

The Relationship Between TOEFL Anxiety and TOEFL Performance Among EFL Learners

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Abstract: The research was conducted to explore the correlation between TOEFL anxiety and TOEFL test performances among University students. This study was applied quantitative and using cross sectional approach. The population of this study was entirely students of Universitas Muhammadiyah Kalimantan Timur (UMKT). The data was taken from the last year student of UMKT who joined TOEFL Test as their graduation requirement. The test was specified in aspect of their English Proficiency (TEP). To gain the sample, the researcher used stratified sampling. The total of last year student was 583 students. Sampling was measured by using Slovin Formula by using 0.05 margin of error. The univariate and bivariate analyzes was conducted in this study. It was gained from the demographic data which contained age and gender. The result indicated that the low result of HARS has high score of TOEFL otherwise the high result of HARS raised low score of TOEFL using two tailed correlation. In other hand, there was a correlation among anxiety and total score of TOEFL. The result indicated that the correlation between anxiety by using HARS and total TOEFL score were had high correlation coefficient among it. It was gained.749.

Keywords: TOEFL Anxiety, TOEFL Performance, HARS, University Students

1. Introduction

The ability to utilize foreign language especially English is one of the basic abilities needed by someone to master science and technology. As a basic ability that needs to be mastered, English language learning gets special attention from various academics, practitioners, entrepreneurs, and government. This is reasonable given the role of English as an international language or the language of global communication in order to master science and technology. Therefore, some curriculums in Indonesia write English language lessons as a mandatory subject that must be mastered by students ranging from elementary schools to higher education [1].

University also makes English as a language that must be mastered by their students. The TOEFL Test becomes a trend in academicians. This happened because some of the results of research that shows a positive correlation between TOEFL scores and one's ability to complete studies at a higher education level. The results of this study became the foundation of academics and education to run the English proficiency test. Indonesia too, both private and public university, make this test

as one of the requirements for thesis defense [2].

TOEFL or Test of English as a Foreign Language is a Test of English as a foreign language. TOEFL (Test of English as a Foreign Language) is one of the standardization of English skills. The TOEFL English test consists of two types namely Computer-based Testing and Paper-Based Testing. Computer-based Testing Model is a test that uses computer media. The assessment score of this model is in the range 216-677, while Paper Based Testing is a test that uses paper as the testing medium. Scoring scores with this model are in the range 450-550 and above [3]. The TOEFL test score ranges from: 310 (minimum score) to 677 (maximum value) for the PBT (paper-based test) version. Universitas Muhammadiyah Kalimantan Timur has required all students to take the TOEFL test as a prerequisite for graduation in all study programs. There are three main components that underlie the TOEFL paper based testing problem, namely listening comprehension, structure & written expression, and reading comprehension & vocab. The final result of the TOEFL is the sum of scores from the three main components that underlie the TOEFL problem. The TOEFL category prediction uses the D1 criteria (listening, reading and

writing) and the TOEFL score results (listening comprehension, structure & written expression, and reading comprehension & vocab).

Universitas Muhammadiyah Kalimantan Timur, which is one of the universities in East Kalimantan also requires their students to get TOEFL Test. One of the requirements in this university is students should master English language by requiring students to pass certain TOEFL score in order to hold their thesis defense. The requirement is subjective, some view this as a challenge and some see this as a threat that can lead to conflict. Changes in situations that a person feels and may cause a sense of worry, anxiety, fear, and an insecure feeling associated with threats from both inside and outside are called anxiety.

Anxiety comes from the Latin *anxius* and in German *angst* then becomes anxiety which means anxiety, is a word used by Freud to describe a negative effect and arousal [4]. Anxiety can be experienced by someone in certain areas of his body. here are some signs that indicate that someone is suffering from anxiety: Empty thoughts, difficulty concentrating, negative thoughts (past experiences, potential failures, success of others), knowing the answers after the test but different from what was done. And the impact of anxiety itself has a physical effect such as: dizziness, nausea, vomiting, cramps, rising blood pressure and others [5].

According to Chaplin anxiety is a mixed feeling filled with fear and concern about the future without a specific reason for that fear [6]. In addition, according to the American Psychiatric Association defines anxiety as follows: Anxiety is apprehension, tension, or uneasiness which stems from the threat of danger, the source of which is unknown or unrecognized [7]. Anxiety is fear / concern, tension, or anxiety that comes from anticipating danger, a source that is largely unknown or unknown.

Furthermore Anxiety is a state of apprehension or a state of worry that complains that something bad is imminent. Many things can cause anxiety, for example, examinations, health, social relations, careers, international relations and environmental conditions are some of the things that are a source of concern [8].

Based on the above understanding of anxiety, it can be concluded that anxiety facing a test or test is an emotional state that has an effect on psychological conditions such as feelings of fear, tension, worry, anxiety, and unpleasant circumstances in an individual in the face of a test / test.

According to Freud said that anxiety is a function of the ego to warn individuals about the possibility of a danger coming so that appropriate adaptive reactions can be prepared. Anxiety functions as a mechanism that protects the ego [9].

There are four levels of anxiety, namely; mild anxiety, moderate anxiety, severe anxiety, and extreme anxiety (panic). Each individual has a different level of anxiety depending on how the individual adjusts to the circumstances that trigger anxiety [10]. If the adjustment is good then the anxiety can be overcome but on the contrary, anxiety can hinder daily activities. Anxiety can attack anyone, especially someone who is used to facing challenges and demands in life including students. In education, anxiety is often experienced by students when they

are having exams. Exams have an important role and function to assess the extent to which students understand the material that has been taught. Exams are one of the main focuses of students and can be a problem. Exams are often the biggest contributor to the overall student score [1]. Elder and Hunt also said that anxiety occurs because there are stimuli that evoke anxiety which is a test. Not much different from the TOEFL test that is required for final year students of Muhammadiyah University of East Kalimantan who get different responses, some consider the TOEFL test as an ordinary thing that only becomes an obligation before completing studies but some students consider the TOEFL Test as very hard test and triggering excessive anxiety among students [11]. Based on this phenomenon, researchers are interested in examining TOEFL anxiety or anxiety in dealing with the TOEFL test among students of Universitas Muhammadiyah Kalimantan Timur.

Previous research that can be used as a reference in the field of different sciences. As in the research which concludes academically, anxiety can result in failure to refusal to school (school refusal). Whereas personally, this anxiety causes low student self-esteem, dependence, and passive behavior in daily life. Anxiety in the face of the test is not only experienced by students in school, but students in college and even all people who are in an assessment situation [12]. Dobson, Anxiety can have negative effects, students who experience anxiety problems show low academic achievement, self-efficacy and lack of self-concept [13].

Further research another research explains the results of the study stating students' anxiety has a positive direct effect on the improperness of student learning outcomes test scores. This indicates that the increasing level of student anxiety results in an inappropriate test score for student learning outcomes. Conversely, students who have low levels of anxiety have an abnormality in low learning outcomes test scores [14]. Anxiety is a condition of psychological disorder that is felt by students at the moment before and is responding to the test. And others, the high level of stress experienced by nursing students can affect student performance during practice in the clinic [15]. High anxiety during undergoing clinical practice at the Hospital can cause a decrease in student learning ability [16].

2. Problem of the Research

Problem of this Research Is to know the students capability in handling the anxiety dealing with TOEFL test so the researcher wants to investigate the correlation between the level of anxiety and TOEFL score among the students of semester eight of UMKT.

3. Objective of the Research

This correlational study aims to determine whether there is a relationship between two or more variables, which direction the relationship is positive or negative, and how far the relationship between two or more variables can be measured. In this study the relationship between anxiety and

the results of student TOEFL test. The purpose of a correlational investigation is to reveal or establish a relationship or use relationships in making predictions.

4. Research Method

This current study applied quantitative and using cross sectional approach to conduct this study. The population was entirely students of UMKT in academic year 2019/2020. The data was taken from the last year student of UMKT University who joined Test of English as Foreign Language (TOEFL) as their graduation requirement. The test was specified in aspect of their English Proficiency (TEP). To gain the sample, the researcher used stratified sampling. The data was taken from the last year student of UMKT who joined TOEFL test as their graduation requirement. The total last year student was 583 students. Sampling was measured by using Slovin Formula by using 0.05 margin of error.

The total sampling after measurement was 237 students. These numbers of students become the respondent of the study. The data was taken by two terms. First, the respondents were given a questionnaire contained 14 item of adaptation from Hamilton Anxiety ... (HARS) the scale was divided into 4 level of anxiety. 1 for very low anxiety, 2 low anxiety, 3 high anxiety, and 4 for very high anxiety.

This questionnaire was already validated fixed reliable by the previous researcher measurement. However, in order to fix the data for current study, the validation and reliability was re-measured. The data was analyze and processed by using SPSS. From the result of measurement, it can gain that the Cronhbach's Alpha of HARS was .731. It was meant that the reliability of the questionnaire was high. Meanwhile, the validity of HARS was eligible for each item of HARS. The validity of the test was included as had fair validation averagely. The outcome of the TEP test was gained from the test of the respondents base on the requirement of the university. For the result of validity and reliability of the test shown in the table below.

Table 1. Reliability Statistics table.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.731	.830	14

Table 2. Validity of HARS.

Item	total score
VAR00001	.296**
VAR00002	.247**
VAR00003	.420**
VAR00004	.564**
VAR00005	.359**
VAR00006	.608**
VAR00007	.529**
VAR00008	.646**
VAR00009	.721**
VAR00010	.563**
VAR00011	.516**
VAR00012	.592**
VAR00013	.621**
VAR00014	.470**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

5. Findings Research and Discussion

The univariat and bivariate analyzes was conducted in this study. To gain the data of univariate data, it was conducted the descriptive test in this study. It was gained from the demographic data which contained age and gender. The gender can be described that 75 students (31.6%) were male and 162 were female respondents (68.4%). The age of respondent were varies from the youngest to the eldest. The range of age from 22 years old to 26 years old were 200 respondents while the range of 27 years old to 31 years old were 37 respondents. The chart below had shown the percentages of the gender and age.

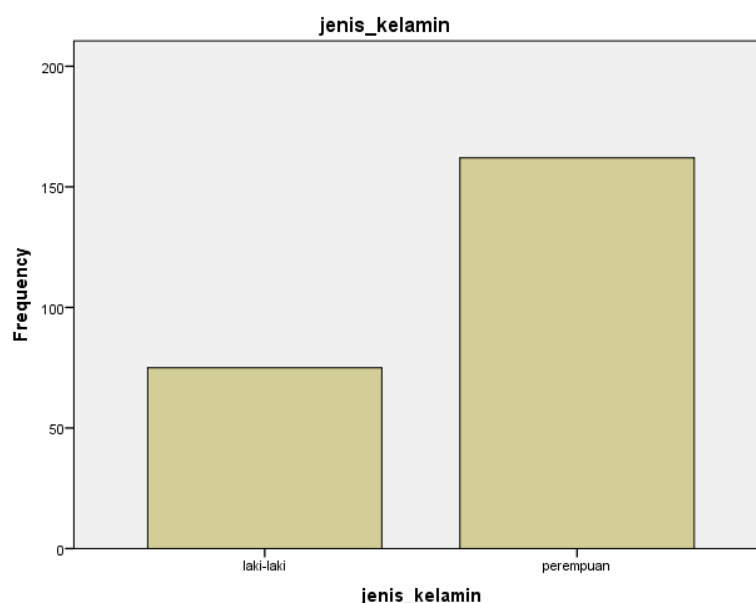


Figure 1. Gender chart.

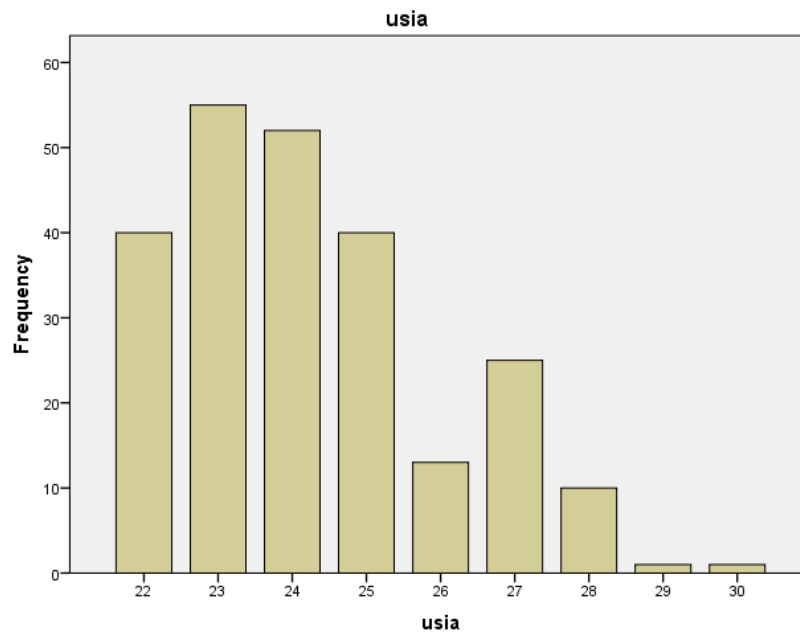


Figure 2. Age chart.

Finally, the result of correlation between anxiety by using HARS and total TEOFL score were had high correlation coefficient among it. It was gained.717. Based on the range

given according to Pallant (2001), it was gained high correlation according to Spearman Rho by using 2 tailed significant. It was shown in the table below.

Table 3. Correlations.

		total_score	TOEFL_score
total_score	Correlation Coefficient	1.000	-.717**
	Sig. (2-tailed)	.	.000
	N	237	237
TOEFL_score	Correlation Coefficient	-.717**	1.000
	Sig. (2-tailed)	.000	.
	N	237	237

**. Correlation is significant at the 0.01 level (2-tailed).

It was meant that the low result of HARS has high score of TOEFL otherwise the high result of HARS raised low score of TOEFL using two tailed correlation. In other hand, there was a correlation among anxiety and total score of TOEFL. As stated earlier, there were several factors influenced this result.

6. Conclusion

From the result findings above it can be concluded that there was a correlation between each variable. Although the measurement of anxiety used HARS validation questionnaire, the research still checked the validity and reliability form the test to make sure that it was validated.

According to the findings, this study was concluded that TOEFL anxiety and TOEFL test performance had a high correlation. The table from the findings showed that it had negative high correlation. It means that one of the variables had positive trend from other. In this case when the level of anxiety was low, the TOEFL test performance was high. Otherwise, when the level of anxiety was high, the TOEFL test performance was low. Meanwhile, HARS was the validation tool to measure the anxiety level. The factors may arouse caused by several

elements such as the performance of the respondents in handling their anxiety. The high anxiety of course influenced their test performance. It was fair occur in general society since anxiety related to psychological condition of human being. On the other hand, the result was shown that the anxiety of students of UMKT was had high correlation to the TOEFL test performance.

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