

Chapter One

Introduction

This chapter discusses the introduction of this research. It consists of six sections. The first section talks about the background of the study. Next, the researcher formulates the statement of the problems that related to the topic. Besides, the reseacher explains the limitation of the study. After elaborating about the limitation about the study, the reseacher shows the readers the research questions of this research. The researcher provides the readers about objectives of the research and the significance of the study.

Background

Academic achievement is an important part in language learning in order to know the students mastery and comprehension of the material. Sobur (2003) argued that academic achievement is a change in terms of ability that is caused by learning process. Alrakaf (2014) asserted that achievement is a future-focused cognitive representation that guides behavior to a competence related and state that the individual is committed to either approach or avoid” (p.1).Moreover, students’ achievement is important for the learner to see their capability and identify which knowledge and skill that should be improved, in order to get their best in the learning process.

Students’ achievement can be used to see how qualified the student are. Achievement means the succes of the learner in mastering a certain knowledge, skill, and attitude in the learning process. Students’ achievement means how much knowledge the individual has acquired from the school (Bashir and Mattoo,

2012). It shows that students' achievement or Grade Point Average (GPA) shows how high students' knowledge really are. GPA depends on their knowledge that had been measured by teachers. Besides, Achievement is a measurement of the quality and or the quantity of the success one has in the mastery of knowledge, skills, or understandings. Measurement of students' achievement was through assessment and evaluation.

Another way to measure students' English proficiency is TOEFL-like. According to Mahmud (2014), TOEFL-like is a language testing type to know the students' English proficiency. Mahmud (2014) also indicated that TOEFL-like score is used to evaluate the achievement of the students and mostly used as indicator of their English language proficiency.

A private university in Yogyakarta requires the students to learn English to prepare them to face globalization era. Furthermore, learning TOEFL-like is - important to measure English proficiency. Then, in each faculty possesses a different regulation of a TOEFL-like score that students should achieve in order to graduate. Based on department's decision, English Language Education Department students' should achieve TOEFL-like scores 500 to graduate.

Based on researcher's experience as a student at English Language Education Department, the researcher saw the phenomena when the researcher did TOEFL-like test. The researcher saw that there were some students who had high achievement, and they passed the TOEFL-like score. Moreover, there were some students who had low achievement, and they did not pass the cutting score

of the TOEFL test. Then, there were students who had high GPA, and they did not pass the cutting score of the TOEFL-like test or vice versa.

The researcher interested to conduct this research based on description above in English Language Education Department and this research is different from the others because this research only at English Language Education Department of a private university in Yogyakarta. It is reasonable if English Language Education Department students had higher TOEFL-like score compared to other faculties because English Language Education Department students are mastering the materials.

However, the measurement of students' achievement and TOEFL-like score is different. Measurement of students' achievement has several stage such us used assessment and evaluation. It means that achievement is the result that students obtain after following a teaching learning process in certain period of time. However, TOEFL-like test does not require several stages to get score.

From the differences, it can be drawn the conclusion that if students' GPA is high because they obtained it through specific treatment while TOEFL-like only measure English proficiency in general such us listening, grammar and reading. Thus, it makes the researcher interested to conduct research about the correlation between students' achievement and students' TOEFL-like score.

There are some *skripsi* related to students' achievement and TOEFL-like which had been researched. Those are about the correlation between students' learning styles and their academic achievement at EED of UMY

(Puspitasari,2015), the correlation between multiple intelligences and students' academic achievement among EED of UMY batch 2016 students (Baihaqi, 2017) and the correlation between students' most dominant multiple intelligence and their reading comprehension in TOEFL-like at EED of UMY batch 2014 (Isnani, 2017). However, this research is different because the researcher focuses to find out the correlation between students' achievement and students' TOEFL-like score.

Statement of the Problem

This research focuses on the correlation between students' achievement and students' TOEFL-like score. It comes from the phenomena at English Education Department. Based on the researcher experience especially in English Education Department of a private university in Yogyakarta, there are students who have high GPA but low in TOEFL-like score and also vice versa. However, the reality sees differently. From this case, it leads the researcher want to know or test that students' achievement and students' TOEFL-like score are correlated or not.

To show that this research is worth doing, the researcher had reviewed from phenomena at English Education Department and compares two different articles from Martirosyan, Hwang, and Wanjohi (2015) and Vu and Vu (2013). By this case, that this research is still debatable whether there is correlation or not between students' achievement and students' TOEFL-like score.

Limitation of the Study

This research wants to analyze whether there is significant correlation between students' achievement and students' TOEFL-like score at the English Language Education Department of a private university in Yogyakarta. It means that this research investigates about the correlation between students' achievement and students' TOEFL-like score. Besides, it is just to look for the relation between students' achievement and students' TOEFL-like score.

Last, this research will only focus on paper based TOEFL-like test (PBT). Actually, there are some types of TOEFL-like test which are IBT, PBT, and CBT. However, a private university in Yogyakarta still uses paper based TOEFL-like test (PBT) because there are some reasons. One of the biggest reasons is because PBT is reliable to measure students' proficiency than other types of TOEFL-like test which measures listening skill, structure and written expression and reading comprehension. Then, this type more accurate and profitable for students to learn earnestly. By this case, the researcher decides to focus only on paper based TOEFL-like test.

Research Questions

1. How is the students' achievement at the English Education Department of a private university in Yogyakarta ?
2. How is students' TOEFL-like score at the English Education Department of a private university in Yogyakarta ?

3. What is the correlation between students' achievement and Students' TOEFL-like Score at English Education Department of a private university in Yogyakarta ?

The Objectives of this Study

There are three objectives of this study. The first one is to know the students' achievement at the English Education Department of a private University in Yogyakarta . Besides, the research is to know students' TOEFL-like score at English Education Department of a private university in Yogyakarta . Last, this research aims to find out whether students' achievements have correlation with students' TOEFL-like score.

Significance of this Study

The result of the study hopefully can be useful for:

Teachers. The result of the study hopefully may help them to increase their information about students achievement and students TOEFL-like score. It means that, the findings of this research will be important for the teachers to improve an appropriate technique in achieving a good score in achievement and TOEFL-like.

Students. The findings provide information about the correlation between students' achievement and students' TOEFL-like score. If this research finds that students' achievement and students' TOEFL score are correlated, it means that this research is important in order to make students realize that if they want to

increase their TOEFL-like score, students should pay attention to their achievement too.

Other researchers. This research is important as a resource for the next researcher who wants to do a research related to the correlation between students' achievement and Students' TOEFL-like score. Besides, when there will be other researchers who want to conduct a research about students' achievement and students' TOEFL-like score it will enrich their idea and it can be used as reference.