

# Rohfin EFL Elok

*by Rohfin Efl Elok*

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## **SEKOLAH TOEFL as a Platform to Integrate Technology and Online Learning Resources in ELT**

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### **Abstract**

Test of English as a Foreign Language or TOEFL, one of the requirements for scholarship and for applying for a job in Indonesia, has become the most challenging prerequisite for several reasons. Firstly, it is not easy for those whose academic field of specialization is non-English. It is common that one should take more than one test to achieve the expected score. Secondly, the TOEFL test costs approximately \$40 in Indonesia. It does not seem much expensive yet the retaking of the test will be financially burdensome. These reasons surely take much effort for the test takers. Thirdly, ETS-standard TOEFL test is only conducted by institutions in big cities. However, not all test takers live in the cities where those institutions are. Developed in 2015 by Budi Waluyo, Sekolah TOEFL is designed as a platform to break the limits between the distance and the necessity to learn English. It is a distance when one is not able to find and fund an appropriate course for his or her need. Sekolah TOEFL is used online and can be freely accessed by everyone without limits. This article will review how SEKOLAH TOEFL integrates technology and online learning resources in ELT to deal with some stated issues faced by TOEFL test takers in Indonesia.

**Keywords:** *ELT Platform, Online Learning Resources, SEKOLAH TOEFL, Technology in ELT*

### **Introduction**

Test of English as a Foreign Language (TOEFL, hereafter) has been so popular not only for academic but also for non-academic purposes. For academic purposes, TOEFL is utilized as

one of the requirements of educational institutions' admission tests (Papageorgiou & Cho, 2014) and school-leaving examinations. For non-academic purposes, TOEFL is employed to measure passive English skills, including listening and reading of qualified employees in various companies. Therefore, it is demanded that those who pass TOEFL with certain scores meet the standard test or recruitment as expected. TOEFL, as claimed since 1960s, is the most standardized test to examine the English proficiency skills of non-native speakers (Sulistyo, 2009). TOEFL test has been used not only in academic context (Morris & Maxey, 2014) but also in workplace setting (Mustafa & Anwar, 2018). For this reason, it is not surprised that TOEFL has its highest status among others.

In Indonesia, some issues were raised dealing with the implementation of TOEFL test for various purposes. Firstly, students commonly have a little chance to learn English since English is used as a foreign language. Inconsistency between language pedagogy and classroom practices are not surprisingly found in Indonesian educational context. As a result, students' English language outcome has not been as great as expected (Lie, 2007). It needs an extra hard working to master the materials, especially the academic words (Sukirman, 2018) that are commonly used in TOEFL tests. Previous research by Mahmud (2014) has shown that poor English proficiency is one of the issues in TOEFL. Secondly, since it is not easy for Indonesian native speakers to do TOEFL, taking more than one test to reach the expected score is a common phenomenon (Halim & Ardiningtyas, 2019). Having more than a test surely costs much. TOEFL test is approximately \$40 or IDR520,000. For those who are not capable of mastering TOEFL and are not able to fund that much financially should think very carefully to take the TOEFL. Thirdly, the issue is related to accessibility towards TOEFL test services. Not all academic institutions can provide TOEFL preparation course and TOEFL-ETS based test services. There are only particular English language centers of universities and English testing service institutions that can conduct TOEFL course and TOEFL-ETS based test services. Moreover, these services are commonly located in big cities. Limitation of learning accessibility and professional development in Indonesian remote areas become crucial issues related to unsatisfying TOEFL test results for Indonesian students (Songbatumis, 2017).

Having these issues, a gap follows. A gap between the demands to complete TOEFL course/test and the issues faced. However, this gap should not be a barrier for those who want to take higher achievements such as pursuing their studies or working in prestigious companies. Recent advanced technology has underpinned problematic situations by facilitating and providing unlimited accessibility to knowledge for everyone. E-learning merges learning process and



technology to remove all barriers for knowledge. An Indonesian technology e-learning platform, *SEKOLAH TOEFL* has been designed and developed to ease the current issues facing by TOEFL learners. This present study aims 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. It discusses why it should be ST, what makes ST interesting to explore, what differences between ST and massive online open course are (MOOC, hereafter), and what visions ST brings.

### **Research Methodology**

This study is classified as a qualitative research which utilizes two main research instruments, observation checklist and documentation. Observation checklist is developed based on e-learning theoretical framework cited from Aparicio, Bacao, & Oliveira, (2016). It consists of required activities that should be provided to fulfill the prerequisite of e-learning system. Observation through web-documentation is established to provide evidences. It includes the literature review of *SEKOLAH TOEFL* as e-learning platform for TOEFL preparation material, the usability of the platform, and the differences compared to another e-learning type. Therefore, a comprehensive comparison and clarification between the literature and documentation is done to review how *SEKOLAH TOEFL* is implemented to teach TOEFL preparation material online.

### **Results and Discussion**

#### **1. *SEKOLAH TOEFL*: E-Learning Platform for TOEFL Preparation Material**

*SEKOLAH TOEFL*, a web-based TOEFL preparation e-learning course, is mentored by Budi Waluyo, an Indonesian PhD of Lehigh University, USA. He has pursued his master degree in Manchester University and he is currently working for a web-based learning system that provides three courses. This online course can be accessed at this address: <https://schoolingme.com/>. This site provides various courses such as TOEFL preparation material, scholarship preparation guide, and basic English grammar course. Each online course has its own subject according to main objectives of the course. While *SEKOLAH TOEFL* is the course for TOEFL preparation material which involves detail skills of listening, structure, and reading materials, practices, and tasks, *SCHOOLARSHIP BOOTCAMP* offers technical advice and guidance for those who want to win international scholarships and *SEKOLAH INGGRIS* focuses on basic English structure materials. A study by Nurkhasanah (2018) reported that this site is aimed



to develop technological distance-learning tools that may be potential for educational issues in Indonesia especially in remote areas. The following figure is front page view of the site.

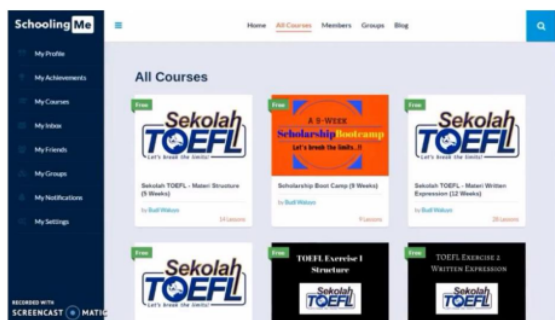


Figure 1. Schooling Me- web-based e-learning (accessed through: <https://schoolingme.com/>)

However, the present study limits to review the use of SEKOLAH TOEFL e-learning course. In Indonesian context, *SEKOLAH* means a place where one can gain knowledge formally. Therefore, this e-learning is intended to facilitate a wide range of free accessibility to TOEFL preparation material and opportunities to practice the tasks online.

According to the site developer's statement, *SEKOLAH TOEFL* is designed to bridge the gaps between the need of taking TOEFL course and the issues come up among Indonesian citizens (Waluyo, 2015a). Based on observation result through documentation, SEKOLAH TOEFL is grouped as electronic learning management system (Aparicio et al., 2016). The course supports registration services, tracks and delivers materials to the learners. Figure 2 below is registration services provided to guide learners taking the course.

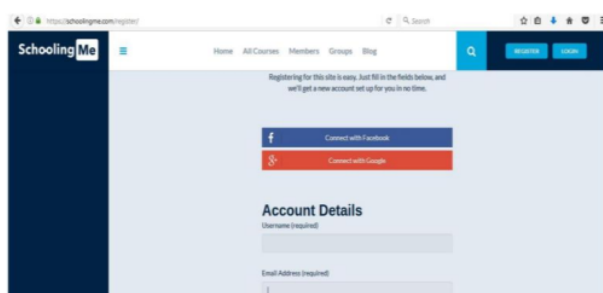


Figure 2. Account activation (accessed through: <https://schoolingme.com/>)

After being registered, a learner will have to read terms and conditions applied in the course. This rule eases both the mentor and learners to monitor the learning process, deliver the materials, and evaluate the progress. Figure 3 describes regulations required for the students.



Figure 3. Registration stages and regulation of SEKOLAH TOEFL (accessed through: <https://schoolingme.com/>)

The learning processes are done through several media such as Blog, Facebook, e-mail, and WhatsApp. Based on observation web analysis, SEKOLAH TOEFL is not a 24-hours online course but it also has a particular schedule and offline handbooks that can be freely downloaded and done by the students. It is also supported by a research studied by Rochmah, (2019) that the students of SEKOLAH TOEFL are those who are seriously and committed to learn TOEFL. The students should seriously take the course because SEKOLAH TOEFL has its procedures and schedules that should be agreed by the students. Moreover, they have to be committed because mastering TOEFL skills needs a great focus and well-time management.

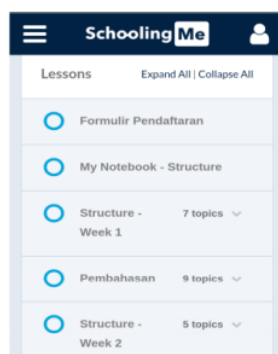


Figure 4. Materials accessibility (accessed through: <https://schoolingme.com/>)

They have to manage their time between working and studying TOEFL online course. Each stage can only be accessed in a particular period. Once a learner finishes all the material and tasks provided, subsequent stage is available to open. The course not only offers materials, but also supports e-notebook as a platform to note strengths, weaknesses, and learning progress during the course.

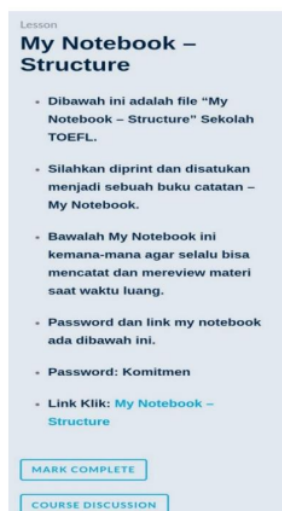


Figure 5. Platform to note self-evaluation progress (accessed through: <https://schoolingme.com/>)

This methodology confirms that learners use their self-regulated learning to succeed the course. As stated by Mukhid (1998); Zheng, Li, & Chen (2018), Mufanti, (2016), (Gestanti, 2017) and Nimasari (2017b) self-regulated learning emphasizes students' autonomy learning and self-control towards information acquisition, subject matter understanding, and academic evaluation

progress. It can be concluded that SEKOLAH TOEFL web-based learning educates the learners to develop their responsibility and self-regulated in learning TOEFL preparation materials.

## 2. The Usability: What Makes *SEKOLAH TOEFL* Interesting to Explore

Having engaged in SEKOLAH TOEFL 6, the author explored how the course controls the learning system. This course discovers an innovation suitable with Indonesian's both demographics and geographic. Viewed from the procedures and students' responses, it is riveting to discuss SEKOLAH TOEFL. More importantly, the discussion is assumed to exhibit a positive investment for open online course in Indonesia.

First point is the procedures of SEKOLAH TOEFL therefore; the students have succeeded scores they expected. The online course has plenty of stages that suit the students' time very well. These stages are divided into three main parts; registration process, learning process, and examination process. SEKOLAH TOEFL is open approximately once in a three to four months. For each class season, one can register as a student by doing some directions such as submitting personal data through Google document and following SEKOLAH TOEFL social media accounts. Each class season will be arranged into a Facebook group. After registration is closed, therefore the class is started within a week. In the learning process, there are five features of learning system used to deliver the materials and the explanation. Those features are SEKOLAH TOEFL Facebook group, Handbooks, Question of the Day (QOTD, hereafter), *Whatsapp* group assistance, and TOEFL prediction test.

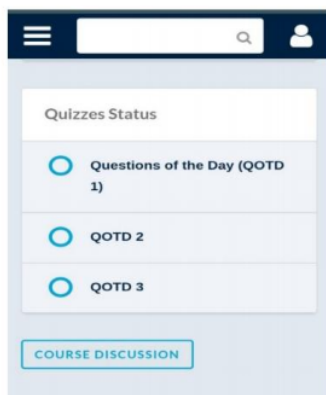


Figure 5. Sample quizzes of SEKOLAH TOEFL (accessed through: <https://schoolingme.com/>)

A session runs approximately eight to nine months. During this period, the students will have a week-regular class consisting of learning and doing exercises of a handbook and 3-QOTDs. Facebook group is used as a class to deliver the handbook, QOTD, and online meeting. A handbook will be uploaded for every Monday; thus the students should finish all the material. Along with handbook, there is also a video containing an explanation from the mentor. Sunday evening is an online meeting where all students and the mentor are active in the group. The mentor will post the key answers and its analysis while the students verify their answer by posting how many correct and incorrect answers they have in comment. Meanwhile, every Tuesday, Thursday, and Saturday, the students will have QOTD that they have to answer the questions given with the analysis. Two days after QOTD given, the mentor will post the answer and the analysis why it is correct. The students can check their answer by writing a comment on the post.

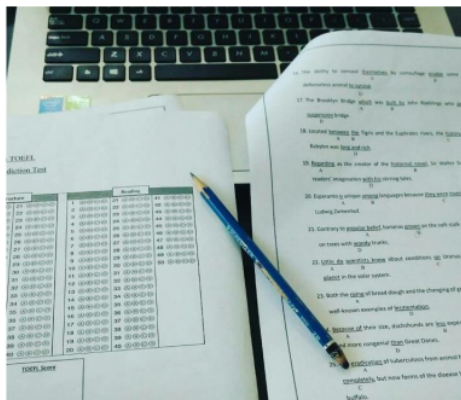


Figure 6. TOEFL prediction test for learners provided by the course

Second point is the number of users and their backgrounds. According to observation and documentation results, there are approximately more than 600 students who participate the course but it is only 80 to 150 who actively join in online group class discussion (data taken from SEKOLAH TOEFL batch 6). The following figure is documentation from students and mentor discussion.



Figure 7. The sample users of SEKOLAH TOEFL

They are not only university students but also workers, and housewives. Citing from SEKOLAH TOEFL website (Waluyo, 2015b), schedules for each week during 8-months program including handbooks, online meetings, and Question of the Days (QOTD, hereafter) is so flexible. In addition, the explanation of the materials given through various media such as handbook and video are also understandable. Those systems are so helpful for those who are having a full-time activity without wasting time taking another course out of their daily-main activities. This free-charge course is a positive and brilliant approach for those who do not have enough financial support to take a TOEFL course. They claimed that SEKOLAH TOEFL is the only course, which provides a structured-TOEFL material with a motivating-learning approach. Moreover, this no-cost system has made university students easy to study TOEFL materials. The results are surprising, many of the participants pass their expected TOEFL scores and even some of them get the scholarship they wish. This finding is also in according with the results of a previous study analyzing the usability of SEKOLAH TOEFL as learning management system platform (Rafika, 2016). It is reported that SEKOLAH TOEFL can be an alternative free online course to study TOEFL preparation material.

SEKOLAH TOEFL is closely related to consistency and discipline. Since, it is free and flextime, it does not binding rules to remind the participants if they are having low motivation. Some may have high commitment and some may not. This commitment is relevant with the necessity from the participants. The more they need to pass TOEFL test, the more consistent they join SEKOLAH TOEFL. Another matter is the ability of the participant in understanding TOEFL



materials by online. One may be an autodidact while one may need further direct learning. To manage this situation, the site has provided video and MP3 material along with the written material given.



Figure 8. Video and listening form of material explanation

This task is in line with the theory of learning management system, that it is pivotal to assist learners with tools for interaction (Bawaneh, 2018; Ippakayala & El-Ocla, 2017). SEKOLAH TOEFL has combined between written material and video to teach the students. The listening and video form of material explanation significantly help those participants who require learning interaction when they need to comprehend the material content (Nimasari, 2017a).

### 3. SEKOLAH TOEFL and MOOCs: What Are the Differences?

Analyzed from how it builds a virtual system easily accessed by anyone, anywhere, however, as an online learning management system, SEKOLAH TOEFL has some parts which are the same as Massive Online Open Courses (MOOCs, hereafter). MOOCs provide an unlimited automatic massive platform. MOOCs are an open separated platform (Mabuan, 2018; Mabuan & Ebron Jr, 2018). This signifies that everyone is able to join, access the learning process, and broaden their knowledge without additional payment. It also gives chances for the participants to get the certificate from the courses. MOOCs facilitates a huge storage system where a massive of participants can have their cross-network learning. In addition, several international proprietary platforms have shown staggered participants and those platforms are able to supply a tremendous discussion among the instructors and the participants in various fields (Donitsa-Schmidt & Topaz, 2018; Mabuan, 2018). The key of MOOCs is the connectivity, the ability of a computer, program,



device or system to connect with one to others. In addition, MOOCs answer the most problematic educational issues in Indonesia; distance, finance, and accessibility (Misra, 2018).

Following MOOCs' concept, SEKOLAH TOEFL online program under SCHOOLING ME online learning management system, attempts to answer the issues related to TOEFL. As described in previous section, SEKOLAH TOEFL is more or less similar to MOOCs virtual system. However, there are some different concerns between SEKOLAH TOEFL and MOOCs (Rafika, 2016). First of all, comparing to various international proprietary and open source platforms such as Coursera, edX, Udacity, Class2Go, open edX, openMOOC, and P2PU where the participants are touching more than 200,000 (Laaser, 2014), the participants of SEKOLAH TOEFL has not been as massive as MOOCs. According to its site (Waluyo, 2015a), the participants in 2016 are about 1,000 students (Waluyo, 2015a). In addition, various subjects and fields are available in MOOCs while SEKOLAH TOEFL focuses on TOEFL subject matters. Since MOOCs facilitates many areas, it is not surprising that many threads are connected within some seconds learning process. Thus, it leads to a massive open course. The second comparison is in the website system utilized. While, MOOCs have specific badges to classify their contribution, SEKOLAH TOEFL does not have particular classified levels. According to observation through documentation in SEKOLAH TOEFL registration process, there are three phases applied to differentiate between those who are active and those who are passive. Therefore, it is not characterized by badges. The third lies on software components used. MOOCs run several applications to deliver the material, to assess the achievement, and to collaborate the discussions among the instructors and the participants, for instance, a *course WiKi*, a *course Blog*, a *moodle forum*, *PageFlakes*, *Elluminate*, *Ustream*, *Twitter*, *gRSShopper*, *LTC*, and many others (Loizzo, Ertmer, Watson, & Watson, 2017). Meanwhile, SEKOLAH TOEFL depends on *Facebook*, *Blog*, *Whatsapp*, and *Youtube* to manage the learning process and the discussion. This finding is in line with the previous studies conducted by Nurkhasanah (2018); Rafika (2016); Rochmah (2019). The last issue is related to the material taught. Whereas MOOCs allow the participants to choose specific subject they want since MOOCs provide various subjects and study program, only provides TOEFL and its sub-materials.

## Conclusion

SEKOLAH TOEFL has pioneered online-based TOEFL preparation course in Indonesia. The system integrates technology and online TOEFL learning resources (Aparicio et al., 2016). This 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.

The results suggest that further improvements are requisite for the sake of education development in Indonesia, particularly to contribute a better TOEFL training that can be reached by people throughout the Indonesian archipelago (Lie, 2007; Mustafa & Anwar, 2018; Nurkhasanah, 2018; Rafika, 2016; Rochmah, 2019; Songbatumis, 2017). Some innovations including the information technology, internet connection, and dynamic online-teaching approach are needed to provide an appropriate platform for online TOEFL learning in Indonesia (Gestanti, 2017; Mufanti, 2016; Nimasari, Gestanti, & Mufanti, 2019). It cannot be avoided that internet connection in remote areas is not as strong as in cities. SEKOLAH TOEFL is expected to develop easily-accessed page content or its own software including automatic system. Thus, it can be an offline-software that can be run without connecting to the internet. Surely, information technology system is the key for this software. New ideas and engaged concepts can gradually encourage the learners.

Comparing to MOOCs, SEKOLAH TOEFL has several different features from MOOCs. The participants of SEKOLAH TOEFL have not been as massive as MOOCs yet. While MOOCs has already applied structured and automatic website system, SEKOLAH TOEFL runs a less complex system (Koneru, 2017; Mabuan, 2018; Mabuan & Ebron Jr, 2018). In addition, MOOCs offer various study program and the participants are allowed to choose the program as they wish whereas SEKOLAH TOEFL is a TOEFL web-based online learning course.

Furthermore, the study has pedagogical implications 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. Future investigation into learning management system or other kinds of e-learning systems may usefully concern on user experience that determines learners' achievement progress.

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