

## The Washback of Intensive TOEFL Training Program (ITTP) on Student's Learning Motivation

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### ABSTRACT

*This study attempts to quantify the washback effect of the intense TOEFL training program in order to inspire students' learning through improved test scores. The TOEFL results can then be used for academics objectives and faculty requirements. The study was experimental and included a paired-sample t-test and qualitative descriptive design through interviews (a mixed method). Forty (40) students were chosen from any of the departments at IAIN Parepare to participate, and this was done through pretest, treatments, and posttest. The pre-test and post-test employed in the research procedure were both used to determine the students' beginning scores as well as their final scores. The paired-sample t-test in SPSS is then used to assess the data gathered from the pre-test and post-test. The participants are questioned based on the program's experiences in order to acquire information about the students' learning motivation. The outcome revealed that there were sizable variations between the pre-test and post-test scores of the students. It was evident that participants' total TOEFL scores had improved as a result of the intense training. Also, the data from interview illustrated that the students were well-motivated during the training program. This program can enable the participants to have good self-study, nice self-learning preparation, and more desirably confident to learn English or TOEFL.*

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### 1. Introduction

The TOEFL test has become the hottest issue for students today in the university environment. This is because they must have a certificate and also Standard English skills before completing their studies at their home campus. So, it is not uncommon for students to think that the TOEFL is like a monster that confronts them at the door of undergraduates. This phenomenon is also found in campuses such as IAIN Parepare where this campus also has English study programs but TOEFL remains a challenging issue for students.

International students must complete the Test of English as a Foreign Language (TOEFL) in order to enroll at a university in several English-speaking nations, including the United States and Canada. And over 35 million people worldwide have taken the TOEFL exam (ETS, 2018). International students seek assistance in their TOEFL preparation because it is thought of as a self-regulatory test for university admission. In consideration of this, over 173 tertiary-level English International Schools (ELPs) are available in the United States at community colleges, institutions, and off-campus English language facilities (ETS TOEFL Preparation, 2022). Despite the fact that there are many TOEFL preparation programs (also known as TOEFL classes afterward) available in the United States, little is known about how TOEFL classes affect teaching and learning. Thus, the purpose of this study is to look into how the TOEFL affects students' perceptions of TOEFL sessions as well as how it affects score increases.

IAIN Parepare has designed various programs so that English students can make TOEFL as their learning tool, one of which is through workshops or seminars and short training. But this still does not improve their motivation and quality of learning yet (Nurchalis et al., 2021). Therefore, IAIN Parepare provides an Intensive TOEFL Training Program (ITTP) intended for all students selected in the language lab to get their pre-test scores. This intensive program is

packaged in training-based learning so that participants can recognize TOEFL well and fun and learn in detail all the elements in the TOEFL test. Afterwards, it is stated that washback refers to the consequences of exams or test-prep courses on language learning and instruction (Muñoz & Álvarez, 2010). Both negative and positive washback are possible (Gan, 2009). Thus, positive washback encourages effective teaching methods; however negative washback occurs when the test's format and content only cover a limited range of language proficiency and, as a result, limit the teaching environment.

Several previous studies were investigated related to TOEFL learning, one of which was the application of the PBL (project based learning) learning model in increasing student TOEFL scores (Adam & Magfirah, 2021). Then there are also studies that look at the washback effect of TOEFL preparation courses on student attitudes and self-improvement which shows that the relationship between the two is positive (Wang & Huang, 2020). However, in this study, researchers wanted to measure the washback effect of TOEFL learning designed in the form of intensive TOEFL training program (ITTP) by students from various majors on their learning motivation towards English as a foreign language as well as the language tested in the TOEFL test.

## **2. Method**

ITTP is a program that is not only used to measure or see the washback effect of the student learning experience during the program. However, researchers also want to find that ITTP will have a positive influence on students' interest or motivation to learn after experiencing the training process. ITTP is designed as a forum that facilitates students to not only learn TOEFL or improve their scores but they can also teach it to others. Basically, when students are able to teach TOEFL itself, it will build self-awareness in learning and motivation to disseminate the benefits and urgency of TOEFL to students or others.

The study by the researchers was experimental and used a paired-sample t-test as well as a well-known mixed approach, a qualitative descriptive design based on interviews. The pretest, treatments, and post-test were used to choose the sample of forty (40) students from any of the departments at IAIN Parepare. Both the students' initial scores and their final scores were calculated using the pre-test and post-test used in the research protocol. The information acquired from the pre-test and post-test is then evaluated using SPSS's paired-sample t-test. The participants are then questioned based on the program's experiences to understand more about the students' motivation for learning. The qualitative data added information that expanded and supplemented the quantitative findings. It revealed potential problems that students might have encountered with the ITTP course. The interviews with students and their open-ended responses revealed several key themes. They are: the necessity of an ITTP program; the washback effects of the ITTP class on students' TOEFL scores and language experience; and students' motivation for their homework, in-class exercises, and course materials.

The paired-sample t-test can be used to determine the degree of student achievement as it relates to TOEFL results, which may indicate whether the washback is beneficial or negative. Similar to this, correlation analysis in pretest-posttest experimental designs reveals if the pre-test and post-test measure the same value. The researcher can draw the conclusion that the test has not improved (negative washback) or that it has improved greatly (post-test score significantly higher than pre-test score). Based on this, the research experimental group was selected as the initial stage. Afterward, a pretest (first test) was administered, testing these skills as well as listening, writing structure and expression, and reading comprehension. Then, a course of therapy was administered in line with the research topic developed in the intense TOEFL Training program (ITTP), which in this study concentrated on issues that frequently appear on TOEFL questions.

After receiving treatment, the individuals completed a post-test (final test). After gathering the quantitative data, it was possible to observe how the learning experience affected the students' motivation before to, during, and after the ITTP program. The qualitative data comprised interviews with students and tutors based on 20 question items that the researchers specifically created to learn more about their classroom experiences, engagement, and excitement as a result of their desire for this TOEFL class. The students' washback during the ITTP program toward their learning motivation is then anticipated to be shown by both statistics.

## **3. Result**

Conducting the treatment, the researcher would like to show the mean score of the pre-test and the post-test. The mean score between the two tests is best described on the table below:

**Table 1.** Mean score of the test

No.	Test	Mean Score
1.	Post-Test	530.00
2.	Pre-Test	433.33

The table above shows information that there is a significant difference from the TOEFL test results of students after going through the ITTP Program. The average score of students at the time of pre-test is 433. This score is interpreted as a score that cannot be considered as a minimum requirement for students when they want to complete undergraduate studies at IAIN Parepare. This is because the English standard is converted in TOEFL score of 450. After attending the ITTP training, the average student score is above 500, to be precise, 530. The various differences are in the scores of the three sections in the TOEFL, namely listening comprehension, structure, and reading comprehension.

In order to better understand the differences between the pre-test score and the post-test score, we now move on to an illustration of the standard deviation for both tests. On the table, it is accurately displayed as follows:

**Table 2.** The standard deviation of the students' test

No.	Tests	Standard Deviation
1.	Post-test	9.38
2.	Pre-Test	6.17

According to the description of table above, the writer concluded that the standard deviation of post-test (9.38) is higher than the standard deviation of the pre-test (6.17) is. It means, in this study, the standard deviation of post-test is high. Meanwhile the standard deviation for the pre-test is low. For this case, the difference of the standard deviation both of these tests is significantly different.

To test the hypothesis for this research, one of the most crucial components is the hypothesis testing section. For the purpose of testing hypotheses, the researcher used SPSS in terms of the paired t-test formula with a threshold of significance of 5% or 0.05. For a more complete explanation, the writer has included the table below:

**Table 3.** Score of t-test related

N	Level of Significance	t-test	t-table value	Sig. 2 tailed
40	0.05	3.593	2.0231	0.001

The figures describes that the t-test value is higher than t-table value is which means that there are significant differences toward the treatment of the ITTP program. And then, the probability value of significance 2 tailed is lower than the level of significance ( $0.001 < 0.05$ ) which can assume from this analysis that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it concludes on this study that there is a significant difference between the post-test score and the pre-test score after the treatment of the ITTP class for the students at IAIN Parepare in correlation to building up their motivation. The significant difference in this study is the improvement and the students' achievement at TOEFL test scores.

Respondents were given a TOEFL score and subsequently an interview to see how much this washback had an impact on their drive to learn. All respondents were given 20 questions to complete in order to get the data shown below:

a. Self-study improvement

The goal of this ITTP curriculum is to teach students how to learn independently and with purpose. After enrolling in the program, some students assert that they can effectively manage their time to study in their spare time despite their responsibilities as students. Students make plans on a daily, weekly, and monthly basis to finish their coursework (Sardi et al., 2022). In fact, they claim that this ITTP training not only prepares students to learn and teach the TOEFL but also teaches them how to recognize themselves as capable of learning efficiently on their own without any guidance.

b. More detailed Learning Preparation

It turns out that getting the required TOEFL score had an additional beneficial effect on pupils. Before the lecture began, the respondents indicated that they would like to outline their course of study. This ITTP program teaches and encourages students to prepare well before engaging in classroom instruction or taking a test. As a result, it makes students more conscious of the fact that they may not be at their best when studying or taking tests.

c. More desirable to learn

IAIN Parepare students typically spend hours studying the night before a lecture. But now that they've had extensive TOEFL instruction, they have time under their control to learn effectively (Sanjata et al., 2022). For instance, they frequently talk about their subject matter in the cafeteria or in their dorms, have study groups that meet weekly, and, before encouraging others to work harder on their studies, they share what they know with their peers.

Through interviews, respondents provided a range of responses, but the three primary points mentioned above accounted for the majority of the information collected by researchers. These students are naturally encouraged by the ITTP program to get ready for class wherever they are (Adam & Magfirah, 2021). The washback impact of these rigorous TOEFL lessons can be seen and can boost students' passion for studying and knowledge sharing.

#### **4. Discussion**

The ITTP course for IAIN Parepare students was determined to have a significant impact on students' score improvement based on the quantitative findings above. This result is consistent with a number of earlier studies that looked at the efficiency of a TOEFL preparation program (Dewi, I. I., Darna, & Suprato, 2015). Before going into greater detail about the TOEFL intensive training program, it's important to keep in mind that this class is a type of targeted test preparation that primarily consists of test-coaching activities, including instruction focused on the practice of taking tests to help students' scores. The study by Farnsworth examined participants' spoken English proficiency test results and divided them into two groups for six-week test format coaching and 12-hour intensive classes (Farnsworth, 2013). He discovered that participants' scores rose in both groups, but the coaching participants showed a greater rise in scores than the individuals in the usual English lessons. Such data could aid in the explanation of why certain English major students score lower on English tests than their non-major counterparts. One justification for this is that students can better solve test issues if they are familiar with the test's format and subject matter.

It is normal practice to enroll students in a TOEFL intensive training program, particularly in EFL nations where not all formal schooling can equip students with the necessary information to pass the exam. A study focused on the issues faced by English-speaking test-takers on the TOEFL (Matingfan, 2018). She discovered that students' study habits have a significant impact on their potential to get good marks. Setting personal goals, practicing the lessons, and attempting to relate new content to past knowledge are all examples of good study habits. Once students were placed in a class that provided exam preparation, these limitations were subsequently addressed. In order to get their desired score, students were given numerous opportunities to practice answering test questions based on the teachings offered by tutors.

In this investigation, the course's huge impact size indicates that it is highly beneficial in assisting students in raising their TOEFL test scores across all three sections. Overall, the vocabulary knowledge of the questions that frequently appear on the test as well as a few helpful keywords might be used to explain why students were able to raise their scores. This has been clarified (Muslimin, 2014), who found that students' scores rose during the rigorous TOEFL coaching class and even reached a higher score than anyone had in the pre-tests. It should be highlighted that participants' scores increased in this study, not just for those who performed poorly on the pre-test but also for those who performed well. The maximum scores in each of the three sections increased from the pre-test to the post-test, which is indicative of this. This result is consistent with (Dewi, I. I., Darna, & Suprato, 2015) finding that all individuals, even the high achievers, experienced a rise in TOEFL scores following a period of study.

Last but not least, respondents gave a variety of answers during interviews. However, the three main points described above accounted for the majority of the data that researchers gathered. The ITTP program naturally encourages these students to prepare for class wherever they are. These demanding TOEFL classes have a washback effect that might increase students' enthusiasm for learning and information sharing.

#### **5. Conclusion**

As a result of the ITTP program, there was a discernible improvement in students' pre-test and post-test scores in each of the three sections which are listening, structure and written expressions, and reading comprehension. This demonstrates that IAIN Parepare students who enrolled in the TOEFL intensive training course saw an improvement in their overall results. Also, in order to learn more about the participants' experiences with the program and the students' motivation for studying, questions are posed to them. The results showed that there were significant differences between the pupils' pre-test and post-test scores. It was clear that the rigorous training had improved the participants' overall TOEFL results. Additionally, the interview data showed that the students were highly motivated throughout the training

course. With the help of this program, in terms of positively washback effect, participants will be able to prepare themselves well for self-study and learn English or take the TOEFL with greater confidence.

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