

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Philips in Parni Rina, the TOEFL test measures the level of English ability of non-native speakers.¹ TOEFL is a general standard to determine a person's English proficiency. TOEFL test has many uses and benefit for people also opens up opportunities that are getting closer to success in mastering English. A TOEFL test is a ticket to achieving graduation. Then, one will prepare to study and improve the test scores that are still below the target. With the achievement of a target, a person will easily get what they want through a satisfactory TOEFL score. TOEFL certificates can be used for administrative attachments to continue studying abroad, apply for jobs abroad, and so on. The certificate is considered proof of mastery of the English language and is used to support communication with foreigners.

¹ Parni Rina and Yuli Triana, "An Analysis of English Department Students Difficulties in Answering TOEFL test of Listening Comprehension," *Journal of English Language Teaching*, Vol. 10. No. 1. (Padang, 2021), p 28-35.

TOEFL learning is one of the compulsory subjects at universities that must be followed by students. The purpose of having a TOEFL preparation course is to improve students' ability to take the TOEFL test. TOEFL learning is not only available at universities, but online TOEFL learning is also available. Then, online TOEFL courses appeared in various regions throughout Indonesia. Online learning is done in their respective homes which raises several problems faced by students. According to Jamila et al, some of the problems faced by students in learning at home are: lack of facilities that can support the implementation of online learning where some students do not have media in the form of smartphones (android) or laptops in supporting the online learning process. This makes the confused about the reality, the problems faced by the students are the unavailability of adequate facilities in the form of an internet network that can support learning and the limited internet network access (quota) owned by students where the quota requires a fairly high cost.² In addition to these

² Jamila, Ahdar, dan Emmy Natsir, "Problematika Guru dan Siswa dalam Proses Pembelajaran Daring pada Masa Pandemi Covid-19 di UPTD SMP Negeri 1 Parepare," *Al-Ma'arif: Jurnal Pendidikan Sosial dan Budaya*, Vol. 3, No. 2. (2021), 101.

problems, students are also limited in understanding the material provided by the teacher, there is no direct interaction with the teacher and friend same age. Learning TOEFL preparation in online courses also has advantages. One of which can help students improve their TOEFL scores. Although in this online learning, there are shortcomings in it. However, these shortcomings can be overcome by taking advantage of TOEFL learning provided free by the TOEFL Academy course institution.

According to Nimasari et al., explained that TOEFL test in Indonesia organized by language institutions or courses are quite expensive.³ The obstacle that occurs in the implementation of the TOEFL test is the high cost. This is the reason why many people delay the TOEFL test and become an obstacle for someone who is financially unable. The reasons why the TOEFL test is expensive are about the material being tested, the level of difficulty of the questions, the assessment and

³ E.P. Nimasari, Restu Mufanti, and Rohfin Gestanti, "SEKOLAH TOEFL as a Platform to Integrate Technology and Online Learning Resources in ELT," *Asian EFL Journal* (May, 2019), 90-104.

processing time of the questions, and the available of the schedule.

According to Bafadal in Nanda, learning facilities can be in the form of facilities and infrastructure.⁴ Facilities and infrastructure as supporting factors that exist and are used to support learning activities. In this lesson using media application such as Zoom-Meeting, YouTube, WhatsApp and Telegram are the leading applications used by tutors in the learning and teaching process.

According to Efa Silfia et al., TOEFL preparation one of the efforts that can be done to improve the ability to master English for participants. The material provided includes basic skills that are useful to support communication skills both orally and in writing. The material is structure, reading and listening.⁵ In Indonesia, there are TOEFL preparation courses spread across every region. This TOEFL course is in great demand by

⁴ Nanda Wahyu Amelia et al, "Lingkungan Keluarga dan Fasilitas Pembelajaran dalam Mempengaruhi Motivasi Belajar Siswa Selama Masa Pandemi COVID-19," *Master: Jurnal Manajemen Strategi Kewirausahaan*, Vol. 2 (2), 2022, 145-154.

⁵ Efa Silfia et al, "Pelatihan TOEFL Preparation Course Bagi Mahasiswa Program Studi Pendidikan Matematika Fakultas FKIP Universitas Batanghari," *Jurnal Sosial dan Humaniora*, Vol. 2. No. 4, 195-200.

many people for various purposes. TOEFL preparation courses can help someone get the TOEFL score they want. However, since the end of 2019, the spread of the COVID-19 has had an impact on all aspects of life. The economy weakness, education is hampered, and so on. Then, there was an online TOEFL course for both the preparation test and the official TOEFL test. TOEFL course institutions also provide paid classes and free classes. Many educational institutions provide free classes. Even so, there is more interest. Thus, the Course Institute also facilitates face-to-face or online learning. So far, someone's interest tends to be greater in online TOEFL courses.

Technology is involved at such a rapid pace that everything appears to be simple and straightforward. Nonetheless, quality must be maintained. The TOEFL Academy, which is run under the auspices of the Kampung Inggris course, is one of them. Masrukhan Al-online Maghfuri's TOEFL training is called "TOEFL Academy." Because the TOEFL Academy can be accessed by anyone and from anywhere, this online system presents an online learning system where all learning processes such as discussions, giving

materials, and exams are carried out every week, allowing many TOEFL academy participants to manage their time, place, and cost.

Based on the description above, the researcher wants to do research with the title *“An Analysis of the Implementation of Online TOEFL Course as a TOEFL Preparation Test: a Case Study at TOEFL Academy”*

B. Identification of the Problems

From the research background, the researcher found several problems, as follows:

1. Lack of facilities that can support the implementation of online learning where some students do not have media.
2. TOEFL test in Indonesia organized by language institutions or courses are quite expensive.
3. COVID 19 led to the establishment of online courses to assist students in facing the TOEFL test.

This study uses the implementation of online TOEFL course as a TOEFL preparation test at TOEFL Academy in a strategy

that is expected to find out if the implementation of the online TOEFL course as a TOEFL preparation test was successful or not.

C. Limitation of the Problems

Due to researchers have many limitations such as knowledge, time and money. So, the follow-up of this research is only to investigate the use of the implementation of online TOEFL course as a TOEFL preparation test at TOEFL Academy through social media such as telegram, WhatsApp, YouTube, and Zoom-Meetings. This research conducted at TOEFL Academy Course, Pare-Kediri. The time for research in November 2022.

D. Research Questions

Based on the explanation above, the research questions is formulated as follows:

1. How is the implementation of TOEFL Academy as an online TOEFL course as a TOEFL preparation test?

2. What are the students' perception of the implementation of online TOEFL course at TOEFL Academy?

E. Objectives of the Study

Based on research questions, then the objectives of the study are:

1. To describe the implementation of online TOEFL course at TOEFL Academy as a TOEFL preparation test.
2. To find out the students' perceptions of the implementation of online TOEFL course at TOEFL Academy.

F. Significance of the Study

The significance of this research is:

- a. For students

This study hopefully will give useful contribution, theoretically and also practically. Theoretically this study is projected to have theoretical benefits in the production of appealing learning media in order to increase learning quality, particularly through the online system.

b. For teachers

This study can add variety to the learning process, ensuring that the material is not presented in a tedious manner and that learning activities stimulate students to learn. This study may enhance the use of the internet, particularly online systems, as a learning tool and drive readers to learn TOEFL material in order to improve their TOEFL prediction score.

c. For other researchers

The benefit for researchers is the findings of this study can be utilized as an example or reference in future research projects that address the same topic and problem.

G. Previous of the Study

There are some previous study whoever conducted by another the research about the online TOEFL preparation course:

The first previous study by Ulfiatu Rochmah, 2019. The title is “*The Implementation of SchoolingMe As E-learning: A Case Study At Sekolah TOEFL Online*”. Objectives of this study is 1). to describe the implementation of *SchoolingMe* as an e-learning

medium in TOEFL learning at Sekolah TOEFL, 2). to find out the students' perception of the implementation of *SchoolingMe* as e-learning medium in TOEFL learning at Sekolah TOEFL. This research used descriptive qualitative method to describe the implementation of *SchoolingMe*. Finding relevant *SchoolingMe* is effective to be implemented in teaching and learning activities. Furthermore, this study showed that the teacher has implemented all of five stages in the implementation of moderating. The conclusion is *SchoolingMe* is easy to use; considering the perceived ease of use e-learning. The difference between previous research is examining E-learning media with *SchoolingMe*, while the current study uses TOEFL Academy's online courses. Then, in previous studies using descriptive qualitative methods while current research uses quantitative methods. The similarity is that both measure the effectiveness of using each online media.⁶

The second previous study by Andi Jaihutan Silitonga etc, 2022. The title is "*Penggunaan TOEFL Practice Online*

⁶ Ulfiatur Rochmah, "The Implementation of *SchoolingMe* as E-Learning: A Case Study at Sekolah TOEFL Online", (Thesis, University Islam Negeri Sunan Ampel Surabaya, 2019), x.

Sebagai Layanan Pembelajaran dan Uji Test TOEFL Bagi Para Mahasiswa di Universitas Darma Agung". The objectives this research is to additional knowledge strengthening activities before plunging into the world of work where basic requirements for the selection of candidates for civil servants or institutions other private sectors assign a high value score. This research used implementation flow chart approach. The method of activities is 1) speech and QnA, 2) QnA and discussion, 3) online practice tests and presentations. The research showed it can be said this service activity was success though followed by participants with different backgrounds from various faculties. Height the enthusiasm of the participants not only demonstrated during training and mentoring. However, the interest and enthusiasm of the participants as well realized with great hope that similar activities may be organized periodically and in time no too long.⁷

The third previous study by Fristi Arfiawati and Juhridin, a journal, 2022. The title is "*The Ability of Non-English Students*

⁷ Andi Jaihtan Silitonga et al, "Penggunaan TOEFL Practice Online Sebagai Layanan Pembelajaran dan Uji Test TOEFL Bagi Para Mahasiswa di Universitas Darma Agung," *Jurnal Pengabdian Kepada Masyarakat*, Vol. 3, No. 3, (Oktober, 2022), 43.

in Online Learning for TOEFL Course". The objectives this research is to investigate the ability of the students of non-English department in learning TOEFL and conducting TOEFL prediction test. This research used descriptive qualitative method as the students are given the material of TOEFL which include the listening, structure, and reading comprehension and then they are given the prediction test. The result showed that the ability of students categorized into level A2-Elementary, B1-Intermediate and B2-Upper Intermediate. The conclusion is the highest achievement level B2 and it is achieved by the student from Psychology and informatic Engineering. Therefore, the non-English students of Pasim National University require the improvement of online teaching learning activity of TOEFL to increase the proficiency of English language.⁸

The fourth previous study by Elok Putri Nimasari, Restu Mufanti, Rohfin Andria Gestanti, a journal, 2019. The title is "*Sekolah TOEFL as a Platform to Integrate Technology and*

⁸ Fristi Arfiawati and Juhridin, "The Ability of Non-English Students in Online Learning for TOEFL Course," *Jurnal Ilmiah Ilmu Pendidikan*, Vol. 5. No. 12, (Desember, 2022), 5905.

Online Learning Resource in ELT". The objective this study is to describe qualitatively how Sekolah TOEFL integrates technology and online learning resources in ELT to deal with some stated issues facing by TOEFL test takers in Indonesia. This study is classified as a qualitative-research which utilizes two main research instruments, observation checklist and documentation. The finding is the study has pedagogical implication that emerges Indonesian online learning TOEFL preparation material under learning management system persistently. Therefore, it is expected to help more Indonesian learners and society learning TOEFL preparation material with their limitation. The conclusion is the method helpfully answers TOEFL issues faced by Indonesian students and employees to deal with their TOEFL problems with affordable method and easy facilities for those who live in the remote areas. Although it cannot perfectly bridge the gaps, it has given an applicable and effective approach for those who make efforts to achieve expected TOEFL scores.⁹

⁹ Nimasari et al, " Sekolah TOEFL As a Platform to Integrate Technology and Online Learning Resources in ELT", *Asian EFL Journal*. (May, 2019), 90-104.

The fifth previous study by Pratiwi and Waluyo, a journal, 2022. The title is “*Integrating Task and Game-Based Learning Into an Online TOEFL Preparation Course During the COVID-19 Outbreak at Two Indonesian Higher Education Institutions*”. The objective this study is to examine quantitatively how the incorporation of task and game-based learning affect students’ learning outcomes in terms of their overall and specific-skills TOEFL score. This research using a single-case experimental design, it engaged undergraduate students enrolled in a TOEFL preparatory course. The findings is independent t-tests and one-way ANOVA revealed significant variations in students’ overall and individual skills ratings in study program. However, the percentage of students who achieved the required TOEFL scores for admission to both institutions was significantly different. The conclusion is students’ learning outcomes in an online TOEFL preparatory course from two higher education institutions in Indonesia that implemented task and game-based learning. The impact of the course design on students’ learning outcomes were moderate, with significant score improvement.¹⁰

¹⁰ Pratiwi and Waluyo, “Integrating Task and Game-Based Learning to An

However, currently there is no researchers who specific investigation the implementation online TOEFL preparation course at TOEFL Academy course. Therefore the researcher believes this research deserves to investigated in depth about the differences from previous focus was to integrated technology and online learning resources while my research was on the analysis of the implementation of online TOEFL online course as a TOEFL preparation course. The researcher used data collection with questionnaires and interviews.

H. Organization of Writing

This paper is divided into five chapter. The chapter as follows:

Chapter I is introduction; it contains background of the study, identification of problems, limitation of problems, research questions, objectives of the study, significant of the study, previous of the study and organization of writing.

Chapter II is theoretical review; it contains the definition of TOEFL, types of TOEFL, format of TOEFL, online course,

TOEFL Academy Course, implementation, assessment, and conceptual framework.

Chapter III is method of the research; it contains research method, place and time of the research, participant of the research, data collection technique, and data analysis technique.

Chapter IV is results of the research finding and discussion

Chapter V is closing, it contains conclusions and suggestion.