role in improving their achievement in English which is depicted in TOEFL score. In effect, they could rearrange their view of the intention of learning English so that they will be able to have the skills as a whole.

## **B. Theoretical Background**

### **1. Motivation**

Motivation is a main predicator to determine the success of mastering a new language. It also becomes the basic willingness for learners to what intention they learn it. As the same as Myers (2001), he defined motivation as a need or desire that energizes and directs behavior. In line with Gardner (1985) conceptualized motivation is an extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it. Henceforth, motivation can be considerably identified as one of the main factors affecting English language learners. Besides, having a certain goal through learning a new language can influence the way of the learners conduct their attitude to

it.



Therefore, motivation can also raise learners' enthusiasm, persistence and commitment in learning the target language in which those terms are strongly considered as the key determinant of success and failure through learning that language (Zoltan Dornyei :2002). In addition, Parsons et al (cited in Yan Prasetya, 2017:16-17) define that motivation is a crucial component or factor in the process of learning the language, so the term learning and motivation have the same important role in achieving the goal. Connectedly, learning can make the learners gain new knowledge and skills while motivation pushes or encourages them to go through the learning process.

Motivation itself is actually the case study of psychology, and it has been influenced by various psychological theories. Since it relates to human-being and is really intriguing to be explored more deeply, there have been many theories developed to figure out the basic essence of it especially if it is related to the process of learning a language. The most aspect dealt refers to the reasons why people learn particular languages which traditionally have been classified as instrumental and integrative orientation reflecting to two orientations either particular self-needs like enhancing future prospect or social-cultural goal which relates to the needs of seeking for contacts with the target language speakers.

This concept is pioneered by two Canadians researcher named Gardner and Lambert. They, then, programmed by concerning on the social issue occurred

society where humans have the biggest role on reconstructing that concept is strongly intended to demonstrate their psychological view in relation



to the reasons of learning a new language. Since the Gardner and Lambert invented and developed this theory in 1960s, it has massively influenced the way of scholars analyze people's motivational purpose in learning a second or foreign language. Furthermore, this social-psychological theoretical base, in row with its development, has been effectively focused on future-oriented dimension in which it recently has become a frame to relate a person's desired and imagined future self-representation, Lasagabaster, et all (2014).

In viewing to socio-psychological model, as having been mentioned, it is categorized into two points; instrumental and integrative motivation. They will be elaborated as follows:

**a. Instrumental motivation**

Instrumental motivation is a desire to learn the second language influenced by the some particular needs such as to get a prestige job, to pursue study, or just want to pass a course. In line with the opinion, according to Gardner and Lambert (1972), instrumental motivation is affected by willingness to gain a social recognition or economic advantages through knowing the target language. In correspondence, it will direct the learners to make an effort for some operational reasons such as to get accepted in a goaled university, to have a great score in examination, to get a better carrier, or to go abroad for a certain functional purpose.

**b. Integrative motivation**

Integrative motivation is recognized as a pure interest carried out by e learners in order to be included to the community to which the language





is learned. It is linearly defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. Learners having integrative motivation through learning the second language will gather with the language joyfully because they are not pressured by the promise of achieving some particular purposes. Consequently, they undoubtedly get easy to master the language.

Correspondingly, the two motivations above have an important role which surely will carry different sense to learners. As Domyei (1990) addressed in his research about EFL students in Hungary. He found that the students with higher levels of English had an integrative motivation, whereas those who had an instrumental motivation were more likely to have an intermediate proficiency in English. Furthermore, Ellis (1997), in some of the early research conducted by Gardner and Lambert, asserted that integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation. It was hypothesized by Gardner that an integratively motivated learner would tend to have more positive attitudes towards the target language; also this learner would be more likely to expend more effort in learning the language. Moreover, Dörnyei (2005) pointed out that instrumental motivation alone will not be enough to progress a more advanced levels, where integrative motivation appears to be a more important factors. On other put, instrumental motivation also has the same contribution to language achievement.

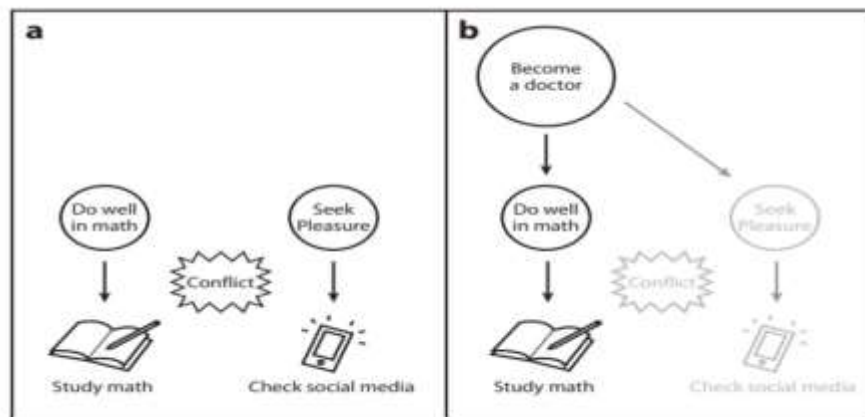
Chomporn Choosri and Usa Intharaksa (2011) and Peipei Li & Guirong Pan (2011) found in their research that motivated instrumentally can also carry a



good achievement of targeted language in which they focused on English as their dependent variable. Hence, varying types of motivation correlated with varying levels of proficiency.

## 2. Self-control

Self-control is a feeling and thought established the self-awareness to be always on the regulated way to achieve a targeted goal. A simple illustration of self-control as follows stated by Duckworth et al (2019):



That picture illustrates that a student faces a self-control conflict when choosing between studying for a math test and scrolling through new photos in their Instagram feed. Scrolling through Instagram is extremely fun in the moment but not valued in the long run. In contrast, studying for the math test is not very fun in the moment but valued in the long run. Studying math and checking social media are mutually exclusive responses. More tellingly, it can be interpreted in

(a) that studying is congruent with the academic goal of doing well in math, whereas checking social media is congruent with the goal of immediate



pleasure. Whereas, in figure (b) doing well in math is related to the student's goal of becoming a doctor, whereas pleasure is primarily an end in itself. Self-control thus takes the form of enacting the impulse to study math while refraining from the impulse to check social media.

Based on the illustration above, it can be inferred that self-control is a self-regulation coming from self-awareness of being maintained with the future goal. Being controlled means having the self-endure to throw away the immediate pleasure and keep the long-term one.

In further, self-control can be distinguished in regards to the two related concepts. At first. Self-control is self-initiated. The self-initiated is obtained from the feeling and thought that it is necessary to do in order to keep on target. For example, as the illustration pictured, the students who are exercising the self-control are those who always to put away their phone as a temporal pleasure and choose to keep on learning. Self-control can be as the form of habits that is consciously self-initiated in the past by arranging plans and rules to achieve the goal. Next, according to Duckworth et al (2019) self-control a considerable chosen option that is acknowledgeably more valuable in the long term run than the other options although the unchosen one is temporally more attractive.

In its evolving, Tangney et al (2004) has built three base concepts of self-control named The Self-Control Scale; first, regulating the root of thought such as forcing oneself to concentrate, altering moods or motions; next, restraining

able impulses; and achieving performance like making oneself persist. More generally, concepts are important to alter its states or behavior. More generally,



breaking bad habits, resisting temptation, and keeping good self-discipline all reflect the ability of the self to control itself, and we sought to build our scale around them. (Tangney et al., 2004, p. 275)

### 3. TOEFL

#### a. TOEFL

TOEFL is created by National council on the test of English as a foreign language at 1962 (ETS, 2015). Therefore, ETS (educational testing service) built and manage 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).

#### b. The TOEFL test types

Since 1962 until now, TOEFL has changed its type of test to a better way to measure non-native English speaker proficiency. There are three kinds of TOEFL test ; PBT (paper based test) , CBT (computer based test) , and iBT (internet based test).

##### 1) PBT (paper based test)

Paper based test is a TOEFL test that the problems or queries are penned, printed, or drawn, and the answers are penned too. There are two objectives

of TOEFL PBT test. First, for students' placement and evaluating students' progress. Another objective is as another option when CBT cannot be held



in the area. The TOEFL PBT has three sections namely Listening Comprehension, structure and written expression, and reading. The score ranges from 310 to 677.

2) CBT (computer based test)

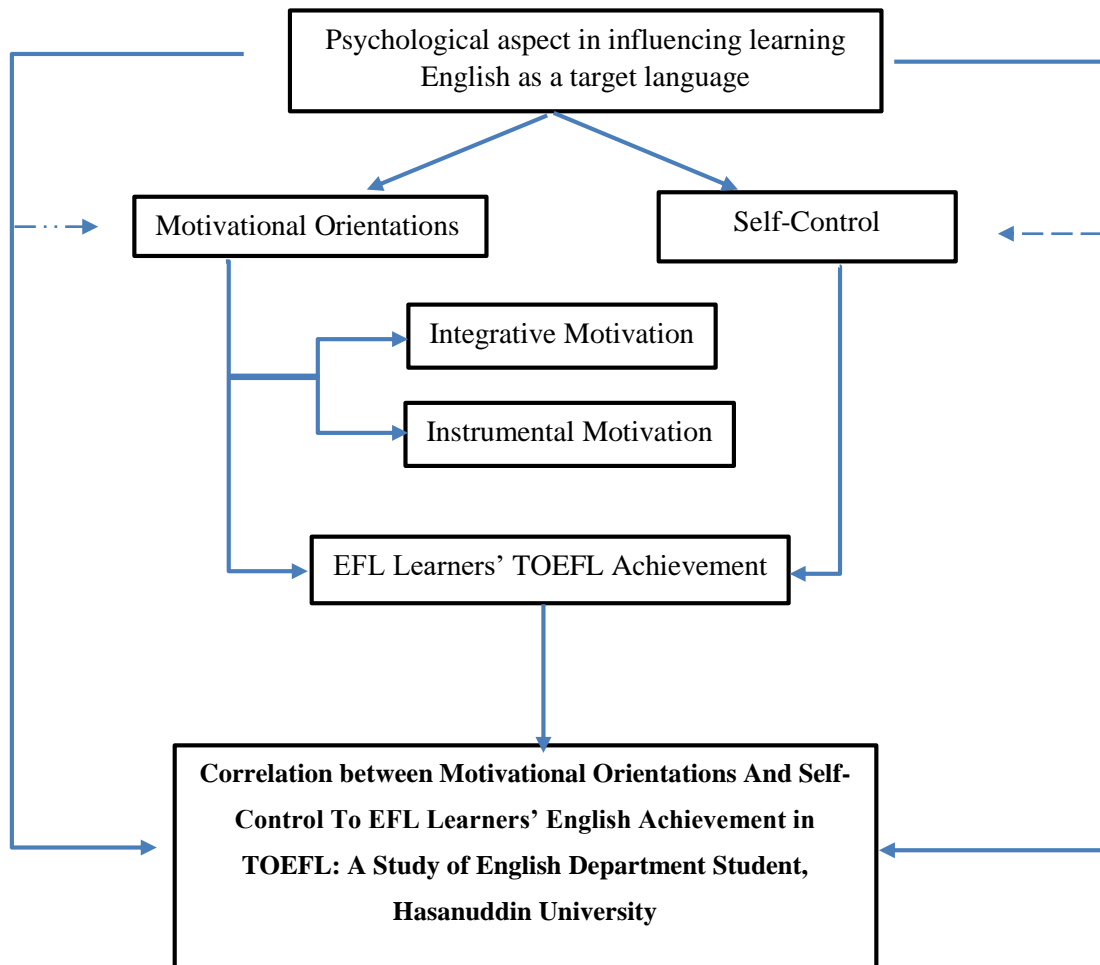
Computer based test TOEFL is TOEFL test that has the same content as TOEFL PBT. However, it is different in the method of answering the questions (Pyle, 2001). The TOEFL CBT test used computer as the tool of the test. It has four sections ; listening, structure, reading, and writing. This TOEFL CBT is a flexible test, which means that the test questions will not be the same between the participant who registered in the same day (Sharpe, 1999).

3) iBT (internet based test)

Internet based test is a TOEFL test that highlights the four skills in English and helps test takers by providing the academic English circumstance questions, which is important for the participants of the test (ETS, 2015). TOEFL iBT consists of four sections ; listening, reading, speaking, and writing). The TOEFL iBT combined the test sections with more than one skill, resulting in a more academic English circumstance (ETS, 2009).



### C. Conceptual Framework



### D. Research Hypothesis

Based on the review of the related research and theoretical framework, the researcher formulates hypothesis as in manner:

1. Null Hypothesis ( $H_0$ )
  - Motivational orientation highly correlates with EFL Learners' achievement in TOEFL;

Self-control does not highly correlate with EFL Learners' achievement in TOEFL;



- There is no significant values between the psychological aspects and EFL Learners' achievement in TOEFL.
2. Alternative Hypothesis (H<sub>1</sub>)
- Motivational orientation does not highly correlate with EFL Learners' achievement in TOEFL;
  - Self-control highly correlates with EFL Learners' achievement in TOEFL
  - There is significant values between the psychological aspects and EFL Learners' achievement in TOEFL.

