Zoom-Based TOEFL Training Based on Students' Perceptions

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Abstract:
TOEFL is a need for college students to continue their study at a well-known university and need to acquire a bachelor's degree. However, COVID-19 led to primary catastrophe that hit most countries in the world. The implementation of social distancing or distance restrictions imposed by the government has made training and learning carried out, one of which is the usage of an internet interface software solution. This study aims to determine students' perceptions of the application of Zoom-based TOEFL training. This research used descriptive qualitative research by giving online-interview to 44 students who took part in the TOEFL training organized by Language Institute of Business Economics Faculty, University of Muhammadiyah Pringsewu. The positive perception of this Zoom-based TOEFL training is the flexibility, the students can manage to do different activities whilst still join in it. The negative perceptions or weaknesses are the ineffective training time, the network disruption, and the different way in explanation.
Keywords: TOEFL training, Social Distancing, Zoom

1. INTRODUCTION.

What is the TOEFL and what is it used for? Why is that so important? (Ananda, 2016) states that in Indonesia, TOEFL, especially TOEFL ITP, is studied by people to achieve goals. Most of the students study the TOEFL because several prestigious universities in Indonesia require them to get a high TOEFL score as the main requirement for entry. Besides, most universities in Indonesia urge their students, both undergraduate and postgraduate students, to have a high enough score from the ITP TOEFL for their graduation. Besides, most, if not all, of the large companies in this country require their employees to achieve a TOEFL-ITP score high-enough for promotion (Hambali, 2008). From these goals, it appears that ITP TOEFL

learning is a must. Students wishing to continue their studies at an accredited university and earn a bachelor's degree are expected to master the TOEFL ITP.

However, there is a huge difference between expectations and reality. There are still many English as Foreign Language (EFL) students who fail to get good results on the ITP test. Most of them agreed that one of their biggest hurdles was the second part of the ITP test, which deals with written structure and expressions. For this purpose, research conducted by Hambali (2008, 84-85) revealed that students still have many obstacles in answering the ITP part two test. These problems include (1) identifying the verb, (2) identifying the correct word order of the subject and the verb in the noun clause,

and (3) identifying words with derivation and function. Likewise with the findings of Abboud and Hussein (2011) confirmed that 52% of students said that grammar questions were difficult. The study also revealed that with part A, structure, 57% of test-takers said that part A, structure, was more difficult than part B, the written expression, while only 43% said that part B was more difficult than part A. Sukur (2012) strongly emphasizes that one big common problem for ITP test students is part 2, Structure and Written Expressions; Therefore, students often feel pressured by this part. They also stated that grammar problems are considered to prevent students from getting high scores in the TOEFL which is one of the requirements for entering higher education institutions both in Indonesia and in universities abroad. In line with that, Mahmud (2014) in his study found that most of his respondents experienced serious problems in answering the structures and written expressions.

Based on initial studies involving students and the general public as a sample, it was found that 98% stated that they needed TOEFL training because they recalled the importance of TOEFL in the world of education and the world of work. This is in line with (Hasriani et al., 2008) who says that the English language mastery program is very important for a student, but there are still many who do not realize the need for English to be known. It cannot be denied that English is the most widely spoken international language in the world. That is why English is considered important for a student. Besides that, one of the requirements for a student to achieve a bachelor's degree is to go through an English language test which is better known as the TOEFL. However, the Corona 19 virus or better known as COVID-19 resulted in a major disaster that hit all countries in the world. This virus has claimed many lives with a very high transmission rate. According to (Kim et al., 2020) SARS-CoV-1, the cause of the 2003 Severe Acute Respiratory Syndrome (SARS) outbreak, is also closely related to other coronaviruses, this is evidenced by the close genetic relationship of SARS-CoV-1, SARS-CoV-2, and other coronaviruses. In line with data from WHO (2019) Coronavirus is a large family of viruses causing diseases in humans and animals has impact on the respiratory tract infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome. Respiratory Syndrome (SARS). The world has set the COVID-19 virus outbreak to be a pandemic. Indonesia is one of the countries affected by this pandemic and inevitably this will immediately change all aspects of life that exist. (Purnomo et al., 2020) Covid-19 has greatly affected human life in various countries in the world, from social, cultural, economic, political, and even education. The Indonesian government itself has taken decisive action in breaking the chain of the spread of the virus by taking several policies. The implementation of social distancing or distance restrictions imposed by the government has made training and learning carried out, one of which is using an online interface application solution. This is in

line with (Syarifudin, 2020) who said that online training can be used as a distance learning solution when a natural disaster occurs. As happens when the government published a social distancing policy. Social distancing is implemented by the government to limit human interaction and prevent people from crowding to avoid the spread of the COVID-19 virus. This policy makes teaching and learning activities in a face-to-face context temporarily suspended. The government is replacing learning with an online learning system through existing online learning applications. With this policy, online learning, which previously was not maximally applied, becomes the only choice of learning forms.

Technological advances that are developing very rapidly have indirectly affected all aspects of human life, both in the fields of political economy, culture and even in the field of education. Technological progress is something that cannot be avoided in modern times like today, because the more advanced science is, the more advanced the technological development will be. Advances in technology have made possible a global, networked learning environment that places students in the middle of the learning process, surrounded by e-learning resources and services. Every technology certainly has a positive impact; the positive benefits that can be obtained from technological advances are to provide convenience in the field of education, especially as a source of knowledge and references in learning. The application of internet technology in the field of education and training will be very much needed to improve and equalize the quality of education.

One form of implementing the use of information technology in education is by implementing an online learning model (in a network). Learning must be developed according to the era of technology 4.0 in which educational technology demands the use of web-based digital and mobile technology. This phenomenon arises in response to the needs of the 4.0 industrial revolution where humans and machines are aligned to find solutions to the problems faced and find several new alternative innovations that can be used for modern human life.

The TOEFL training and test is usually taught using conventional methods such as on-campus with the guidance of lecturers now have to swift into internet based methods. One of the ways is using Zoom application as the interface application to give TOEFL training or it is called as Zoom-Based TOEFL training. This is not different with the other TOEFL training materials, but different in method. The TOEFL training uses Zoom Meeting media includes the following stages such as: selecting the topics for the national webinar on the TOEFL (Test of English Foreign Language) Training, selecting of Live Video Streaming application using Zoom Video Conference, arranging the schedule through Zoom Meeting, asking participant to do registration links as well as participant attendance using Google Form, preparing of training materials and tools to be used in the form of PowerPoint (PPT) and videos that have been previously downloaded from Youtube, and sending Zoom ID and Password Zoom meeting to email and phone number of each participant who has registered on D-1. As

well as a notification about the Live Streaming Youtube link for participants who cannot join the Zoom meeting due to Zoom's limited room capacity.

However, there is no best method in teaching learning process. The best method should be based on the students' perceptions. Perception itself is a word that comes from the English language "Perception" which means response. Responses are descriptions of observations that remain in our consciousness after observing (Sujanto: 1986). In a large psychology dictionary, perception is defined as a process of observing someone's environment by using their senses so that they become aware of everything in their environment. Perception can be interpreted as the process of receiving stimuli through the senses which are preceded by attention so that individuals can know, interpret, and appreciate what is observed both outsides and inside the individual (Sunaryo: 2004). There are two indicators of this perception, namely: acceptance and evaluation. Acceptance is a process of acceptance that is an indicator of the occurrence of perception in the physiological stage, namely the function of the senses to capture external stimuli, then proceed by sensory nerves to the brain, so that a conclusion appears. Evaluation of external stimuli that have been captured by the senses, then evaluated by the individual very subjectively. One individual judge's stimulation as something difficult and boring, but other individuals judge the same stimulation as something good and fun. From those explanations, it invites the researcher to

is to determine the students' perception about Zoom-based TOEFL training.

2. METHOD
Participants
The taken samples only focused on FEB students who took online TOEFL training through Zoom the number of sample is 44 students taken from 123 registered students. The technique sampling in this study was carried out using purposive sampling technique.

Data Collection
The data was collected by online interview and documentation of chat or direct messages via Zoom. Therefore, the researcher had made some preparation before interviewing the sample by making a guide line questions including statements regarding student perceptions, both negative perceptions and positive perceptions, consisted of 10 questions, negative perceptions also consisted of 10 questions. The researcher asked 44 samples, who listen to the interview question, to write down their answers in the chat column.

Procedures
This research uses a qualitative approach. Qualitative research is research that intends to understand the phenomena experienced by research subjects, for example, behavior, perception, motivation, action, and others, using descriptions in the form of words and language, in a special natural context and with make use of various natural methods (Trianto, 2011)

Descriptive research is a research method that seeks to describe and interpret

objects following what they are. Descriptive because the purpose of this study is to obtain an overview of student perceptions of the online learning encountered during the online learning process (Sugiyono, 2017).

Data Analysis

The data gained from online interview and documentation of chat or direct messages via Zoom. The categorization is based on percentage of the students' negative perceptions and positive perceptions about Zoom-based TOEFL training.
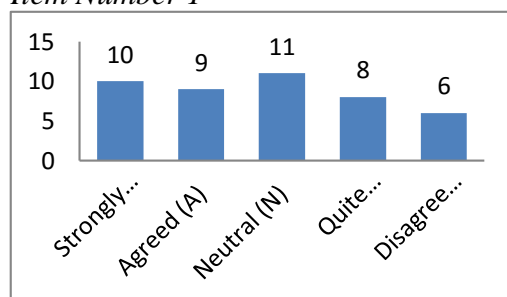
3. FINDING AND DISCUSSION

Finding

The samples who listened to the interview questions uttered by the researcher asked to write their answers in chat column or direct messages by typing Strongly Agreed (SA), Agreed (A), Neutral (N), Quite Disagree (QD), and Disagree (D). Here are the results:

1. **Online training is very helpful in replacing face-to-face TOEFL training during the Covid-19 Pandemic**

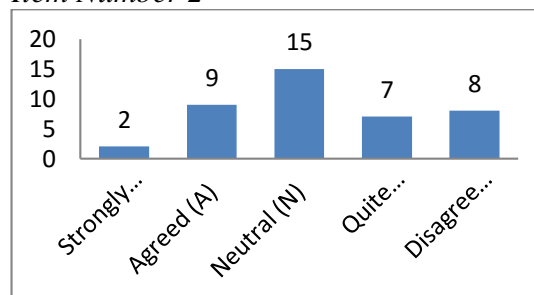*Figure 1: The Result of Questionnaires Item Number 1*

In essence, the training system *online* that was only carried out during Covid-19 presents new perceptions among students,

namely in the form of pros and cons in accepting the learning system, giving rise to constraints and there must be efforts made by a number of students to support their knowledge and education. Basically, training system, *online* requires more responsibility, independence, and personal perseverance from the students themselves, because no one controls them other than themselves. Statement 1 about online learning is very helpful in replacing conventional learning during the Covid-19 pandemic. The results showed that out of 44 respondents, 10 respondents answered strongly agree, 9 respondents answered agree, 11 respondents answered neutral, 8 respondents answered quite disagreed, and 6 respondents answered disagreed. Moreover, based on the student interview, the students tend to make online training is the same with the online teaching learning process that they get during pandemic. In brief, they get used to it.

2. **Understanding of TOEFL training materials taught online.**
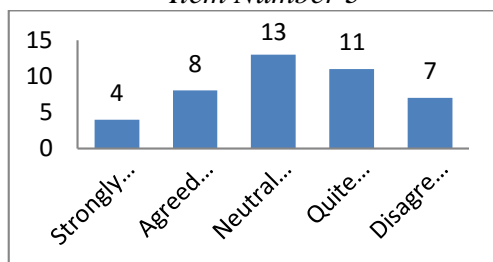   *Figure 2: The Result of Questionnaires Item Number 2*

Statement 2 regarding the understanding of the training material taught online. The results showed that out of 44 respondents,

2 respondents answered strongly agree, 9 respondents answered agreed, 15 respondents answered neutral, 7 respondents answered quite disagree, and 8 respondents answered disagree. The same as the answer number 1 that is based on the students interview, they perceiving the material the same as the perceiving the material on online teaching learning process during pandemic by using Google Classroom, and other Learning Management System applications.

3. The online learning method made it very easy for me to receive TOEFL material.

Figure 3: The Result of Questionnaires Item Number 3

Statement 3 is regarding the ease of receiving coverage of TOEFL training materials online. The results showed that out of 44 respondents, 4 respondents answered strongly agree, 8 respondents answered agree, 13 respondents answered neutral, 11 respondents answered quite disagree, and 7 respondents answered disagree. The process of teaching learning itself before pandemic COVID 19 has using the internet as the media to transfer the material to students' trough Google Drive, Whatsapp Group, and E-mail. So, the students tend to answer that this is not big different.

4. I received clear TOEFL training directions and objectives before the training started
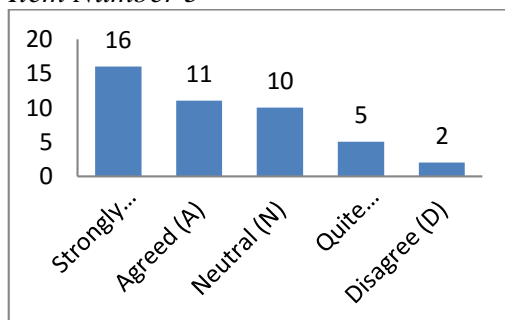
Figure 4: The Result of Questionnaires Item Number 4

The results showed that of 44 respondents, 9 respondents answered strongly agree, 17 respondents answered agreed, 8 respondents answered neutral 8 respondents answered quite disagreed, and 2 respondents answered disagree. Because of the use of online method, TOEFL training needs to be really clear in explanation. Considering that not all area is covering by good signal, the explanation of training and direction is repeated in so many ways through direct explanation, slide in power point, and in the video direction. That is why the students' perception to this question is mostly in agreed level.

5. **Lecturers always accept and explain the questions asked by students during the TOEFL training using the Zoom application.**
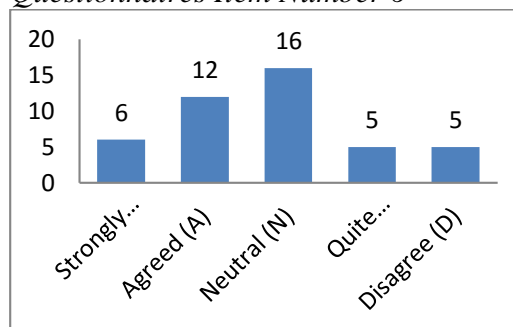
Figure 5: The Result of Questionnaires Item Number 5

The results showed that of the 44 respondents, 16 respondents answered strongly agree, 11 respondents answered agreed, 10 respondents answered neutral, 5 respondents answered quite disagreed, and 2 respondents answered disagreed. Although most of the respondents agreed, there were also respondents who disagreed with the statement of getting the opportunity to ask questions and explanations from lecturers online, this was due to limited time so that the opportunity for lecturers to explain and opportunities for students to ask questions was also limited, so students should be more actively looking for things related to TOEFL training materials that they do not understand personally or finding out knowledge information with their friends.

6. **The material taught in the online TOEFL training is well provided so that it is easy for me to understand.**
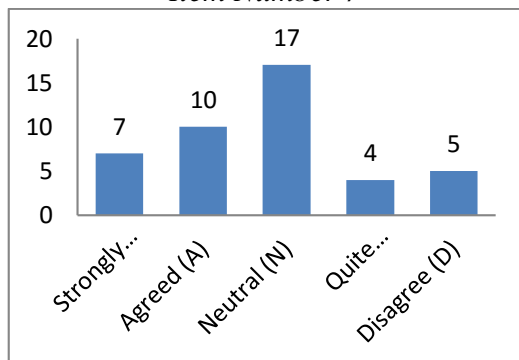
Figure 6: The Result of Questionnaires Item Number 6

The results showed that out of 44 respondents, 6 respondents answered strongly agree, 12 respondents answered agreed, 16 respondents answered neutral, 5 respondents answered quite disagreed, and 5 respondents answered disagreed. It is supported with the students interview that it is the same as when the students get teaching learning process using Google Meet combining with Google classroom. Teacher can teach using a lot of materials in one meeting by attaching the URL's video from Youtube in Google Classroom and also give the explanation in Google Meet.

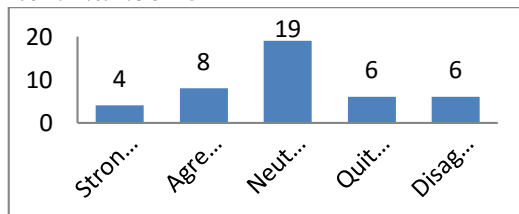7. **I can easily access online training using Zoom wherever I am**

Figure 7: The Result of Questionnaires Item Number 7

The results showed that out of 44 respondents, 7 respondents strongly agreed, 10 respondents answered agreed, 17 respondents answered neutral, 4 respondents answered quite disagreed, and 5 respondents answered disagreed. This is due to limited quotas and networks that are not suitable for different student living locations, therefore students can search for information about TOEFL training materials both before and after attending lecture hours for these courses, so that students can get more looking for information about TOEFL training materials personally or with friends.

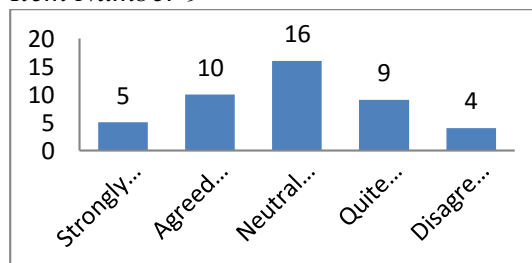8. **I am very happy and understand learning TOEFL material online.**

Figure 8: The Result of Questionnaires Item Number 8

The results showed that out of 44 respondents, 4 respondents answered strongly agree, 8 respondents answered agreed, 19 respondents answered neutral, 6 respondents answered quite disagreed, and 6 respondents answered disagreed. Some of the respondents answered that they agreed because learning *online* could make them not going to anywhere, while most respondents thought they did not agree, this was due to the location of their residence which was difficult to reach by the network and the purchase of data plan that become obstacles them from participating in online learning.

9. **I find it very easy to understand online TOEFL material**

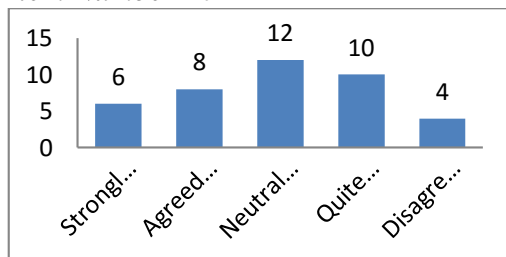*Figure 9: The Result of Questionnaires Item Number 9*

The results showed that out of 44 respondents, 5 respondents answered strongly agree, 10 respondents answered agreed, 16 respondents answered neutral, 9 respondents answered quite disagreed, and 4 respondents answered disagreed. This is due to their lack of understanding of the assignment given by the lecturer, and the limited space and time to ask questions / communicate directly with the lecturer regarding their lack of understanding of the assignment, as well

as constraints from the network and limited data plan.

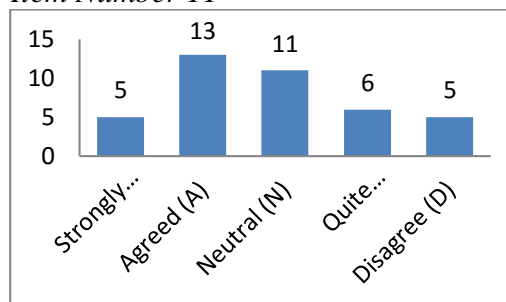## 10. I feel that there is no hassle in learning using online methods.

Figure 10: The Result of Questionnaires Item Number 10

The results showed that out of 44 respondents, 6 respondents answered strongly agree, 8 respondents answered agreed, 12 respondents answered neutral, 10 respondents answered quite disagreed with, and 4 respondents answered disagreed. This is the same as the answer for number 1 that based on the student interview, the students tend to make online training is the same with the online teaching learning process that they get during pandemic. In brief, they get used to it. The main hassle is mostly caused by the signal or networks which not cover to all areas.

11. In my opinion online TOEFL training using Zoom is not a learning solution in replacing conventional learning during the Covid-19 pandemic
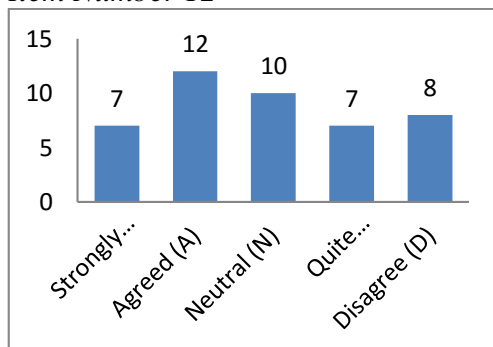
Figure 11: The Result of Questionnaires Item Number 11

The results show that out of 44 respondents, 5 respondents answered strongly agree, 13 respondents answered agreed, 11 respondents answered normal, 6 respondents answered quite agree, and 5 respondents answered disagree. The change in learning patterns that were originally face-to-face and then turned into online learning patterns is requiring relatively difficult adaptations where students are required to try to understand material that has not even been accepted before. However, during pandemic the students get used to it and make some adaption. Based on the interview it is not about the application and how they get used to it, but the signal which does not coverage all areas become one main reasons of it.

12. I find it difficult to understand learning that is done online

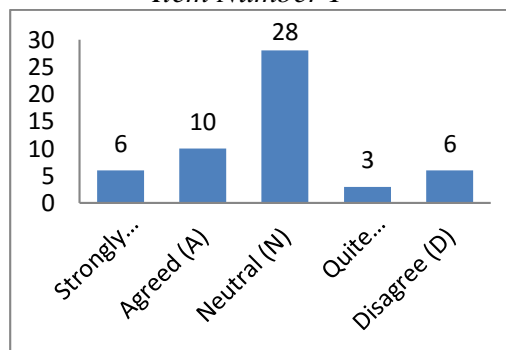*Figure 12: The Result of Questionnaires Item Number 12*

The results showed that out of 44 respondents, 7 respondents answered strongly agree, 12 respondents answered agreed, 10 respondents answered neutral, 7 respondents answered quite disagreed, and 8 respondents answered disagreed. For some students, although the training uses multiple internet media to deliver the materials, the students still find it difficult to catch it. It is because the bad signal. It happened a lot when the training directly explaining the materials through Zoom, the students catch it lately due to lagging, freezing, and kicking out from the room. When the students try to open the material being shared, it cannot open quickly because still downloading process and so many more problems due to signal. The students realized that this factor is not because the training is not well prepared in preparing and delivering the material, but this is pure with the provider problem.

13. The online learning method using Zoom did not make it easier for me to receive TOEFL material so it was difficult for me to understand the material

The results showed that out of 44 respondents, 6 respondents answered strongly agree, 10 respondents answered agreed, 18 respondents answered mediocre, 3 respondents answered quite disagreed, and 6 respondent answered disagree.
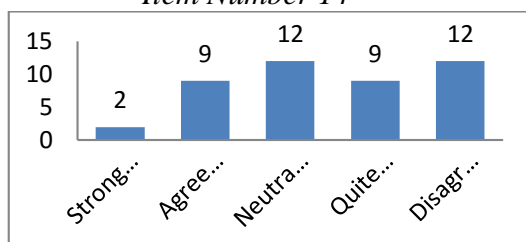
Figure 13: The Result of Questionnaires Item Number 1

This question has the same answer with the question number 6. It is supported with the students' interview that it is the same as when the students get teaching learning process using Google Meet combining with Google classroom. Teacher can teach using a lot of materials in one meeting by attaching the URL's video from Youtube in Google Classroom and also give the explanation in Google Meet. So, for them it is not a big deal.

14. Lecturers do not understand and explain the questions asked by students during online training
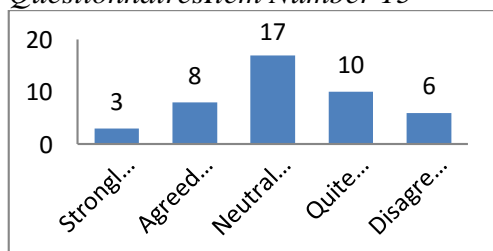
Figure 14: The Result of Questionnaires Item Number 14

The results show that out of 44 respondents, 2 respondents answered strongly agree, 9 respondents answered agreed, 12 respondents answered neutral, 9 respondents answered quite disagreed, and 12 respondents answered disagree. The question asked in the chartroom mostly asked about the materials being explained. Based on the interview, some of them said that the lecturers understood the question and gave the exact answer to it. However, some of them may miss not reading the chat and not understood what being talked about those are reasons of why the neutral and disagree level are the same.

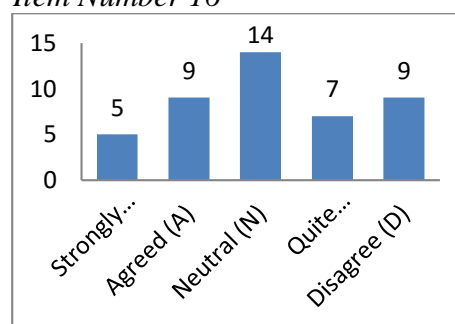## 15. The TOEFL material taught online using Zoom is not available properly so I don't understand easily

Figure 15: The Result of QuestionnairesItem Number 15

The results showed that of 44 respondents, 3 respondents answered strongly agree, 8 respondents answered agreed, 17 respondents answered mediocre, 10 respondents answered quite disagreed, and 6 respondent answered disagree. The answer for this question is supported by the answer form number 6 and 13. It is supported with the students interview that the training is the same as when the students get teaching learning process using Google Meet combining with Google classroom. Teacher can teach using a lot of materials in one meeting by attaching the URL's video from YouTube in Google Classroom and also give the explanation in Google Meet. So, for them it is not a big deal.

16. Online training is very difficult for me to access with where I live

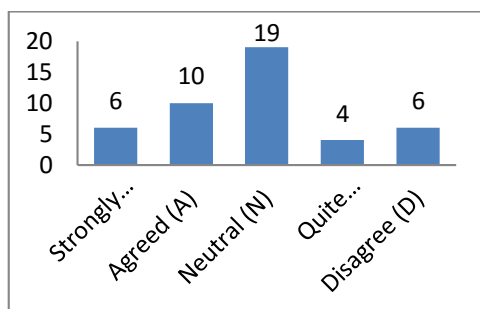*Figure 16: The Result of Questionnaires Item Number 16*

The results showed that out of 44 respondents, 5 respondents answered strongly agree, 9 respondents answered agreed, 14 respondents answered neutral, 7 respondents answered quite disagreed, and 9 respondents answered disagree. For some students, although the training uses multiple internet media to deliver the materials, the students still find it difficult to catch it. It is because the bad signal. It happened a lot when the training directly explaining the materials through Zoom,

the students catch it lately due to lagging, freezing, and kicking out from the room. When the students try to open the material being shared, it cannot open quickly because still downloading process and so many more problems due to signal. The students realized that this factor is not because the training is not well prepared in preparing and delivering the material, but this is pure with the provider problem.

17. I feel unhappy and have difficulty understanding the training provided online
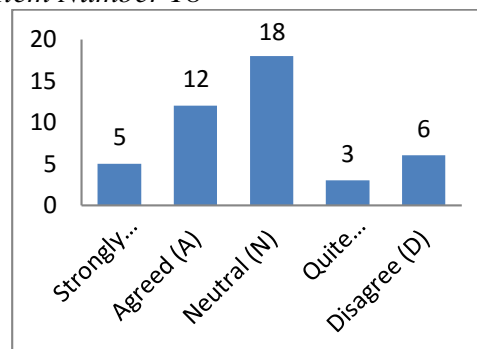
Figure 17: The Result of Questionnaires Item Number 17

The results show that out of 44 respondents, 5 respondents answered strongly agree, 10 respondents answered agreed, 19 respondents answered neutral, 4 respondents answered quite disagreed, and 6 respondents answered disagree. The students said in interview that training provided online has some positive and negative effects. One of the positive thing is the students still can get the training from home during the pandemic; it means that they are save from virus transmission. However, the negative one is the coverage of the provider's signal is not covering all areas.

18. I find it difficult to understand online TOEFL training materials using the Zoom application
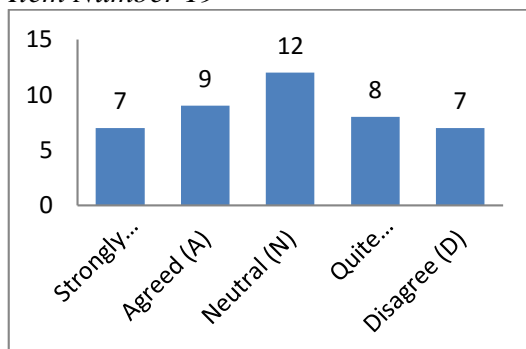
Figure 18: The Result of Questionnaires Item Number 18

The results showed that out of 44 respondents, 5 respondents answered strongly agree, 12 respondents answered agreed, 18 respondents answered neutral, 3 respondents answered quite disagreed, and 6 respondents answered disagreed. The answer for this question is supported by the answer form number 6 and 13. It is supported with the students' interview that the training is the same as when the students get teaching learning process using Google Meet combining with Google classroom. Teacher can teach using a lot of materials in one meeting by attaching the URL's video from YouTube in Google Classroom and also give the explanation in Google Meet. So, for them it is not a big deal.

19. The online method applied in the TOEFL material is not easy for me to understand
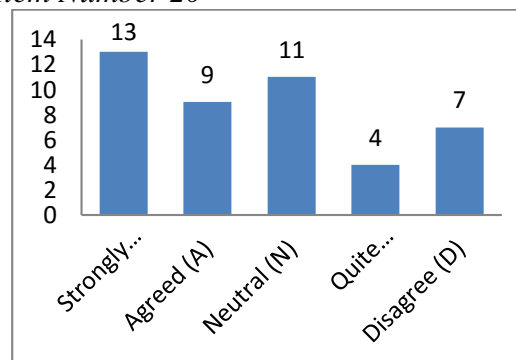
Figure 19: The Result of Questionnaires Item Number 19

The results showed that out of 44 respondents, 7 respondents answered strongly agree, 9 respondents answered agreed, 12 respondents answered neutral, 8 respondents answered quite disagreed, and 7 respondents answered disagreed. The answer for this question is supported by the answer form number 6 and 13. It is supported with the students interview that the training is the same as when the students get teaching learning process using Google Meet combining with Google classroom. Teacher can teach using a lot of materials in one meeting by attaching the URL's video from YouTube in Google Classroom and also give the explanation in Google Meet. So, for them it is not a big deal.

20. As a result of not understanding, I got a bad TOEFL score during the training

Figure 20: The Result of Questionnaires Item Number 20

The results showed that of the 44 respondents, 13 respondents answered strongly agree, 9 respondents answered agreed, 11 respondents answered neutral, 4 respondents answered quite disagreed, and 7 respondents answered disagreed. This is because the time and methods of communication are limited when the training course takes place online, it is best if students who do not understand the explanations given by their friends can look for learning materials from various other sources.

Discussion

The discussion of each finding is summarized into several points, namely:

a. The online method makes it easier for students to communicate about subject matter.

The online learning process that replaces face-to-face learning during the Covid-19 pandemic is considered very helpful for students in following the learning process. Even though they cannot carry out activities directly, they can communicate with each

other and exchange information about learning materials online with other friends. In line with Adijaya's (2018) statement which states that in essence, communication is an interaction that can provide understanding and efforts to understand and be understood in learning events, learning communication *online* allows the development of high learning flexibility because students can communicate through written and spoken language with friends regarding solving problems in learning at any time.

b. The time available during online learning is effective.

Students feel less satisfied with the relatively shorter study time than conventional learning; this can be seen based on the results of interviews that have been conducted with samples who generally answer that the time available during online learning is less effective. The limited study time resulted in a reduced understanding of students, even though there were some respondents who answered that online study time was effective. This is because some respondents do many other activities after participating in online learning.

c. Network disruption when studying online.

Network conditions are very important for the online learning process to take place. Generally, many students complain about the constraints of an unstable network. Network conditions are very important for the online learning process to take place. The lack of network access is not only complained by students living in remote areas, but also by students who are located in urban areas, especially when their location experiences a power outage, where this can also have an impact on unsupportive network conditions. So that students in participating in online learning become a little hampered when they want to *load* to participate in learning activities and some even cannot *load* at the specified time. This can cause students to experience delays in the learning process and can result in an inaccurate learning process that they follow online. Networks (internet, LAN, WAN) are a method of delivery, interaction, and facilitation. So, if network conditions are unstable, learning will *online* be ineffective. Network facilities are the main thing in learning systems *online*, because they relate to the smoothness of the learning process. The presence of students who are far from the city center or far from the provider network certainly makes students unable to carry out the learning process smoothly. Network instability is an obstacle for students to take part in learning *online*. As a result, while studying from home, many students prefer to do other activities (work) rather than taking lectures *online*.

d. Understanding of Study Materials.

The learning process *online* network place during the period *Covid-19*, in terms of preparation of many lecture learning materials that have not been prepared, both in terms of the material that must be taught and also in terms of students themselves who do not respond less when online lectures are taking place (students do not active). In terms of understanding, sometimes because the explanation given during online lectures is different from during face-to-face lectures, if the direct learning system students can easily

listen and communicate related to the material presented by the lecturer, while online learning sometimes does not delivered optimally due to limited time. Students also thought that for practicum activities where they had to understand material *online, it was* much more difficult and complicated, because they did not participate in direct practice.

4. CONCLUSION

Students' perceptions of online learning during the TOEFL training during the Covid-19 pandemic were included in the unfavorable category by looking at the average answers to the student questionnaire. Possible obstacles in the online learning process in the TOEFL training course consist of internet network instability, the effect of gadget quality, limited study time, and a lack of student understanding of TOEFL training materials. It is expected that it is need an urgency to evaluate the importance of evaluating online learning preparation both from the educators and from the students. Because online amid the Covid-19 pandemic are generally still difficult to carry out for students who do not understand to functioning technology. For educators and students the importance of motivation in the learning process, teaching materials, implementation, and evaluation of problems faced by educators and students to increase understanding in online learning. It is hoped that the next researchers will be able to carry out further research using deeper insight related to the online learning process.

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