CHAPTER II
REVIEW ON RELATED LITERATURE

In this chapter, the writer will present the review of related theories that consists of five parts namely: epistemic beliefs, language attitude, learning motivation, English proficiency: TOEFL.

A. Epistemic Beliefs

Epistemic beliefs belong to educational psychology that initially comes from epistemology. In academic psychology, two cornerstones of research on epistemic beliefs can be traced from Piaget's consideration of genetic epistemology and Perry's work on epistemological development among college students.[21] Studies of epistemic beliefs have not been the sole interest in educational psychology; other disciplines, including higher education, science education, reading and literacy, teacher education, CALL, and ELT, have also grown interested in the study. Each discipline has used various research methods and paradigms, and thus research in this area appears in numerous locations and has been used under different constructs.[22]

According to Chan et al., developing students' critical thinking can also be done by fostering sophistication in students' epistemic beliefs.[23] Meanwhile, Fujiwara et al. said that they found students past learning experiences and their level of interest and liking towards their major appear to have enormous power in developing their epistemic beliefs.[24]

The studies indicated epistemic beliefs through several dimensions, adapted mainly from several experts like Schommer, Hofer, Pintrich, and Schraw et al. and Schommer's four dimensions of epistemic beliefs. The first two dimensions belong

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[21] Richardson, J.T.E.2013. Epistemological Development in Higher Education. Educational Research Review (Online) 9: 191 – 206.

[22] Muis, K.R. 2004. Personal Epistemology and Mathematics: A Critical Review and Synthesis of Research Review of Educational Research (online) 74 (3): 317 – 377

[23] Chan, N., Ho, LT., and Ku, K.Y.L. 2011. Epistemic Beliefs and Critical Thinking of Chinese Students. Learning and Individual Differences, (online), 21: 67 – 77.

[24] Fujiwara, T., Laulathaphol, P., and Philips, BJ. 2012. University Students Scientific Epistemic Beliefs: Relation with Past Learning Experiences Procedia – Social and Behavioral Sciences, (online). 69: 187 - 196

to knowledge: (1) specific knowledge, ranging from expertise is unchanging to experience is evolving; and (2) simple understanding, ranging from expertise is handed down by authority to knowledge is acquired through reason or logic. The other two dimensions belong to knowledge acquisition, (3) fixed ability, ranging from the ability to learn is inherited and unchangeable to the ability to learn can improve over time and (4) quick learning, ranging from learning occurs quickly or understanding is gradual.[25]

Other studies were done by Fujiwara et al. adapted from Hofer and Pintrich's concept about epistemic beliefs. Similar to Schommer's, Hofer and Pintrich also classify epistemic beliefs into four dimensions. Concerning the nature of knowledge, two measurements are developed: (1) the certainty of experience (ranging from fixed to evolving) and (2) the simplicity of expertise (going from discrete and straightforward to the complex and contextualized). In addition to these dimensions related to the nature or process of knowing, another two sizes are developed; (3) the source of knowledge (ranging from external authority to the personal construction of meaning) and (4) the justification for knowing (ranging from the passive acceptance of received wisdom to the reasoned explanation of beliefs).[26]

A more comprehensive classification of epistemic beliefs dimensions is proposed by Schraw et al.. They composed five dimensions of epistemic beliefs:

1.   Simple knowledge, ranging from expertise is simple facts to knowledge, is represented as complex theories.

2.   Specific, ranging from expertise is static to knowledge is tentative and changes over time.

3.   Omniscient authority, ranging from experience comes from those in power to learning, can be discovered and learned by everyone.

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[25] Schommer, M. 1998. The Influence of Age and schooling on epistemological beliefs. The British Journal of Educational Psychology, 68, 551 – 562.
[26] Fujiwara, T., Laulathaphol, P., and Philips, BJ. 2012. University Students Scientific Epistemic Beliefs: Relation with Past Learning Experiences Procedia – Social and Behavioral Sciences, (online). 69: 187 - 196

4. Innate ability, ranging from the view that knowledge is fixed at birth, can understand changes throughout time.

5. Quick learning, running from how learning occurs quickly or not at all to education, takes time.

Regarding the different dimensions provided by Schommer, Hofer, Pintrich, and Schraw et al., numerous studies in developing epistemic belief dimensions have been conducted. For example, Schommer's concept about epistemic beliefs is further redeveloped by Chan and Elliot because it needs to be combined with teacher profiles.

Notably, to relate epistemic beliefs in English language learning, the concepts of English language teaching need to emphasize the prominent role of the teaching and learning approach as the foundation of philosophical beliefs applied in the teaching and learning methods and techniques. EFL teaching is emphasized on mechanical drill, fluency, and accuracy for vocabulary and grammar rules through habit formation. Thus, contrastive linguistics, learning English by comparing the linguistic basis with the native language, becomes the main focus in teaching and learning. Students' cognition does not count in the learning process, so they become passive learners and are considered not to make mistakes when learning EFL.

Additionally, language is a creative process; as O'Grady et al. stated, language is producing, understanding, and recognizing an unlimited number of utterances. Therefore, students' cognition is active in thinking creatively and doing error analysis as it becomes the focus of teaching and learning. Error analysis focuses more on the learner language, which includes determining whether the errors are systematic and explains the causes.[27]

B. Language Attitude

The concept' attitude' has been variously defined and characterized by almost every theorist or researcher who has concerned himself with attitude studies. The various definitions often reflect the differing theoretical or research interests of the particular studies from which they stem. Some useful sources which list and

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[27] O'Grady, W, Archibald, J., Aronoff, M and Rees Miller, J. 2005. Contemporary Linguistics: An Introduction (Fifth Edition). Boston, New York: Bedford / St. Martins.

competently discuss these definitions are Allport, Nelson, Campbell, and DeFleur and Westie. We will briefly consider here a few of the significant theoretical and methodological positions obtain in this connection. A typical mentalist definition suggests that attitudes are a 'mental and neural state of readiness'. Implies that they are not directly observable but have to be inferred from the subject's introspection.

Thus some have characterized it as a mediating concept or a 'hypothetical construct', which is directly related to the overt behavior or verbal responses to any given set of stimuli. However, the subjectivism for which this approach has often been criticized remains even in the modified versions. The advantage of this approach, according to its supporters, lies in the fact that attitude, though inferred from responses, remains an independent variable in the form of a latent psychological constant that is not tied to the specific external stimulus situations in which the answers are made. According to his definition, an attitude is composed primarily of a system of beliefs; each belief is composed of cognitive, affective, and behavioral components.

Garrett argues that defining the concept of attitude is not simple, given the term's breadth and the importance of the different aspects of attitudes. Attitudes, however, have been defined as comprising three main constituents: cognitive, affective, and behavioral. The first refers to the influence of perspectives on an individual's views of the world and particular incidents; the second involves emotions concerning the attitude item. The third refers to the interference of attitudes in behavior.[28]

Language attitude is an attitude toward a language and the speakers of that language. According to Garret et al., language attitude has three components; cognitive, affective, and behavior. The cognitive aspect is formed through thought –both by individual and group efforts –resulted from stereotypes toward a language and its speakers. The affective element is related to what one feels following a

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[28] Garrett, P. (2010) *Attitudes to Language*. Cambridge: Cambridge University Press. 23 – 38

language, while the behavior aspect is seen more on how people consciously or unconsciously behave toward a speech.[29]

Those three aspects are not formed without reason. There are many factors developing language attitude. According to Ciscel. et al., "language attitude is the value both socio-personal and socio-economic ascribed to a particular language …." that is constructed through interactions within a speech community.[30]

Based on Eastman, the socio-personal context refers to how a language is related to sentimental attachment, which means the language is associated with a personal passion such as individual or group identity and cultural heritage. Socio-economic context, on the other hand, is affiliated with instrumental attachment – which means the language is used as a tool to get easier access for better living, such as being able to get a better job due to the ability to speak a particular language.[31]

Baker stated that attitude to language is a construct that explains linguistics behavior in particular. Attitudes are a mental phenomenon which cannot be examined and cannot be observed directly, but they are manifested in people's action.[32] On the other side, Chalak and Kassaian said that people could see people's attitudes toward language from how they think about language, how they use language, with whom use, where, and how often they use the language. Language attitude studies will determine that people's attitudes towards language might be positive or negative.

Eliss stated that although the systematic study of how learners acquire a foreign language is a relatively recent phenomenon (from the middle of the twentieth century onwards), there is no shortage of theories, approaches, and models to explain the acquisition of L2. L2 acquisition can be defined as how

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[29] Garret, P., Coupland, N., and Williams, A. (2003). Investigating Language Attitudes. Cardiff: University of Wales Press. 121 - 179

[30] Ciscel, M.H., Hallett, R.W., andGreen, A. (2000). Language Attitude and Identity in the European Republics of the Former Soviet Union. Texas Linguistic Forum.44(1):48 –61

[31] Eastman, Carol M. (1983). Language Planning, an introduction. San Fransisco: Chandler &Sharp Publisher. Inc.

[32] Baker. 2001. *Foundation of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters Ltd.

individuals acquire a second language, and second language acquisition (SLA) is the study of this.[33]

On the other hand, MacIntyre et al., and Dornyei et al., stated that there are enormous differences in how rapidly foreign language learners acquire the target language and in the level of proficiency they ultimately attain, and theories of second language acquisition have attempted to explain the reasons for this.

Several theories central to SLA's study have highlighted the importance of social factors in L2 proficiency. Although considered necessary, social factors are only believed to have an indirect influence on L2 proficiency. For instance, social variables such as the socio-economic level, age, gender, and ethnic background of the learner can affect his/her opportunities to learn languages, which, in turn, would directly influence proficiency in the target language. Social factors are also thought to determine the learner's attitudes, considered a significant determinant of the level of success in acquiring the L2.[34] Interestingly, Dornyei and Skehan stated that learner attitudes towards language variation are also believed to influence proficiency levels in the L2.[35]

To investigate how learner's perspective, this section provides a critical overview of SLA's cognitive and sociopsychological theories, which stress the importance of learner attitudes in L2 addition.

C. Learning Motivation

Motivation plays a significant role in several theories of human development and learning. Motivation is an essential power of humans to achieve their goals. Moreover, some experts define the nature of motivation. Motivation also plays a significant role in students' academic work and their achievement. It reflects in students' choices of learning tasks, in the time and effort they encounter in the learning process. Previous research showed that students' achievement goals,

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[33] Ellis, R. 1997. Second language acquisition. Oxford: Oxford University Press. 03

[34] MacIntyre, P.D., S.P. Mackinnon, and R. Clement. 2009. The baby, the bathwater, and the future of language learning motivation research. In Motivation, language identity and the L2 self, eds. Z. Dornyei and E. Ushioda, 43–65. Clevedon: Multilingual Matters. 124

[35] Dornyei, Z., and P. Skehan. 2003. Individual differences in L2 learning. In The handbook of second language acquisition, eds. C.J. Doughty and M.H. Long, 589–630.Oxford: Blackwell.

interest in courses, and success expectancies were positively related to their final course grades.[36]

Elliott, Kratochwill, et al. stated that motivation is an internal state that makes us do something, pushes us in a particular direction, and keeps us involved in specific activities. Learning and motivation are equally essential for performance. From the definition above, we can conclude that motivation is a behavior that makes someone do something and affects us to acquire new knowledge and skills. Therefore, more – motivated people achieve a higher level of learning.[37]

The study of motivation is concerned basically with why people behave in a certain way. In general, it can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others and why they continue with the desired action, often over a long period, and in the face of difficulties and problems.[38] Guay said that motivation refers to "the reasons underlying behavior."[39] Paraphrasing Gredler, Broussard, and Garrison broadly define motivation as "the attribute that moves us to do or not to do something."[40]

Intrinsic motivation is the motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards". Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by

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[36] Cirila Peklaj and Melita Puklek Levpušček, *Students' motivation and academic success with the quality of individual and collaborative work during educational psychology,* (Slovenia: University of Ljubljana Press, 2015),162.

[37] Elliot, Kratochwill, et al., *Educational Psychology: Effective Teaching, Effective Learning third edition*. (USA: The Mc Graw Hill Companies, 2000), 658.

[38] Mullins LJ (2005). *Management and Organizational Behavior*. Prentice-Hall. UK 7th Ed. 88(431):1052-1058.

[39] Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic identified and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology, 80*(4), 711-735

[40] Broussard, S. C., & Garrison, M. E. B. (2004). *The relationship between classroom motivation and academic achievement in elementary school-aged children. Family and Consumer Sciences Research Journal, 33*(2), 106–120.

reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation.[41]

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks."[42]

On the other hand, Turner considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring."[43] There are two kinds of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is students' desire to motivate themselves to learn without the need for external factors. Moreover, extrinsic motivation uses prizes, marks, or other rewards to encourage students to learn.[44]

According to Brown, there are two types of motivation from a different point of view. The first type is instrumental and integrative, and the second type is intrinsic and extrinsic motivation. Brown says that instrumental motivation to acquire a language is a means for attaining an instrument goal.[45] Besides instrumental motivation, there is another type of motivation that is integrative motivation.

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[41] Deci, E. L., Koestner, R., & Ryan, R. M. (1999*). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. Psychological Bulletin, 125*(6), 627–668.

[42] Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001*). Continuity of intrinsic academic motivation from childhood through late adolescence: A longitudinal study. Journal of Educational Psychology, 93*(1), 3–13.

[43] Turner, J. C. (1995). *The influence of classroom contexts on young children's motivation for literacy. Reading Research Quarterly, 30*(3), 410–441.

[44] Elliot, Kratochwill, et al., *Educational Psychology: Effective Teaching, Effective Learning third edition.* (USA: The Mc Graw Hill Companies, 2000), 333.

[45] Brown, H. Douglas. *Language Assessment*. (New York: Pearson Education Inc., 2004), 153 – 171

Moreover, extrinsic motivation uses prizes, marks, or other rewards to motivate students in learning:

1.   Intrinsic motivation is students' desire to motivate themselves to learn without the need for external factors. Students do something for their own sake. For example, a student may study hard in translating a text because he enjoys translation.

2.   Extrinsic motivation uses prizes, marks, or other rewards to motivated students in learning. It involves doing something to obtain something else. For example, a student may study hard to get high achievement in the course.[46]

Therefore, some factors influence students' motivation. Those are self–efficacy, active learning strategies, language learning value, performance goal, achievement goal, and learning environment.

According to Gracia in Tuan H.I, Chin – Chin, and Shyang – Horng Shieh, "there are variety of motivation factors, such as self – perception of ability, effort, intrinsic goal orientation and learning strategies."

Therefore, some factors influence students' motivation. Those are:

1.   Self – efficacy

Students believe in their ability to perform well in language learning. Self-efficacy is people's beliefs about their capabilities to produce designated performance levels that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves, and behave. Such thoughts produce these diverse effects through four major processes. They include cognitive, motivational, affective, and selection processes.

2.   Active learning strategies

Students take an active role in using various strategies to acquire new knowledge according to their previous understanding. On the other hand, active learning is generally defined as any instructional method that engages students in

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[46] Elliot, Kratochwill, et al., *Educational Psychology: Effective Teaching, Effective Learning third edition.* (USA: The Mc Graw Hill Companies, 2000), 333 – 335.

the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing.

3.   Language learning value

The value of language learning is to let the students' construct problem–solving competency, experience the inquiry activity, stimulate their thinking. If they can perceive those critical values, they will be motivated to learn the language.

4.   Performance goal

Performance goals are short-term objectives set for specific duties or tasks in your current job position. These goals are usually related to the overall company goals or specific department goals where you work. They help you know what is expected of you in your position. They must be clearly defined and easy to measure. The students' learning English goals are to compete with other students and get attention from the teacher.

5.   Achievement goal

Students feel satisfaction as they increase their competence and achievement while learning English. Achievement goals are competence-based aims that individuals target in evaluative settings, i.e., in sport. Initially, these identified two distinctive achievement goals based on the definition of personal competence: task and ego goals.[47]

Students with high motivation certainly have the characteristic. These are some characteristics of motivated students. There are high expectations, curiosity, interest, hard worker and creativity, make planning, and self–monitoring.

1.   High expectation

Cavazos in Santrock stated that "How hard students will work depend on how much they expect to finish something successfully," students' expectation can be a powerful influence on students' motivation.

2.   Curious

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[47] Tuan, Hsiao – Lin, et. *The Development of a Questionnaire Measure Students' Motivation towards Science Learning*. (Taiwan: International Journal of Science Education Vol. 27, No. 6), 639 – 654

Curious is an essential component of motivation for students'. Curious students' will get new knowledge because they desire to learn something new.[48]

3.   Interest

Students' interests influence how long they are engaged in the activity; how hard they work at the training. If a student is involved in a particular activity and forgets to all else, their motivation is high.

4.   Hard worker and creative

Students who have high motivation will struggle to overcome problems. In this case, students will learn how to handle their tasks and discover their mistakes. When they failed, soon they use other strategies in learning.[49]

5.   Makes planning and self – monitoring

Planning is vital for students. Students with high motivation always make a plan for their life. They can set a long–term or short–term goal to help students focus on their purpose, and it allows students to monitor their progress. March & Zusho in Santrock stated that "Personal goals can be key aspects of students' motivation for coping that dealing with opportunities and challenges in life."[50]

Naiman in Ur states that the most successful students or learners are those who display specific typical characteristic, most of them associated with motivation, those are:

1.   Positive task orientation

Students are willing to tackle tasks and challenges and have confidence in their success. A dispositional tendency to feel most successful in an activity when one demonstrates ability relative to oneself and personal improvement rather than others' performance.

2.   Ego – involvement

Students find it essential to succeed in learning to maintain and promote their own self–image. And they want to explore more about their ability to do something crucial for their future or life.

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[48] Santrock, John W., *Educational Psychology.* Third Edition. (New York: Mc. Graw. 2005). 453.
[49] Graham, Sandra & Weiner, Bernard. *Handbook of Educational Psychology: Theories and Principles of Motivation*, (New York: Macmillan Library, 1995), 476 – 480
[50] Santrock, John W., *Educational Psychology*. Third Edition. (New York: Mc. Graw. 2005). 452.

3. Need for achievement

Students need to achieve, overcome difficulties, and succeed in what their set to do. Students like to get the achievement when they have done to do something. Not only about that, but they also want the need for achievement cause it's showing their responsibility.

4. High aspirations

Students are ambiguous, go for demanding challenges, high proficiency, and top grades. Since they only students, they can also give spirit or inspiration to others, for example, their friend.

5. Goal orientation

Students are very aware of learning or the specific learning activities and direct their efforts towards achieving them. Goal orientation is an "individual disposition toward developing or validating one's ability in achievement settings". Previous research has examined goal orientation as a motivation variable useful for recruitment, climate and culture, performance appraisal, and selection. Studies have also used goal orientation to predict sales performance, goal setting, learning, and adaptive behaviors in training and leadership.

6. Perseverance

Students consistently invest a high level of effort in learning. When the students like to learn something, they will be exploring more about everything.

7. Tolerance of ambiguity

Students are not disturbed or frustrated by the situation involving a temporary lack of understanding or confusion.

Based on those explanations, the writer concludes that the definition of students' motivation in this research is arousal, impulse, emotion, or desire that drives people to move into particular action to achieve their goal. People's emotional impulses or desires come from their needs.

From the definition above, the writer decides the indicators of students' motivation: the need for exploration, the need for manipulation, the need for

activity, the need for simulation, the need for knowledge is the needs, the need for ego enhancement.[51].

So we can conclude that motivation is an essential factor that determines the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, the willpower of learning, goal setting, and learning achievement.

D. English Proficiency: TOEFL

Proficiency is regarded as a continuum, James stated that which means command can be considered as a scale of related skills of language slightly and continuously changing in each level.[52] in the other hand, Heilenman & Kaplan said that as a continuum, proficiency is split into groups that include the gradually changing successive abilities in the use of language with the prior levels prerequisite to accomplishing the following levels.[53] But Bragger talked for the benefit of language "function, context/content, and accuracy" are accepted as the three essential criteria. The function represents the individual's ability to complete a task linguistically, like asking questions or describing; context/content refers to the setting of the parts, and accuracy means the level of correctness in delivering the message. These three factors are used to assess the ability of an individual's language use, and each aspect extends in breadth as the level of proficiency increases.[54]

Proficiency is defined as "the outcome of language learning"; and is about "learning the skills of the language" It necessitates the demonstration of skills and

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[51] Nunan, David. *Research Methods in Language Learning*. (USA: Cambridge University Press, 1992), 275 – 280

[52] James, C.J. (1985) *Learning from proficiency: the unifying principle*. In C. J. James (Ed.), *Foreign language proficiency in the classroom and beyond* (pp. 1-8). Lincolnwood: National Textbook Company.

[53] Heileman, L. K., Kaplan. I. (1985). *Proficiency in practice: the foreign language curriculum*. In C. J. James (Ed.), *Foreign language proficiency in the classroom and beyond* (pp. 55-78). Lincolnwood: National Textbook Company.p. 61

[54] Bragger, J. D. (1985). *Materials development for the proficiency-oriented classroom*. C. J. James (Ed.), *Foreign language proficiency in the school and beyond* (79-116). Lincolnwood: National Textbook Company.

use of the language.[55] Brindley stated that there are various forms of assessment to evaluate the language ability and the achievement of the language learners.[56] These can assess the amount of language a person has learned with proficiency tests stated Davies.[57]

But Magnan said proficiency tests measure an individual's overall linguistic ability.[58] These are criterion-referenced, standard-driven tests. Speaking, writing, listening, and reading skills are tested in a language proficiency test.[59] Sankar said the assessment of four skills might provide information for test-takers whose cognitive ability levels differ. When four skills are measured separately, language learning fulfills its aim.[60]

Individual's relation in the fields of economy, business, politics, society, and education.[61] Roca-Varela & Palacios said that there are multiple options to measure the language proficiency level of language learners. Some of the proficiency tests are standardized international tests, such as English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS). These two high stakes tests measure the test takers' ability to use language skills in reading, listening, writing, and speaking. Based on the test taker's performance on the whole range of tasks, an overall mark is given for TOEFL and IELTS.[62]

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[55] Heileman, L. K., Kaplan. I. (1985). *Proficiency in practice: the foreign language curriculum*. In C. J. James (Ed.), *Foreign language proficiency in the classroom and beyond* (pp. 55-78). Lincolnwood: National Textbook Company.p. 61

[56] Brindley, G. (2006). Assessment. In R. Carter, & D. Nunan (Eds.) *Teaching English to speakers of other languages* (pp. 137-143*)*. Cambridge: Cambridge University Press.

[57] Davies, A. (1997). Demands of being professional in language testing. *Language Testing, 14* (3), 328 – 339.

[58] Magnan, S.S. (1985). From achievement toward proficiency through multi- sequence evaluation. In C. J. James (Ed.), *Foreign language proficiency in the classroom and beyond* (pp. 117-146). Lincolnwood: National Textbook Company.

[59] ACTFL (American Council on Teaching of Foreign Languages). (2012). *ACTFL provisional proficiency guidelines.* New York: American Council on Teaching of Foreign Languages.

[60] Sankar, G. (2014). English language teaching is an assessment and natural approach to language learners with theory and practice. *International Journal of English Literature and Culture, 2*(9), 210-213

[61] Nallaya, S. (2012). The measurement of change in English language proficiency. *Issues in Educational Research, 22*(2), 149-168.

[62] Roca-Varela, M. L., Palacios, I.M. (2013). How are spoken skills assessed in proficiency tests of general English as a Foreign Language? A preliminary survey. *International Journal of English Studies, 13*(2), 53-68.

On the other hand, Li, Chen, & Duanmu, and Wardlow said that students might take these tests to validate their English proficiency and choose to use the scores of these tests in the application of English-medium universities. English proficiency is fundamental for students to attain their degrees in English- medium universities.[63] Some universities accept an overall score for these tests, while some highlight the scores for each skill students should attain to pursue their education in English-medium universities.

Richards & Schmidt has a different idea about language proficiency. To what degree can a person use reading, listening, writing, and speaking skills, and how much a person can understand the language in context.[64] In Turkey, English-medium universities require students to prove their English language proficiency. For that reason, they accept scores of international exams like TOEFL or IELTS as proof of applicants' English language proficiency. Those universities also accept the scores of Foreign Language Examination (YDS), a language exam that is specific to Turkey. YDS is designed to find students' proficiency levels, mostly in reading and slightly in writing. It focuses on grammar, vocabulary, and reading comprehension, said Biltekin.[65]

Based on the Council of Europe, some universities implement their English proficiency examinations to test their applicants' proficiency level when applicants cannot provide the scores from these tests. Table 1 represents the levels and the necessary skills the learners should have in a foreign language for each group.[66] Some universities take the Common European Framework Reference for Languages into consideration while preparing for their proficiency exams. Several

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[63] Li, G., Chen, W., & Duanmu, J-L. (2010). Determinants of international students' academic performance: A comparison between Chinese and other international students. *Journal of Studies in International Education, 14*, 389- 405. doi:10. 1177/1028315309331490

[64] Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching & applied linguistics. (3rd ed.).* Essex: Longman.

[65] Biltekin, M.B. (2004). *Yabancı dil öğretim yöntem ve yaklaşımlarının YDS'nin ölçtüğü beceriler açısından incelenmesi* (Unpublished master's thesis). Ankara University, Ankara.

[66] Council of Europe. (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment.* Cambridge: Cambridge University Press.

English-medium universities expect the test takers to be at least at the B2 level to succeed in the proficiency exams they implement.

TOEFL is designed to evaluate the proficiency of English learners. It is developed to be the standard of English proficiency for all English native speakers in the United States. Nowadays, TOEFL is the standard of English proficiency for non-native English speakers, including Indonesian.

Bossers in Cummins says that assessing vocabulary and grammar knowledge is one of the bases for evaluating language proficiency. Hughes states that "structure and written expression" remains one part of the TOEFL tests, which tests the use of different structures and useful expressions in language output to be effective and efficient speakers and writers. Besides, In Xin says that "Structure and written expression" in the TOEFL focus on meaning in the standard form of formal written English. It is asked to determine function words (articles, prepositions, pronouns, conjunctions, auxiliaries, and others) and content words (nouns, verbs, adjectives, and adverbs). Moreover, they will have to recognize an academic nature's vocabulary items; this means that there will be subjects related to science, the arts, literature, culture, and history.

E. Previous Study

In conducting this current research, the researcher has several previous study that are used as example and foundation of the research.

The first, a study conducted by I I Rahmiati, I Emaliana, R Khoirunnisa, S. B. Ju, S. S. Adi[67], concerning at investigating the relationship among EFL university students' epistemic beliefs, apprehension, learning strategies, and writing achievement. The data were collected in one of Indonesian state universities. There were 99 EFL undergraduate students who were taking essay writing class participating in the study. The students' responses to EFL epistemic beliefs, writing apprehension, and writing strategies questionnaires are explored via partial least square. It was concluded that the contribution of epistemic beliefs and writing

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[67] I I Rahmiati, I Emaliana, R Khoirunnisa, S. B. Ju, S. S. Adi, *"EFL Epistemic Beliefs, Writing Apprehension, Writing Strategies, Writing Performance: Exploring Possible Relationships"*, ICEL 2019, March 23-24, Malang, Indonesia, DOI 10.4108/eai.23-3-2019.2284928

strategies showed positive correlations with writing achievement and writing apprehension had negatively low correlation with writing achievement. Further, practical and theoretical implications were depicted for EFL writing learning and teaching, followed by statements of limitation.

The second study conducted by Ive Emaliana, Utami Widiati, Mohammad Adnan Latief and Suharmanto[68]. This study was concerning at elucidating causal relationship between reading epistemic beliefs, reading motivations, and strategies use in reading. The present study provides an evaluative perspective with regard to the directions of influences among them. A model that reflects the hypothesis that epistemic beliefs affect strategies use in reading to read which are strengthened by reading motivation is constructed and tested. The structural equation modeling (SEM) confirms this hypothesis, which implies interdependences across the factors as promising resources that can be utilized in EFL reading context for comprehension development. A few important implications for EFL reading instruction and research can be drawn from the results.

The third, a study conducted by Ridha Ilma[69]. The study was trying to find out the correlation between motivation and English proficiency of EFL learners. The sample consisted of two hundred and six students of the fourth semester of Law Faculty of Sriwijaya University. This study used correlational study. The instruments to collect the data were questionnaire of English learning motivation and TOEFL Test The result showed that: 1) there was no significant correlation between students' motivation and their English since the significant level (sig. 0.071) was higher than 0.05, 2), students' motivation did not contribute significantly to their English proficiency, the contribution was only 0.2% because the students had different motivation to join English classes. The results of this study can be used by lecturers, learners of English, and other concerned parties to concern more about motivation in relation to English proficiency.

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[68] Ive Emaliana, Utami Widiati, Mohammad Adnan Latief and Suharmanto, *"Causal Relationship amongst Epistemic Beliefs, Motivations, and Strategies Use in Reading for EFL Students",* Arab World English Journal (AWEJ) Vol.8. No. 2 June 2017, Pp. 371-383
[69] Ridha Ilma, *"The Correlation Between English Learners' Motivation and Their English Proficiency",* English Community Journal (2018), 2 (1): 130–138.

The next, a study conducted by Sugeha, Anisa, Zuhria[70]. This study was concerning at Students' Motivation on Learning English at TOEFL Program of ELFAST English Course in Pare. the result of this study was Nowadays, mastering a foreign language is important in order to adjust it with globalization era. In second language learning, there are some factors which influence the learners to be succeed in acquiring a foreign language. One of them is motivation. Motivation is the reason why people do something based on their desire. This study was aimed to answer three problems of study namely: (1) What are the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare? (2) What is the most dominant motivation in learning English of the students at TOEFL Program of ELFAST English Course in Pare? and (3) Is there any significant relationship between motivation used by the students at TOEFL Program of ELFAST English Course in Pare and their TOEFL scores? In this study, the writer used Gardner's theory (1985) about motivation in this study, the writer used descriptive quantitative approach. The instrument used to investigate motivation is AMTB questionnaire designed by Gardner. The data sources of this study were24 students of TOEFL Program which was divided into 3 classes, A, B, and C. In collecting the data, the writer did the process of distributing the questionnaires and putting them into a table. Then, the writer analyzed the data by calculating it using computer application called Statistical Product and Service Solution (SPSS). The result showed that the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare was instrumental motivation and integrative motivation and the primary types of motivation among the students at TOEFL program of ELFAST English Course in Pare was instrumental motivation. Related to the relationship between motivation and students' TOEFL scores, the positive significant correlation is revealed between motivation and students' English proficiency measured by TOEFL final scores. From this study, the writer suggests the future researchers to conduct a research regarding motivation in learning English by using instrument Attitude/Motivation Test Battery (AMTB)

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[70] Sugeha, Anisa Zahra, *"Students' Motivation On Learning English at Toefl Program Of Elfast English Course In Pare",* Brawijaya University Press (2015): 132 – 142.

questionnaire while collecting the data and explore more reason items of motivation from the questionnaire. The future researchers can also expand the motivation research and correlated it with other fields in second language learning. It might be correlated with learning strategy, learning style, or others.

The other study, conducted by Devi Agastia[71]. English is a compulsory subject that students should learn in Indonesian schools. As EFL learners, students usually find some difficulties in learning English that can make students be lazy to learn. in this situation it takes motivation to learn EFL students learning motivation will be different from each other. students learning motivation is affected by their behavior and perception that are generally called as epistemic beliefs. The aim of this study is to find out the correlation between EFL students epistemic beliefs and learning motivation for EFL students. this study involved 100 students of English language education program of Brawijaya University from 1st year to 5th year. this study was conducted by using a correlational method and questionnaire as the instruments. In this study were 2 questionnaires, those are epistemic beliefs questionnaire and learning motivation questionnaire. then in analyzing the data, the researcher used SPSS version 20. The result of this study found that the correlation coefficient between EFL students' epistemic beliefs and learning motivation is .443 and categorized having medium correlation. the result of this research showed that all of the subject are sophisticated students and high motivation student. it can be assumed that students with high degree of EFL epistemic beliefs or sophisticated students also have high motivation. in learning English, it is highly suggested that lecturers can provide teaching techniques, strategies that improve their sophistication in epistemic beliefs so that these can motivate the students to learn English to active better proficiency.

The next, study from Ive Emaliana[72]. This study is conducted to investigate the relationship between EFL epistemic beliefs and English language proficiency among EFL Students. The design of the study is correlation. The relationship

[71] Devi Agastia, *"The Correlation Between EFL students' Epistemic Beliefs and Learning Motivation"*, Brawijaya University Press (2020). 07 – 67.
[72] Ive Emaliana. "Correlation between EFL Epistemic Beliefs and English Language Proficiency among Indonesian EFL Students". State University of Malang Press. (2017). Pg. 20 – 35

between EFL epistemic beliefs and English language proficiency is determined by using Pearson product moment correlation by utilizing SPSS 20 program, while the relationship between EFL epistemic beliefs and listening, reading, writing, and speaking proficiencies are determined by using partial least square analysis by utilizing SmartPLS program. Sixty – one English language teaching postgraduate students from some universities in Indonesia become the samples of the study with requirements of once obtaining their bachelor degree from English Language Program and plan to pursue higher education overseas, and they agree to sign the research consents. Two instruments are used in this research. Firstly, EFL epistemic beliefs questionnaire which is developed by adapting (1) epistemic beliefs theories by Schommer and Schraw et al.; (2) concept of beliefs in foreign language learning by Horwitz; and (3) approaches in English language teaching and learning from grammar translation, cognitive, second language acquisition, to communicative language teaching whose items are converted and revised to fulfill the suitability of EFL setting, and is validated by four experts. Secondly, IELTS academic practice exam from Cengage Learning. The results of the study indicate that EFL epistemic beliefs have negatively high correlations to EFL proficiency, particularly to listening, writing, reading, and speaking skills. In relation to what is learning English, they define it more as static process than tentative, it deals with grammar and vocabulary memorizing, and they believe that learning English in these days may no longer be relevant to be used in the future. Besides, in relation to how to learn English, they tend to have more adaptive academic motivational beliefs and appear to attribute their success or failure to the amount of effort they put into academic task, and they believe that communicative approach is still preferable, yet in addition to communicative approach, grammar translation method can also be used in order to maintain the meaning to be comprehended as well as be conveyed. Two main conclusions can be drawn. Firstly, students with high degree of EFL Epistemic beliefs also have high level of English language proficiency (scores in listening, reading, speaking, and writing). Two recommendations are suggested. First, it is suggested that EFL lecturers give more emphasis and practices in the form of in-class and out-class activities that lead the students to having more simple

epistemic beliefs in general. Second, several research ideas like reexamining the EFL epistemic belief constructs and qualitative exploration.

Other study from Mulyanto, Farida and Bambang[73]. The study have been conducted to relate motivation with second foreign language learning. Belmechri and Hummel introduced intensity and desire in exploring motivation in the acquisition of a second language. In some studies motivation was classified into integrative and instrumental Gardner and Lambert, Ely and Shearin,; and Sung and Padila, while some other studies motivation was classified into extrinsic and intrinsic Dornyei and Noels, unlike the concept of motivation introduced by Oller et al. and Spolsky, who did not separate attitude from motivation in language learning motivation in language learning in the study is separated from attitude. This study attempted to investigate how individual differences with regard to attitude and motivation are correlated in language learning. The participants in this study consisted of 75 students of a university in Indonesia who have been learning Lampungese language, a local language, since Elementary School. The data of attitude and motivation, which were collected through questionnaires, were analyzed by undertaking correlation analyses. The findings show that attitude and motivation was significantly correlated. The pedagogical implications were also provided in this study.

The study from Nasser and Majid[74] about language attitude and learning motivation. The results obtained from this study has clarified that motivation and attitude have great roles in raising proficiency and efficiency of the students in language learning. The author of a classic study of successful language learning. Naiman et al., came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation: positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity. Therefore, from the

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[73] Mulyanto, W, Farida, A and Bambag,S. "Attitude and Motivation in Learning a Local Language". Theory and Practice in Language Studies, Vol. 8 No. 1. (2018). Pg. 105 – 112
[74] Nasser Oroujlou and Majid Vahedi. "Motivation, attitude and language learning". Procedia – Social and Behavioral Sciences, Vol. 29 No. 1. (2011). Pg. 994 – 1000.

information brought here it is clear that the underlying motivation and good attitude to study the language are largely instrumental. The implication of the study is that neglect of attitude and motivational factors can trouble students in language learning. The studies have shown that even brilliant and talented students with low attitude and motivation have achieved little progress. So the teachers and educators should handle the techniques and strategies applied in their classes in a way that can immerse students in language learning. The study done on the basis of many papers, journals, websites, teaching experiences etc. have shown that in learning a language there are many factors than the students that play outstanding roles and should be considered in language classes. Among the factors like teachers' and students' role, society, syllabus, etc. motivation and attitude are very important in language learning which are discussed extensively in this study.

Next, the study from Aceng Kartubi[75] about correlation students' attitude and students' English proficiency. the result was showing that the main purposes of the present study were to empirically investigate the possible correlation and the influence between students' attitude towards English and their proficiency of the eleventh grade students of SMAN 1 Pangkalan Lampung. The sample of this study was taken by using convenience sampling, consisting 120. the method used in this study was a correlational study. the data were collected by using the attitude questionnaire to measure students' attitude towards English and TOEFL Junior test to measure the students' English proficiency. the data were analyzed by using pearson product moment correlation coefficient. the result showed that there was no significant correlation between students' attitude towards English proficiency with r – obtained (.103) was lower than r –table (.178). this study could have implications for English teachers, course designers, parents, other researchers and students.

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[75] Aceng Kartubi. "The Correlation between Students Attitude towards English Proficiency of the Elevent Grade Students". State Islamic University Raden Fatah Palembang Press (2017). Pg. 25 – 74.

Other study from Debora, Hilda and Mulyadi[76], this study is aimed at identifying English learning motivation and English proficiency achievement. Then, the researcher would like to see the correlation between the students' motivation and their English proficiency achievement. The research was designed as quantitative correlation. Here, a total of 77 students were asked to complete the motivation questionnaire and set in a TOEFL test. The result of this research revealed that the English learning motivation of the students was in 'high' category. This can be seen from the grand total of mean 3.59 which indicated high intrinsic motivation as the dominant motivation. While, the scores of English proficiency achievement indicates that the students had 'medium' level of English Proficiency, the range score of medium level is 400-499. Another result showed that there was a significant correlation between English learning motivation and English proficiency achievement. It can be proven by r_{count} (0.346) > r_{table} (0.224), 5% level of significance; there was a correlation between students with intrinsic motivation and their English proficiency achievement, r_{count} (0.348) > r_{table} (0.233); while there was no correlation between students with extrinsic motivation and their English proficiency achievement, r_{count} (0.307) < r_{table} (0.811). It means that the correlation between English learning motivation and English proficiency achievement was in 'weak' level.

From the explanation above, the researcher would like to conclude that the epistemic beliefs, language attitude and learning motivation of the students was influence their English proficiency especially in TOEFL Score. There are some aspects that they were influence, and it was build their characters.

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[76] Debora Purwanti, Hilda Puspita and Mulyadi. "The Correlation between English Learning Motivation and English Proficiency Achievement of English Study Program". Journal of English Education and Teaching (JEET), Vol. 2 No. 2. (2018). Pg. 65 – 82.