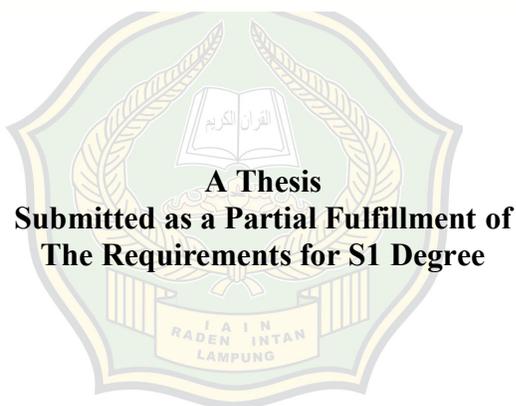


**AN ANALYSIS OF THE ONLINE LEARNING SYSTEM (OLS)  
FOR THE STUDENTS OF SEKOLAH TOEFL**



**By**

**ALVIN KURNIA SANDY  
NPM. 1311040025  
English Education Study Program**

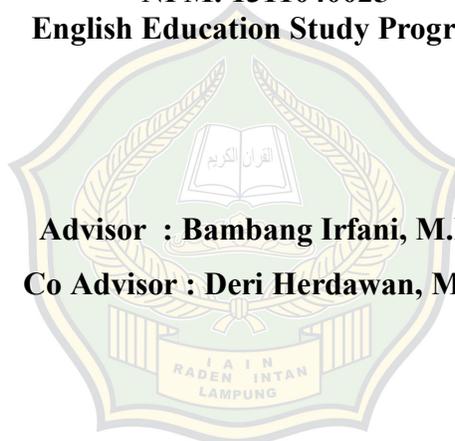
**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG  
2017**

**AN ANALYSIS OF THE ONLINE LEARNING SYSTEM (OLS)  
FOR THE STUDENTS OF SEKOLAH TOEFL**

**A Thesis  
Submitted as a Partial Fulfillment of  
The Requirements for S1 Degree**

**By**

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**Advisor : Bambang Irfani, M.Pd  
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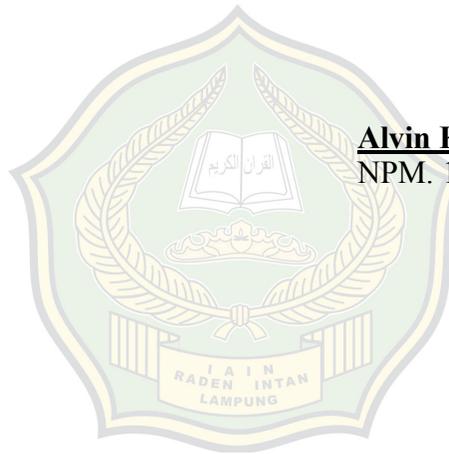
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ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG  
2017**

## DECLARATION

At this moment, I declare that this undergraduate thesis entitled, “**An Analysis of the Online Learning System (OLS) for the Students of Sekolah TOEFL**” is entirely my work. I am acutely aware of the fact that I have quoted some statements and ideas of various sources and I duly acknowledged them in this thesis.

Bandar Lampung, June 22<sup>nd</sup>, 2017

The Researcher,



**Alvin Kurnia Sandy**  
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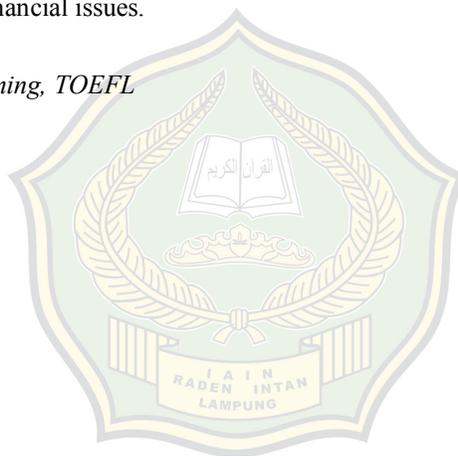
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## ABSTRACT

Nowadays, to gain a minimum score of the standardized English proficiency test called Test of English as a Foreign Language (TOEFL) becomes more and more important since anybody who wants to win scholarships, study abroad, or graduate from university, needs it. Many English courses offer TOEFL preparation classes. However, people who live in disadvantaged conditions, living in geographically remote areas and having no access to skilled-teachers as well as lacking financial resources to learn English at a paid, classroom-based course, find that TOEFL is such a big issue. *Sekolah TOEFL*, a free TOEFL course delivered through online media, was founded in 2015 as a response to the issue. This program became viral. Until the researcher conducted this study, there were more than 100,000 students registered who were spread in many different places in Indonesia and abroad. This study was conducted to know the teaching and learning process, the advantages as well as the difficulties faced by the students and the instructor. As a result of this study, the researcher found that the teaching and learning process at *Sekolah TOEFL* was uniquely delivered through three primary platforms including Facebook, WhatsApp, and Weblog. It was well-run and systematic, shown by its relevance to the Indonesian government regulation on the standardized teaching and learning mechanism. This program gave advantages for both the students and the instructor, for example, its portability, individuality, social interactivity, connectivity, and context sensitivity. Moreover, although promising benefits were found, this research revealed that they also faced many challenges in various aspects. The instructor found that government-related regulation, technological confidence, time difference, funding, and material development became issues while the students faced technological and financial issues.

**Keywords:** *Internet, Learning, TOEFL*



## CURRICULUM VITAE

The researcher, who was born in Tanjung Karang, on March 8<sup>th</sup>, 1996, started studying at MIN 3 Wates Liwa in 2000 but had to move to MIN 6 Jati Agung in 2002 due to his father's work placement. He graduated from MTs Negeri 2 Bandar Lampung in 2010 and MAN 1 Bandar Lampung in 2013. He finished his bachelor's degree at UIN Raden Intan Lampung majoring in English Education in 2017.

During his university years, he was a member of some organizations including AIESEC and English Student Association. In those groups, he led and initiated several social projects in Lampung Province. Since 2015, he had taught English at MAN 1 Bandar Lampung and various English courses in Lampung. He received the Global Undergraduate Exchange Scholarship 2015-16 in which he attended Wilson College in Pennsylvania, the United States, for one academic semester. In the program, he was actively involved in some university programs and community events such as Wilson Choir, Muhibbah Cultural Performance, and Chambersburg Ice Festival. He also did social services in an organization called Chambersburg Inc. and in a retirement community house, Menno Haven. Upon flying back to Indonesia, he spoke on Leadership and Scholarship to local as well as international students at many different universities and organizations in different provinces in Indonesia. Communications and photography are what he is passionate about besides public speaking. For further details, visit <http://linkedin.com/in/AlvinKurniaSandy/>.

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sudirman, S.Pd.I and Mrs. Suswatiningsih;
2. My brother, Syukma Ba'adilla;
3. My alma mater of Islamic State University of Raden Intan Lampung in Bandar Lampung, Indonesia and Wilson College in Pennsylvania, the United States of America;
4. My colleagues at English Education Study Program of Islamic State University of Raden Intan Lampung in Bandar Lampung and Wilson College in Pennsylvania.



### MOTTO

يَبْنِي أَذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَأَخِيهِ وَلَا تَأْيَسُوا مِنْ رَوْحِ اللَّهِ إِنَّهُ لَا يَأْسُ  
مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ ﴿٨٧﴾

“O my sons, go and find out about Joseph and his brother and despair not of relief from Allah. Indeed, no one despairs of relief from Allah except the disbelieving people.” (Yusuf 12: 87)<sup>89</sup>



<sup>89</sup> Admin, The Noble Quran (Online), available on: <https://quran.com/12/87/> (October 16<sup>th</sup>, 2016)

## ACKNOWLEDGEMENTS

First and foremost, I would express grateful to the Only God, Allah (SWT), for the chance, guidance, and blessings given, thus I could compose and finish this undergraduate thesis. Peace and salutation may always be sent to Prophet Muhammad, peace be upon him.

This thesis was submitted as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice, and prayers of people surround me. Many people have contributed their ideas and time to help me complete this thesis, and it would be impossible to mention all of them. However, I would like to express sincere gratitude and appreciation to the following stakeholders.

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Exchange Program, which I participated for a semester in the United States in 2016;

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15. Ahmad Fuadi Asy'ari, S.Pd., Edy Darmadi, S.Pd., and Wahyu Perdana;

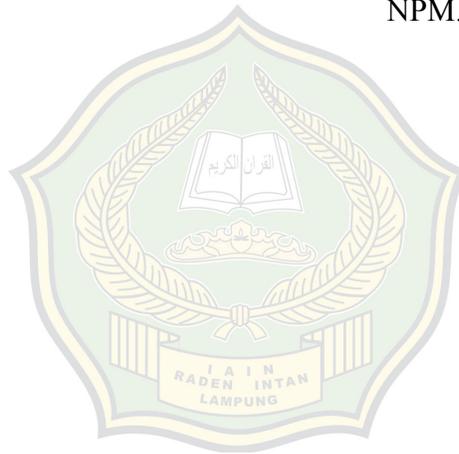
16. All stakeholders I could not mention.

Finally, I have to admit that nobody is perfect and I realize that this project lacks perfection because of my limited knowledge and ability. So, I truthfully welcome criticism and suggestion to enhance the quality of this thesis.

Bandar Lampung, 22 June 2017  
The Researcher,

**Alvin Kurnia Sandy**

NPM. 1311040025



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

As of now when everything is spread very quickly, and when people are urged to be able to communicate globally, the English language plays a critical role. According to Crystal, English has been learned by many people to have a good prospect in the community of international world since it raised its status as a global language as Britain, its origin country, had become the world's leading industrial and trading country.<sup>90</sup>

In a non-English-speaking country like Indonesia, English also marks an essential role. As an instance, Onishi wrote in the New York Times that English had been used as the primary language of instruction in many developed schools in the country.<sup>91</sup> Moreover, people believe that by mastering English, especially being able to use it both spoken and written English, they will be able to compete with people from all over the world when it deals with various fields of life. With good mastery of English, people have the chance of getting better jobs. Thus, the English language has been seen as a prestige by Indonesians nowadays.

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<sup>90</sup> David Crystal, *English as a Global Language: Second Edition* (New York: Cambridge University Press, 2003), p.10 (Online), available on: [http://culturaldiplomacy.org/academy/pdf/research/books/nation\\_branding/English\\_As\\_A\\_Global\\_language\\_-\\_David\\_Crystal.pdf/](http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_language_-_David_Crystal.pdf/) (September 10<sup>th</sup>, 2016)

<sup>91</sup> Norimitsu Onishi, *As English Spreads, Indonesians Fear for Their Language* (Online), available on: [http://www.nytimes.com/2010/07/26/world/asia/26indo.html?\\_r=0](http://www.nytimes.com/2010/07/26/world/asia/26indo.html?_r=0) (September 15<sup>th</sup>, 2016)

Unlike in many countries like Malaysia and India where English is considered as a second language that is officially used at schools, governmental institutions, and so forth, English is still used as a foreign language in Indonesia. According to Harmer, English as a foreign language describes the situation where students are learning English to use it with any other English speakers in the world - when the students may be tourists or business people.<sup>92</sup> Due to this consideration, the English language has not been used on a daily basis in the country, but only at a particular place and occasion like at an English class at school or on a business meeting at an international company.

Since English is considered as a foreign language in Indonesia, TOEFL that stands for Test of English as a Foreign Language is used as the standardized exam that measures the ability of non-native English speakers to use and understand the English language as it is heard, spoken, read and written in university classrooms.<sup>93</sup> According to English Testing Service (ETS), the institution that officially holds the test all over the world, TOEFL is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries,

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<sup>92</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition* (Essex: Longman Press, 2007), p.19

<sup>93</sup> Admin, *TOEFL iBT Test* (Online), available on: <https://www.ets.org/toefl/ibt/about> (September 15<sup>th</sup>, 2016)

including Australia, Canada, the United Kingdom, and the United States.<sup>94</sup> iBT (Internet-Based Test) and PBT (Paper-Based Test) are the two official formats of TOEFL.<sup>95</sup> iBT TOEFL, which measures academic skills in classroom settings, is offered all around the world and administered via internet while TOEFL PBT, which measures reading, listening, grammar, and writing skills, is offered only in locations where testing via the Internet is not available.<sup>96</sup> ETS explains that both types can be taken on fixed dates, more than 50 times a year around the world at the location we can choose nearby.<sup>97</sup>

Closely linked to the explanation above, there are several reasons why taking the TOEFL test is beneficial. The first reason is that it is one of the requirements for the graduation of undergraduate students at most universities in Indonesia. The students of Politics and Social Science Faculty at Airlangga University are required to fulfill the minimum score of 425.<sup>98</sup> At the Islamic State University (UIN) of Raden Intan Lampung, the students of the English Education Study Program are obligated to gain the minimum score of 450 while those enrolled in non-English programs are required to pass the minimum score of 400.<sup>99</sup> The students of English Education Study Program

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<sup>94</sup> *Ibid.*

<sup>95</sup> *Ibid.*

<sup>96</sup> *Ibid.*

<sup>97</sup> *Ibid.*

<sup>98</sup> Prima Zaki, *TOEFL Score of 425 is a Must for the Students of Politics and Social Sciences Faculty at Airlangga University* (Online), available on: <http://fisip.unair.ac.id/pencarian/read/38/Nilai-TOEFL-425-Harga-Mutlak-Kelulusan-Mahasiswa-FISIP/> (September 15<sup>th</sup>, 2016)

<sup>99</sup> *Surat Edaran Rektor: Ketetapan Skor TOAFL dan TOEFL Sebagai Syarat Munaqosyah Bagi Mahasiswa Bagi Mahasiswa Program S-1 IAIN Raden Intan Lampung*, Unpublished

at the University of Mataram are expected to get higher scores. They are required to achieve the minimum score of 500 to graduate.<sup>100</sup> It makes sense that the minimum score of English students is greater than the standardized score from any other majors since their specialization is English and they are expected to do the test properly as well as to get a better score. The requirement shows that universities in Indonesia have realized how important TOEFL is.

As of now, the adventure and experience that studying abroad offers – attract many students to international study and a period spent abroad to become a valuable addition to one's Curriculum Vitae, a writer overview of a person's experience and other qualifications. One requirement to admit at a university abroad is TOEFL, especially in English-speaking countries like the United States. It becomes the additional reason why TOEFL is necessary. Programs at most U.S. institutions require a level of performance on the test.<sup>101</sup> The demand of certain TOEFL score creates a situation in which a technically qualified student still has to pass a minimum score that is set by the institution to be able to officially admit to the university, and, without such English proficiency test, cannot obtain support for the student's study.

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<sup>100</sup> Arifuddin Arifuddin, *Ranking of Causes of Failure to Infer Implicature in TOEFL-like Based on Gender* (Helsinki: Academy Publisher, 2014), p.1335 (Online), available on <http://academypublication.com/issues/past/tpls/vol04/04.pdf/> (September 10<sup>th</sup>, 2016)

<sup>101</sup> Sumardi Sastrakusumah *et al.*, *U.S.-Indonesia Marine Science Exchange Program, 1982-83* (Washington DC: National Academy Press, 1983), p.17 (Online), available on <http://books.google.com/books?id=x5YrAAAAYAAJ&pg/> (September 10<sup>th</sup>, 2016)

Furthermore, TOEFL is one of international scholarship requirements. It is shown by the program's prerequisites that are set by the award committees. The commission of Fulbright Scholarship in Indonesia or AMINEF, for instance, requires their Master's Degree Program applicants a minimum TOEFL score of 550.<sup>102</sup> Another scholarship holder, the Ministry of Finance of the Republic of Indonesia that sponsors LPDP (*Lembaga Pengelola Dana Pendidikan*) scholarship, sets a minimum score of 550 as well to its applicants.<sup>103</sup> These facts make us realize that having a good English proficiency proven by the mastery of TOEFL is essential today.

However, the quality of English proficiency of Indonesian people is still low in average. Ichsan in Arifuddin tested English language proficiency of his students by using TOEFL.<sup>104</sup> From his study, he found that the TOEFL score of the students is low and listening comprehension is the most difficult skill.<sup>105</sup> Although no detailed information about what makes listening skill low, the study reveals a description of English proficiency of some English students in Indonesia.

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<sup>102</sup> Admin, *Fulbright Master's Degree Program* (Online), available on: [http://www.aminef.or.id/index.php?option=com\\_content&view=article&id=31&Itemid=31](http://www.aminef.or.id/index.php?option=com_content&view=article&id=31&Itemid=31) (September 15<sup>th</sup>, 2016)

<sup>103</sup> Admin, *Master and Doctoral Scholarship* (Online), available on: <http://www.lpdg.kemkeu.go.id/en/scholarship/master-and-doctoral-scholarships/> (September 15<sup>th</sup>, 2016)

<sup>104</sup> Arifuddin Arifuddin, *Op.Cit.*, p.1334

<sup>105</sup> *Ibid.*

The English language proficiency of the students in Indonesia is related to the lower quality of TOEFL or English teachers in the country. According to Saukah in Arifuddin, a precarious condition indicating a low quality of English language teacher is found.<sup>106</sup> He writes that English language proficiency of higher education teachers is small, and they do not have good commands of English. The mean TOEFL scores of English language lecturers in Indonesia is only 390.50, far inferior to those of the third year Senior High School students, 435. About teachers' capability, Jalal, *et al.* in Arifuddin suggest that if the premise that qualified teachers produce qualified students is acceptable, then the poor achievements of students can be attributed to the poor quality of teachers.<sup>107</sup> Indonesian students' less successful result of TOEFL may reflect the lower quality of English teachers in Indonesia.

As explained before, there are many scholarship opportunities for those who intend to study overseas like Fulbright and LPDP. However, people who live in disadvantaged conditions, living in geographically remote areas and having no access to skilled-teachers as well as lacking financial resources to learn English at a paid, classroom-based course, find that TOEFL is such a big issue. Although there are TOEFL preparation classes offered by various English courses, many people cannot afford them since they cost a lot. Those reasons make their dream to continue studying abroad even harder.

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<sup>106</sup> *Ibid.*

<sup>107</sup> *Ibid.*

As of now, *Sekolah TOEFL*, a free TOEFL course delivered through online media, comes with a solution to solve these issues.<sup>108</sup> It was founded by Budi Waluyo, a Fulbright Scholarship grantee at Lehigh University, who is also an education practitioner. Waluyo who gained his master's degree at the University of Manchester explained that through his online program, he hoped that he could reach Indonesian people who lived in 'disadvantaged conditions' all over Indonesia.<sup>109</sup> More than 7,000 Indonesians from different regions with various backgrounds have registered since he founded the course in May 2015.<sup>110</sup>

Three platforms are used by the instructor in running *Sekolah TOEFL*.<sup>111</sup> The first one is the personal blog of Waluyo, <http://www.sdsfadg.com/>, which is used to deliver teaching materials to the students. The second one is WhatsApp, a free online chatting application that takes low data charge, to facilitate the students' interaction on a daily basis. And the last one is Facebook on which a weekly online meeting with students is conducted. This program had taken many attentions and attracted many people to join.

Based on the reasons mentioned, the researcher focused on his research on discovering the Online Learning System (OLS) that was implemented by *Sekolah TOEFL*. Therefore, the researcher entitled his thesis "AN

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<sup>108</sup> Budi Waluyo, *Bridging the Unseen Gaps* (Online), available on: <https://www.youtube.com/watch?v=25qqR2SHlzc> (September 14<sup>th</sup>, 2016)

<sup>109</sup> *Ibid.*

<sup>110</sup> *Ibid.*

<sup>111</sup> *Ibid.*

## **ANALYSIS OF THE ONLINE LEARNING SYSTEM (OLS) FOR THE STUDENTS OF SEKOLAH TOEFL.”**

### **B. Identification of the Problem**

Based on the background, the researcher identified the problems as follows:

1. English language proficiency of higher education teachers was small, and they did not have good commands of English;
2. The English proficiency of Indonesian students, teachers, and lecturers, was little, proven by the low score of TOEFL that did not reach the minimum requirement according to Arifuddin;
3. The students lacked financial resources and had no access to paid, classroom-based course to study English and TOEFL and to take tests, which were essential for university graduation, study abroad purpose, and one of scholarship requirement.

### **C. Limitation of the Problem**

This research focused on the program run by *Sekolah TOEFL*, including the teaching-and-learning processes, the media used, the advantages or benefits as well as the difficulties of the program implementation. There were some reasons why the researcher considered working on these areas of the program. As a matter of fact, the program run by *Sekolah TOEFL* contained many aspects. By limiting the research on the areas mentioned above, academically, it made the research deeper and more focus. Personally, these

limitations were made because the researcher considered the time given and the cost spent to conduct the research.

#### **D. Formulation of the Problem**

Based on the background mentioned earlier, the researcher formulated the research question as follows:

1. How was the teaching-and-learning process at *Sekolah TOEFL*?
2. What were the difficulties encountered by the instructor while teaching online as well as by the students of *Sekolah TOEFL* while participating in the program?
3. What were the advantages of the Online Learning System (OLS) that was implemented by *Sekolah TOEFL* for both the students and the instructor?

#### **E. Objective of the Research**

The objectives of this research are:

1. To analyze the teaching-and-learning process at *Sekolah TOEFL*;
2. To examine the difficulties encountered by the instructor while teaching online as well as the students of *Sekolah TOEFL* while participating in the program;
3. To explain the advantages of the Online Learning System (OLS) that was implemented by *Sekolah TOEFL* for both the students and the instructor.

## **F. Uses of the Research**

The purposes of this research intended by the researcher were:

1. To provide beneficial information and useful input to improve the quality of the Online Learning System (OLS) that was implemented at *Sekolah TOEFL*;
2. To give further information about *Sekolah TOEFL*, its Online Learning System (OLS), and its method of teaching and learning;
3. To become a reference for further research about the implementation of the Online Learning System (OLS) for the students' TOEFL achievement.

## **G. Scope of the Research**

The researcher formulated the scope of the research as follows:

### **1. Subject of the Research**

The topic of the study was Budi Waluyo as the founder as well as the instructor and the students of Batch or Generation 8 (eight) at *Sekolah TOEFL*.

### **2. Object of the Research**

The object of the research was the program run by *Sekolah TOEFL*, including the teaching-and-learning processes, the media used, the difficulties faced by both the students and the instructor, as well as the advantages for them.

### 3. Place of the Research

The researcher conducted the research at *Sekolah TOEFL*, available online at <http://sdsafadg.com/>, on Facebook, and WhatsApp.

### 4. Time of the Research

The researcher conducted the research in April 2017 while the students of Batch 8 (Eight) at *Sekolah TOEFL* were participating in the program.



## CHAPTER II REVIEW OF LITERATURE

### H. Teaching and Learning

#### 1. Teaching

According to Brown, teaching is showing or helping someone learn to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know. He adds that teaching is guiding as well as facilitating learning and enabling the learner to learn to set the condition for learning.<sup>112</sup> Furthermore, Harmer argues that teaching is to help the students understand something.<sup>113</sup> Thus, it can be concluded that teaching is a process of helping someone learn and understand something by guiding and providing knowledge as well as instructions to the students.

Brown explains that there are some concerns in teaching due to no teaching-learning context that is perfect.<sup>114</sup> There are always imperfect circumstances for teachers to deal. They are large-class teaching, multiple proficiency levels in the same class, compromising with the institution, discipline, and cheating.<sup>115</sup> These issues can be challenging for the teachers. Thus, their ability in facing these challenges is the most

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<sup>112</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2000), p.7

<sup>113</sup> Jeremy Harmer, *Jeremy Harmer, The Practice of English Language Teaching: Fourth Edition* (Essex: Longman Press, 2007), p.56

<sup>114</sup> H. Douglas Brown, *Op.Cit.*, p.196

<sup>115</sup> *Ibid.*

significant factors contributing to the successful teaching-learning process.

## 2. Learning

Learning is the process of skill acquisition as Brown states that learning is acquiring or getting of knowledge of a subject or skill by study, experience or instructions. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.<sup>116</sup> According to Driscoll, learning is a persisting change in human performance or performance potential.<sup>117</sup> To be considered learning, a shift in performance must come about as a result of the learner's interaction with the environment.<sup>118</sup> Learning requires experience and how these experiences are presumed to bring about learning distinguishes different learning theories.<sup>119</sup> Additionally, learning process involves activeness, conscious focus as well as acting upon events either outside or inside an organism, and also some forms of practices, perhaps reinforced practices.<sup>120</sup> Thus, it can be interpreted that learning is the experience-based process of acquiring knowledge that involves activeness and practices that bring relatively permanent change in behavior.

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<sup>116</sup> H. Douglas Brown, *Op.Cit.*, p.7

<sup>117</sup> Marcy P. Driscoll, *How People Learn* (State College: Penn State University, 2014) (Online), available on: <http://archive.tlt.psu.edu/learningdesign/audience/peoplelearn.html> (September 14<sup>th</sup>, 2016)

<sup>118</sup> *Ibid.*

<sup>119</sup> *Ibid.*

<sup>120</sup> *Ibid.*

Baroque and Melo in Crawford explains that the three traditional, dominant learning theories provide different perspectives on how learning occurs, including Behaviorism, Cognitivism, and Constructivism.<sup>121</sup> Firstly, the theory of Behaviorism states that learning focuses on observable behavior rather than non-observable mental events. It suggests learning is a relatively permanent change in behavior due to experience. The learner must be engaged in the behavior to learn.

Secondly, the theory of Cognitivism meaning understanding the mind considers how people perceive, interpret, remember and think about the environmental events they experience. It suggests learning occurs when information is mentally processed, and the structure of learner's knowledge changes.

Lastly, the theory of Constructivism, which is also internally oriented, asserts that one's knowledge, as well as the learning process itself, is constructed by the learners according to their interpretation of their experiences.

Baroque and Melo says and is cited in Crawford that these three theories have been influencing education and guiding instructional practice since

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<sup>121</sup> Jayne Crawford, *Learning Theories that Encompass Distance Education* (Idaho: Boise State University, 2009), p.4 (Online), available on: [http://edtech2.boisestate.edu/crawfordj/portfolio/files/5\\_learn\\_theories.pdf/](http://edtech2.boisestate.edu/crawfordj/portfolio/files/5_learn_theories.pdf/) (February 12<sup>th</sup>, 2017)

the 1800's as.<sup>122</sup> Understanding these will help educators understand how the students learn, so that they can choose and implement the best way of delivering educational materials.

### 3. Process of Teaching and Learning

Teaching-and-learning process is divided into steps. According to Indonesia's Ministry of Education and Cultural Affairs Regulation Article 3 of Law Number 103 of 2014 on Teaching-Learning of Basic and Secondary Educations, there are three basic steps of teaching-learning.<sup>123</sup> The first one is pre-teaching activity, which includes everything teachers do at the beginning or initial stage of teaching, for example, recalling past experiences, asking questions, explaining the goals of the lessons, and predicting what may become the problem in their upcoming class. The second one is whilst-teaching activity, which includes everything teacher do in the middle of teaching-and-learning activity to achieve the goals of the lessons. It includes exploring, describing, explaining, demonstrating, and evaluating. It is run based on the lesson plans prepared by the teacher. The last one is post-teaching activity, which is the end of the teaching-

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<sup>122</sup> Jayne Crawford, *Op.Cit.*, p.4

<sup>123</sup> Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah (Online), available on: <http://pgsd.uad.ac.id/wp-content/uploads/lampiran-permendikbud-no-103-tahun-2014.pdf/> (January 24<sup>th</sup>, 2017)

and-learning process, for example, summarizing the lessons learned on that day, assessing the students, and giving feedbacks.<sup>124</sup>

Related to the concept above, Garner cited in Well-Papanek has developed a human-centered and learner-directed instructional model, which has successfully used with students of all age around the world. This model of teaching-and-learning is divided into five steps as follows.<sup>125</sup>

**a. Explore**

Explore is the first step in which teacher starts with an interesting and engaging non-academic exercise such as imagery, a piece of literature, words, symbols, etc. to help the students develop cognitive structures such as noticing patterns and relationships to then apply to content areas. The teacher encourages student-generated questions and comments to share their curiosity, observations, and what they notice. Students need to “see with their eyes” the physical characteristics of objects and “see with their minds” the connections and unusual things they notice and have questions.

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<sup>124</sup> Admin, *Pelaksanaan Pembelajaran*, available on: <http://silabus.org/pelaksanaan-pembelajaran/> (February 14<sup>th</sup>, 2017)

<sup>125</sup> Doris Well-Papanek, *Effective Instructional Flow*, available on: <http://www.designlearning.us/instructional-flow/> (February 13<sup>th</sup>, 2017)

**b. Describe**

The teacher provides time for students to explain and discuss with each other and with the class what they noticed and wondered. Encourage students to ask questions. The situation is an excellent opportunity for a formative assessment to gain insight into the types of words learners use to think and communicate, their level of knowledge, and how they process information.

**c. Explain**

Teacher clarifies and builds on student descriptions, introduces new material concepts, and asks students what sense they are making of it all and expand their processing.

**d. Demonstrate**

In this step, students share evidence of learning outcomes, by analyzing and integrating information and applying their understandings.

**e. Evaluate**

In the last step, students and teacher reflect on and assess the effectiveness of the lesson, how it could be improved, and what questions come to mind as a result of the experience.

This concept is also used by the Indonesian Ministry of Education and Cultural Affairs to develop its standardized educational syllabus as

mentioned in The Regulation Article 3 of Law Number 103 of 2014 on Teaching-Learning of Basic and Secondary Educations.

### **I. Distance Education**

As of now, the digital age has significantly increased the development of education through the fast and enormous number of information with the help of the internet. This technological breakthrough brings a change to traditional teaching-and-learning that is called distance education. According to Moore cited in Jonassen *et al.* and is quoted in Crawford, distance learning is all arrangements for providing instruction through print or electronic communication media to persons who engaged in planned learning in a place or time, which is different from that of the instructor or instructors. It allows and facilitates interaction between distance learners through technologies such as email, computer conferencing, and online databases.<sup>126</sup> Crawford adds that it also makes the formation of learning communities easier and globalized teaching-and-learning process, as people from all over the world can be involved.<sup>127</sup> Finally, it can be defined that distance education is a teaching-and-learning situation in which the students and the instructor are not in the same learning environments, including time and place so that the technological devices are used to facilitate the process of teaching-and-learning.

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<sup>126</sup> Jayne Crawford, *Op.Cit.*, p.3

<sup>127</sup> *Ibid.*, p.10

As explained before, that the three learning theories of Behaviorism, Cognitivism, and Constructivism, are the three broad learning theories. These theories, however, were developed in a time when learning was not impacted by technology.<sup>128</sup> Today on which technology recognizes how we live, how we communicate, and how we learn, there is a new, emerging theory of learning called Connectivism. According to this theory, learning begins when learners join in a learning community, and knowledge is then put into action by discussing, sharing, and thinking as Crawford explains.<sup>129</sup> Siemen adds that in the theory of Connectivism, learning is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing.<sup>130</sup>

There is a difference among Connectivism and the three learning theories. According to Siemen, Behaviorism, Cognitivism, and Constructivism define that learning occurs inside people. Those theories do not address learning that occurs outside of people, learning that is stored and manipulated by technology. He adds that most learning theories are concerned with the actual process of learning, not with the value or what is being learned. However, the theory of Connectivism explains that learning can reside outside of a person,

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<sup>128</sup> George Siemen, *Connectivism: A Learning Theory for the Digital Age*, available on: [http://www.itdl.org/Journal/Jan\\_05/article01.htm/](http://www.itdl.org/Journal/Jan_05/article01.htm/) (February 12<sup>th</sup>, 2017)

<sup>129</sup> Jayne Crawford, *Op.Cit.*, p.10

<sup>130</sup> George Siemen, *Loc. Cit.*

meaning within an organization or an online database.<sup>131</sup> Thus, Connectivism brings a new sight on how learning occurs.

Thus, it can be concluded that distance education is teaching and learning condition in modern days in which technological devices are used to facilitate the process of teaching-and-learning.

## **J. Online Learning System**

### **1. Definition**

Beale and Klopfer in Gholami and Azarmi state that decades ago, the concepts of learning and teaching was almost restricted to traditional classroom environments. Teachers were presenting new knowledge for learners via textbooks and chalkboards in classrooms that were defining the context of learning.<sup>132</sup> Not having sufficient control on the students beyond classroom environments, abundant with authentic opportunities to gain knowledge, teachers are trying to establish predefined learning materials in classrooms. That is how teaching and learning run traditionally.

The expansion of technological applications such as computers and mobile phones in the past three decades has impacted our life from

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<sup>131</sup> *Ibid.*

<sup>132</sup> Javad Gholami and Ghader Azarmi, *An Introduction to Mobile Assisted Language Learning* (Houston: International Journals of Multidisciplinary Research Academy, 2012), p.1 (Online), available on: <http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=C65E092A749CB615CFBCC021870F516D?doi=10.1.1.347.9975&rep=rep1&type=pdf/> (September 15<sup>th</sup>, 2016)

different perspectives. Language teaching is no exception, and like other fields of study, it has also been influenced by new language teaching sources and software. More recently, there has been a passionate debate about the usefulness of the smartphones or mobiles for educational purposes and their possible uses in English language instruction. The discussion opened a new concept, and view of learning through an online platform, namely Mobile Learning or M-Learning as Bachmair, Pachler, and Cook state and is cited in Gholami and Azarmi.<sup>133</sup>

Pachler and Cook in Gholami and Azarmi further define Online or Mobile Learning as the processes of coming to know and being able to operate successfully in, and across, new and ever changing contexts and learning spaces with an emphasis on understanding and knowing how to utilize our everyday life-worlds as learning spaces.<sup>134</sup> Additionally, Ally in Gholami and Azarmi mentions that it allows learners to access learning materials and information from anywhere and at any time.<sup>135</sup> Thus, it can be concluded that Online or Mobile Learning is a new concept in teaching and learning that provides language teachers and students new opportunities for interaction and increases flexibility in teaching-learning process in different situations and conditions.

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<sup>133</sup> *Ibid.*, p.2

<sup>134</sup> *Ibid.*, p.3

<sup>135</sup> *Ibid.*, p.4

## 2. Difficulties/Challenges

Andersson and Gronlund cited in Kwofie and Henten propose a conceptual framework for understanding the difficulties or challenges facing the implementation of distance learning. It consists of various difficulties or challenges categorized under four broad categories including individual, course, contextual, and technological.<sup>136</sup>

Individual challenges are categorized as follows:

### a. Student

- **Motivation**

Motivation is seen as a critical factor in a successful implementation of e-learning. If the students are low-motivated, they tend to drop out.

- **Conflicting Priorities**

Students have their activities. Without prioritization and discipline to the online learning program they take, dissatisfaction, high dropout rates, and a rippling effect of discouraging potential students would likely to happen.

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<sup>136</sup> Benjamin Kwofie and Anders Henten, *The Advantages and Challenges of e-Learning Implementation* (Aalborg: Aalborg University, 2011), p.6-14 (Online), available on [http://vbn.aau.dk/files/60337174/The\\_advantages\\_and\\_challenges\\_of\\_e\\_learning\\_implementation\\_The\\_story\\_of\\_a\\_developing\\_nation.pdf/](http://vbn.aau.dk/files/60337174/The_advantages_and_challenges_of_e_learning_implementation_The_story_of_a_developing_nation.pdf/) (February 12<sup>th</sup>, 2017)

### **1. Economy**

Though this online learning can provide a cheaper or even free alternative, the lack of student funding and financial difficulties can make students drop out since they still need to have internet access that will cost them.

### **2. Academic Confidence**

Where the self-efficacy of a student is low, they won't perform well in the program.

### **3. Technological Confidence**

The students need to have the necessary computer skills and feel confident in front of technological devices. The lack of these skills can be a hindrance to learning.

### **4. Social Support**

Where there is little understanding of online learning and its contributions to personal, organizational and national development, the denial of this support can negatively affect the students who participate in such program.

### **5. Gender**

Issues of gender can also influence the program. If these issues are not well managed and promoted, they could affect the student participation.

**b. Teacher****1. Technological Confidence**

Where the confidence of the teacher in the use of technology is low, the teacher would either not use it or use it ineffectively.

**2. Motivation and Commitment**

The absence of these two factors can lead to mistrust and resistance to the implementation of the program.

**3. Qualification and Competence**

The teacher's qualification and competence, in general, play a major role in the implementation of online learning. Where these two are not the focus of attention, any attempt to successfully implement the program can be flawed.

**4. Time**

Where time is not made to develop and ensure the quality of learning materials, contents made available will be of little help to the students.

Course challenges are categorized as follows:

## **a. Course Design**

### **5. Curriculum**

The failure of the instructors to take curriculum seriously shows a lack of understanding of the inherent differences between e-learning and classroom-based teaching.

### **6. Pedagogical Model**

Andersson and Grönlund cited in Kwofie argue that the appropriateness of pedagogical models favor a move from a more instructor-centered approach to a learner-oriented approach where the students take ownership of their learning. Not considering this well is planning to fail.<sup>137</sup>

### **7. Subject Content**

Where students do not perceive or feel that the information being provided is useful, they would be discouraged from using the system and discourage future users. There is the need for the subject content to be relevant to the expectations of the students and future employers, else the implementation of the program will not be successful.

### **8. Teaching and Learning Activities**

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<sup>137</sup> *Ibid.*, p.9-10

The use of technology in teaching and learning should not leave out the basic experience like teacher intervention, follow-ups, continuous assessments, etc. found in the classroom experience. Where this is left out unduly, it can pose challenges to a successful implementation of the program.

## **b. Support Provided**

### **9. Support for Students from Faculty**

In traditional classrooms, support is often given instantly, and questions answered immediately in a face-to-face manner. In online learning, support should be given in different ways of delivering. A low level of assistance provision would discourage many people from participating in the program.

### **10. Support for Faculty**

Where the institution fails to provide the needed support to instructors, it could result in low motivation and commitment which could also lead to little support to students.

Contextual challenges are categorized as follows:

## **a. Organizational**

### **11. Knowledge Management**

There is the need for a knowledge management or knowledge building system where a knowledge repository is created built on

research, evaluation, sharing of experiences among e-learning implementing institutions, and the establishment of e-learning units. Where this is not done, the implementation is bound to fail in time.

## **12. Economy and Funding**

There is the need for economizing and financing of e-learning project both with the human resource development and technology needed. Not making provision for these is tantamount to wanting the program to fail.

## **13. Training**

Training ensures that the competencies of the instructors are enhanced to make efficient use of the technologies. Where this is not done, developments in the world of technology and their implications for effective teaching and learning cannot be harnessed for the implementation of the program.

### **b. Societal/Cultural**

## **14. Role of Teacher and Student**

Where the culture demands respect for the elderly by children and students, and teachers are regarded as experts who teach wisdom and cannot be questioned, learners act as receivers, and this would pose serious challenges for the program implementation.

## 15. Attitudes on Online Learning and IT

Andersson and Gronlund cited in Kwofie say that the beliefs and attitudes of decision-makers in a political system will affect the growth of both technology and online learning in a country.<sup>138</sup> If these attitudes and perceptions are not corrected through rigorous education, they can negatively affect the implementation of the program.

## 16. Rules and Regulation

There is the need to ensure that all relevant laws are taken into consideration to prevent government regulations from catching up with the institution.

Technological challenges are categorized as follows:

### a. Access

Burn and Thongprasert cited in Kwofie and Henten say that having access to technology in e-learning is evidently an enabling or disabling factor.<sup>139</sup> Access here implies the physical access to a computer, an internet connection, the reliability of the connection and bandwidth, as may be needed to access the full range of the content needed. In fact, many people have little or even no access to these technologies.

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<sup>138</sup> *Ibid.*, p.12-13

<sup>139</sup> *Ibid.*

### **b. Cost**

The cost of the technologies needed in setting up the e-learning system is considered a limitation to the successful implementation of online learning programs. Many institutions are scared to implement such program regarding its expensive cost.

### **c. Software and Interface Design**

The absence of software support and usability would result in challenges.

## **3. Benefits**

According to Hartoyo in Mellati and Khademi, the use of Information and Communication Technology (ICT) in language teaching and learning might have a positive effect on learners' academic achievements.<sup>140</sup>

Sharples, Milrad, Arnedillo-Sánchez, and Vavoula in Gholami and Azarmi further explain that this type of learning helps link people in the real and virtual worlds, create learning communities among people on the move, provide expertise on demand, and support a lifetime of learning.<sup>141</sup>

These benefits are extremely useful for both English language teachers and students in this globally-linked world.

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<sup>140</sup> Morteza Mellati and Marzieh Khademi, *The Impacts of Distance Interactivity on Learners' Achievements in Online Mobile Language Learning: Social Software and Participatory Learning* (Hershey: IGI Global, 2016), p.1525 (Online), available on: <http://igi-global.com/article/the-impacts-of-distance-education-interactivity-on-learners-achievement-in-online-mobile-language-learning/126931/> (September 13<sup>th</sup>, 2016)

<sup>141</sup> Javad Gholami and Ghader Azarmi, *Op.Cit.*, p.2

Furthermore, Anderson in Mellati and Khademi states that employing technological devices in language learning improves the quality of education through its benefits. Klopfer, Squire, and Jenkins further declare that five key features can increase educational advantages. They are individuality, portability, social interactivity, connectivity, and context sensitivity.<sup>142</sup> Firstly, technology provides educators and students with freedom and individuality since they can create their learning atmosphere at whatever place they feel comfortable.<sup>143</sup> Secondly, mobile devices' lighter weight and flexibility make them far superior for digital reading and communication since teachers and students can bring them anytime and anywhere.<sup>144</sup> Thirdly, its chat, call, and some other features make the users interact more easily whenever and wherever they are. Through social networks, the new and updated trend in the technology world that have been referred to networked tools, teachers, and students are allowed to communicate, interact and share their ideas and interests with each other.<sup>145</sup> Fourthly, its in-all-places connectivity lets teachers instruct the students through their fingertips everywhere.<sup>146</sup> Lastly, this technology helps teachers teach various materials of the course to the particular

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<sup>142</sup> Morteza Mellati and Marzieh Khademi, *Op.Cit.*, p.1527

<sup>143</sup> *Ibid.*

<sup>144</sup> *Ibid.*, p.1526

<sup>145</sup> *Ibid.*

<sup>146</sup> *Ibid.*

setting and target population.<sup>147</sup> Thus, technology brings some benefits that help both teachers and students in the teaching-learning process.

Another significant feature of modern technologies is their evolutionary role in social media. Social media such as WhatsApp, Facebook, and Line, attract and support networks of people and facilitate connections among them. Gee in Mellati and Khademi calls these social media contexts as *affinity spaces*, where learners acquire both social and communicative skills.<sup>148</sup> While developing a range of digital literacy in these areas, the youth involve in informal learning activities, creative and expressive forms of behavior, and seek new identities through social media.

These key benefits bring positivity to teaching and learning process and make the process way more flexible and help both the students and teachers.

#### 4. Media

There are some instruments of Mobile Assisted Language Learning, which are employed by *Sekolah TOEFL* to succeed its process of teaching and learning since the instructor is now in the United States while the students are spread around the world. The first instrument is WhatsApp, a

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<sup>147</sup> *Ibid.*

<sup>148</sup> *Ibid.*, p.1528

cross-platform instant messaging service that helps users connect socially in real time. Albergotti, MacMillan, and Rusli write that WhatsApp provides online users the ability to send and receive a variety of media such as images, videos, and audio media messages.<sup>149</sup> Shusma in Mellati and Khademi says that the WhatsApp platform has the following collaborative features:

- a. Provides online learners with the ability to cross exchange text messages, images, videos, and voice notes to their social network or group and contacts;
- b. Provides students and teachers with the capacity to create a group that supports the classroom-like interactions. Thus, members can engage in discussion forums;
- c. Provides the ability for students and educators to send unlimited messages;
- d. Students and educators can use WhatsApp through a variety mobile devices such as smartphone and tablet regardless Operating Systems.<sup>150</sup>

The next instrument is a website or weblog. These days, accessing the Internet or web-blogging is not restricted only to computer users. Mobile

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<sup>149</sup> Reed Albergotti, Douglas MacMillan, and Evelyn Rusli, *Facebook to Pay \$19 Billion for WhatsApp* (Online), available on: <http://www.wsj.com/articles/SB10001424052702304914204579393452029288302> (September 15<sup>th</sup>, 2016)

<sup>150</sup> Morteza Mellati and Marzieh Khademi, *Op.Cit.*, p.1530

users can also access the Internet or can publish their texts, images, and videos by their cell phones to their web pages. Indeed, posting information by mobile phones through web-blogging, called moblogging, allows learners to share their ideas and communicate with their friends. Shao, Crook, and Kolevas in Mellati and Khademi conclude that by moblogging, learners can collect artifacts, share them and discuss them online in a virtual place on the move.<sup>151</sup>

The last instrument is Facebook, which a commonly used online-social-networking site. According to Chen, Facebook has been investigated to be a better learning environment in higher education than other commonly used learning management systems in facilitating interaction, communication, collaboration, and learning motivation.<sup>152</sup> Gabarre *et al.* add that Facebook provides a learning environment more suitable than other learning management systems that educators are already familiar with especially in facilitating opportunities for interaction, dissemination learner-created content, student engagement, and immediateness.<sup>153</sup> Moreover, the fact that Facebook has 500 million users in the world with

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<sup>151</sup> Javad Gholami and Ghader Azarmi, *Op.Cit.*, p.6

<sup>152</sup> Yu-ching Chen, *Linking Learning Styles and Learning on Mobile Facebook* (Taiwan: Chinese Culture University, 2015), p.95 (Online), available on <http://irrod1.org/index.php/irrod1/article/download/2038/3323/> (September 15<sup>th</sup>, 2016)

<sup>153</sup> *Ibid.*

the population of 6.8 billion, it is a proper media of online teaching and learning since 1 out of 14 people have a Facebook account.<sup>154</sup>

Facebook, whose mission is to bring people together with different backgrounds and encourage interaction, has some key features that bring advantages to teaching and learning as follows:

- a. Provides learners and teachers to exchange unlimited messages in the forms of texts, images, videos, and audios
- b. Allows learners and teachers to interact virtually through voice and video call features
- c. Features groups on which classroom-like environment is brought virtually. It provides interactions for both learners and teachers
- d. Has file-upload feature on which teachers can upload Microsoft® Word and PowerPoint files to give materials for learning.<sup>155</sup>

In spite of Mobile Assisted Language Learning's advantages for teaching and learning, there are still limitations in it. Chinnery, cited in Gholami and Azarmi, writes that there are some limitations with mobile phones to be used as educational devices, for instance, reduced screen size, limited audio-visual quality, virtual keyboarding, and one-finger data entry are

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<sup>154</sup> Rebecca Sawyer, *The Impact of New Social Media on Intercultural Adaptation* (Rhode Island: University of Rhode Island, 2011), p.4 (Online), available on <http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1230&context=srhonorsprog/> (September 15<sup>th</sup>, 2016)

<sup>155</sup> *Ibid.*

some of these limitations.<sup>156</sup> However, the advancements in technology are trying to solve these problems as they have introduced mobiles with bigger screen size such as Microsoft® Surface, Apple® iPad Pro, and Samsung® Galaxy Tab that enables to have faster typing and more convenient view.

## **K. TOEFL (Test of English as a Foreign Language)**

### **1. Definition**

TOEFL, which stands for Test of English as a Foreign Language, is a standardized exam that measures the ability of non-native English speakers to use and understand the English language as it is heard, spoken, read and written in the university classroom.<sup>157</sup> According to Sharpe, more than 27 million students from 180 countries have registered to take the TOEFL at 4,500 test centers throughout the world.<sup>158</sup> She adds that since 1963, the TOEFL has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, and Latin American Scholarship Programs as a standard measure of the English proficiency of their candidates.<sup>159</sup> Some professional licensing and

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<sup>156</sup> Javad Gholami and Ghader Azarmi, *Op.Cit.*, p.3

<sup>157</sup> Admin, *TOEFL iBT Test* (Online), available on: <https://www.ets.org/toefl/ibt/about/> (September 15<sup>th</sup>, 2016)

<sup>158</sup> Pamela J. Sharpe, *Barron's TOEFL iBT: 14<sup>th</sup> Edition* (New York: Barron's Educational Series, 2013), p.11

<sup>159</sup> *Ibid.*

certification agencies also use TOEFL scores to evaluate English proficiency.<sup>160</sup> The admission committees of more than 9,000 colleges and universities in the United States, Canada, Australia, the United Kingdom, and 130 other countries worldwide require foreign applicants to submit TOEFL scores along with transcripts and recommendations to be considered for admission.<sup>161</sup> Also, workers who apply for visas often use TOEFL scores as part of their applications.<sup>162</sup> Thus, TOEFL is demanded by people for many different purposes.

## 2. Types

ETS or English Testing Service, the institutions that officially holds the TOEFL, mentions that there are two formats of TOEFL that are officially offered – the Internet-Based TOEFL or iBT and the Paper-Based TOEFL or PBT, which is also known as ITP or the Institutional TOEFL.<sup>163</sup>

The first one is the TOEFL iBT, which was launched in the United States on September 24, 2005, and soon administered in Canada, Germany, Italy, and France the following month. Since then, the iBT has been introduced throughout the world. This format of TOEFL tests the test takers' ability to understand and use English properly for educational purposes in classroom settings.

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<sup>160</sup> *Ibid.*

<sup>161</sup> *Ibid.*

<sup>162</sup> *Ibid.*

<sup>163</sup> Admin, *TOEFL iBT Test, Loc. Cit.*

Table 1  
TOEFL iBT Test Sections

Section	Time Limit	Questions	Task
Reading	60-80 minutes	36-56 questions	Read 3 or 4 passages from academic texts and answer questions.
Listening	60-90 minutes	34-51 questions	Listen to lectures, classroom discussions, and conversations, then answer questions.
Break	10 minutes	-	-
Speaking	20 minutes	6 tasks	Express an opinion on a familiar topic; speak based on reading and listening tasks.
Writing	50 minutes	2 tasks	Write essay responses based on reading and listening tasks; support an opinion in writing.

*Data Source: Pamela J. Sharpe's Barron's TOEFL iBT p.12*

There are four sections of the test.<sup>164</sup> First, there is a reading section that will examine the takers' ability to understand reading passages like those in college textbooks. There are three passages on the short format and four passages on the long format. After each passage, the test takers have to answer 12-14 questions about it.<sup>165</sup> Second, there is a listening section that tests the ability to understand spoken English that is typical of interactions and academic speech on college campuses. During the test, the test takers will listen to conversations, lectures, and discussions, and

<sup>164</sup> Pamela J. Sharpe, *Op.Cit.*, p.1

<sup>165</sup> *Ibid.*

answer questions about them.<sup>166</sup> Third, there is a speaking section that tests the ability to communicate in English in an academic setting. And the last one, there is a writing section that examines capacity to write essays in English similar to those that college students write in university courses.<sup>167</sup>

The second format is the TOEFL PBT, which is used for admission, placement, eligibility, and employment only at the school or agency that offers the test.<sup>168</sup> It is independently administered by the institutions that conduct the test such as schools, universities, colleges, and private agencies. The PBT measures the ability to understand reading, listening, structure, and TWE® (Test of Written English).

Table 2  
TOEFL PBT Test Sections

Section	Time Limit	Questions	Task
Listening Comprehension	30-40 minutes	50 questions	Measures the ability to understand spoken English
Structure and Written Expression	25 minutes	40 questions	Measures the ability to recognize language appropriate for standard written English
Reading Comprehension	55 minutes	50 questions	Measures the ability to understand non-

<sup>166</sup> *Ibid.*

<sup>167</sup> *Ibid.*

<sup>168</sup> *Ibid.*, p.12

			technical reading material
TWE® Test*	30 minutes	1 topic	Measures the ability to write in English

*Data Source: Pamela J. Sharpe's Barron's TOEFL iBT p.12*

There are four section of TOEFL PBT. Firstly, there is listening section that tests the ability of the test takers to understand spoken English in various contexts. Secondly, there is structure-and-written-expression section, which measures the ability to recognize language appropriate for standard written English. Thirdly, there is reading section that measures the ability to understand non-technical reading material. Lastly, there is TWE® that measures the ability to write in English. Ideally, there should be four sections, but in Indonesia, TWE® is not commonly included.

There are some differences between the iBT and the PBT. The medium of the two tests is different.<sup>169</sup> The iBT runs the test throughout the Internet while the PBT uses paper, as it is called as the Paper-Based Test. The test dates are also different. While the IBT provides a schedule of times and test centers on their website at <http://www.ets.org/toefl>, the test schedule of PBT is tentative, or it corresponds to the beginning of an academic session on a college or university calendar.<sup>170</sup> The fees of the iBT range from US\$160 to US\$250 depending on the test place while the PBT are

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<sup>169</sup> *Ibid.*

<sup>170</sup> *Ibid.*

set by the institution administering the test.<sup>171</sup> There is also a difference in the format of the score on both tests as follows:

Table 3  
TOEFL iBT and PBT Score Comparison

<b>iBT</b>	<b>ITP/PBT</b>
111-120	640-677
96-110	590-639
79-95	550-589
65-78	513-549
53-64	477-512
41-52	437-476
30-40	397-436
19-29	347-396
6-18	311-346
0-5	310

*Data Source: Pamela J. Sharpe's Barron's TOEFL iBT p.19*

There are some issues faced by the test takers and therefore fail the test. Mahmud says that there are several difficulties found by the students.<sup>172</sup> The first one is that they have no basic skills in English. Their capabilities in understanding English is low. Indeed, the materials they have to learn should be started from the basic level such as subject pronouns, verbs, etc. The problems exist since the students are expected to successfully answer TOEFL questions even when they don't know such materials.<sup>173</sup>

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<sup>171</sup> *Ibid.*

<sup>172</sup> Murni Mahmud, *The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context* (Helsinki: Academy Publisher, 2014), p.2583 (Online), available on <http://academypublication.com/issues/past/tpls/vol04/12/21.pdf/> (September 12<sup>th</sup>, 2016)

<sup>173</sup> *Ibid.*

Mahmud adds that the second difficulty is less practice.<sup>174</sup> As a matter of fact, before taking the test, the students should adequately prepare for it. The problems arise when they show fewer struggles in studying. Considering the materials of TOEFL that they have to study cover many aspects of skill, less practice makes the goal to get a good result even harder.<sup>175</sup> Consequently, they will find it difficult to achieve the minimum score.

Another problem encountered by the students in learning the TOEFL was their low motivation to learn.<sup>176</sup> Brown argues that the students' investment of time, effort, and attention to the second language influence the success of students. Indeed, teachers may not be needed if the learners are motivated to perform all of the tasks in the classroom.<sup>177</sup> In line with this, Sindkhedkar cited by Mahmud that it is important to motivate the students by creating awareness among them regarding the importance of English and then gradually helping the student to attain his goal.<sup>178</sup> Those are the difficulties encountered by the test takers of TOEFL.

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<sup>174</sup> *Ibid.*, p.2584

<sup>175</sup> *Ibid.*

<sup>176</sup> *Ibid.*

<sup>177</sup> H. Douglas Brown, *Op.Cit.*, p.59

<sup>178</sup> Murni Mahmud, *Op.Cit.*, p.2585

## L. Sekolah TOEFL

*Sekolah TOEFL* is a free online TOEFL course initiated and founded by Budi Waluyo, the recipient of two prestigious international scholarships: Ford Foundation International Fellowships Program for M.A. at the University of Manchester, UK and Fulbright Presidential Scholarship for Ph.D. at Lehigh University, USA.<sup>179</sup> According to Waluyo, there are than 7000 Indonesians from different regions have registered since he founded the course in May 2015.<sup>180</sup> The students come from diverse backgrounds – job seekers, teachers, civil servants, housewives, entrepreneurs, high school students, and college students from various universities in Indonesia including Bogor Institute of Agriculture, the University of Indonesia, the Islamic University of Jakarta, the University of Jakarta, Diponegoro University, Sepuluh November Institute of Technology, Gadjah Mada University, etc.<sup>181</sup>

*Sekolah TOEFL* was founded and is also taught by the founder himself.<sup>182</sup> This program is addressed to help people who find difficulties in learning TOEFL ITP, whom–he says–live in disadvantaged conditions, living in geographically remote areas and having no access to proficient teachers as well as lacking financial resources to learn English at a paid classroom-based

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<sup>179</sup> Budi Waluyo, *Bridging the Unseen Gaps* (Online), available on: <https://www.youtube.com/watch?v=25qqR2SHlzc> (September 14<sup>th</sup>, 2016)

<sup>180</sup> *Ibid.*

<sup>181</sup> *Ibid.*

<sup>182</sup> Budi Waluyo, *Sekolah TOEFL* (Online) available on: <https://sdsafadg.com/sekolah-toefl/> (September 15<sup>th</sup>, 2016)

course.<sup>183</sup> Since it was founded in 2015, this program has got many positive feedbacks. It has taken many attentions and attracted many Indonesian people either who live in Indonesia or overseas.

Three platforms are used at *Sekolah TOEFL*.<sup>184</sup> The first one is the Waluyo's personal blog, <http://www.sdsfadg.com/>, which is used to deliver teaching materials to the students. The second one is WhatsApp, a free online chatting application that takes low data charge, which is used to facilitate the students' interaction on a daily basis. The last platform which is used is Facebook on which a weekly online meeting with the students is conducted.



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<sup>183</sup> *Ibid.*

<sup>184</sup> *Ibid.*

## CHAPTER III RESEARCH METHODOLOGY

### M. Research Design

In this study, the researcher used qualitative research. Lodico, Spaulding, and Voegtle say that qualitative research, which is also called interpretive research or field research, is a methodology to uncover multiple perspectives of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This view is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.<sup>185</sup> Moreover, Yin explains that qualitative research enables researchers to conduct in-depth studies about a broad array of topics.<sup>186</sup>

He adds that instead of briefing the description of qualitative research, there are five features of qualitative research, including:

1. Qualitative research, instead of researching stakeholders in any laboratory-like setting, studies the meaning of people's lives under real-

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<sup>185</sup> Marguerite Lodico, Dean Spaulding, and Katherine Voegtle, *Methods in Educational Research from Theory to Practice* (San Francisco: Jossey-Bass, 2006), p.264 (Online), available on: <http://researchgate.net/file.PostFileLoader.html?id=56ab012964e9b2oc218b4568&assetKey=AS%3A323112883687426%401454047522725/> (October 16<sup>th</sup>, 2016)

<sup>186</sup> Robert Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press, 2011), p.6 (Online), available on: <http://ebook.umaha.ac.id/E-BOOK%20OF%20PHILOSOPHY/RESEARCH%20METODOLOGY/QUALITATIVE%20RESEARCH%20FROM%20START%20TO%20FINISH%20%5BRobert%20K.%20Yin%5D.pdf/> (September 26<sup>th</sup>, 2016)

world condition. Moreover, people will not be represented by such statistical average.

2. Qualitative research can represent the views and perspectives of the participant in a study. Capturing their perspectives may be a major purpose of a qualitative study. Thus, the events and ideas emerging from qualitative research can represent the meanings given to real-life events by the people who live them, not the values, preconceptions, or meanings held by researchers.
3. Qualitative research covers the contextual conditions such as the social, constitutional, and environmental conditions within which people's lives take place. These contexts may strongly influence all human events.
4. Qualitative research aims to explain events through existing or emerging concepts. Similarly, it can be the occasion for developing new ideas. The concepts might attempt to explain social processes.
5. Qualitative research allows researchers to study a real-world setting as well as its people. Thus, it is likely to warrant the use of multiple sources of evidence rather than relying on a single source alone. It is liable to warrant the use of various data collecting technique such as interviews and observations and even the inspection of documents and artifacts.<sup>187</sup>

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<sup>187</sup> *Ibid.*, p.7-9

Thus, it can be concluded that qualitative research is research that aims to study, explore, interpret, or understand the social context under real-world setting.

## N. Research Subject

### 1. Population

According to Lodico, a population is the wider group of individuals about, which the researcher wants to make statements.<sup>188</sup> Moreover, Sugiyono explains that a population is the whole subject or object of the research that has quality and particular characteristic.<sup>189</sup> Thus, a population is a group of individuals that pose particular features in which the researcher wants to make statements. In this research, the population as the subject and as the source of the data was the instructor, Budi Waluyo, and his students at *Sekolah TOEFL*.

### 2. Sample

Lodico explains that a sample is a smaller group selected from a larger population that is representative of the larger population. Samples allow researchers to work with a smaller, more manageable subgroup of the realistic population.<sup>190</sup> Moreover, Sugiyono states that sample is part of

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<sup>188</sup> Marguerite Lodico, *et al.*, *Op.Cit.*, p.140

<sup>189</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2015), p. 117

<sup>190</sup> Marguerite Lodico, *et al.*, *Op.Cit.*, p.143

the characteristics of the population that represents its population.<sup>191</sup> In conclusion, a sample is a smaller group of individuals selected from a population to conduct research. In this research, the sample of the population as the subject and as the source of the data was the instructor Budi Waluyo and his students of Batch or Generation 8 (eight).

### 3. Sampling Technique

According to Sugiyono, there are two categories of sampling technique which are probability sampling and non-probability sampling.<sup>192</sup> Probability sampling is a sampling technique that gives the same chance to the members of the population to become samples while non-probability sampling does not.<sup>193</sup> Probability sampling includes simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, and cluster sampling.<sup>194</sup> A non-probability sampling includes systematic sampling, quota sampling, accidental sampling, purposive sampling, and snowball sampling.<sup>195</sup>

In this research, the researcher used snowball sampling, a sampling technique in which the researcher identified a small number of individuals

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<sup>191</sup> Sugiyono, *Op.Cit.*, p.118

<sup>192</sup> *Ibid.*, pp.118-119

<sup>193</sup> *Ibid.*

<sup>194</sup> *Ibid.*

<sup>195</sup> *Ibid.*

at first, then became bigger.<sup>196</sup> Gilbert explains that snowball sampling offers practical advantages if the aim of a study is primarily explorative, qualitative, and descriptive since it can produce in-depth results relatively quickly.<sup>197</sup>

The researcher found that this technique was the most suitable technique to be applied in this research since the number of the population, the students of Batch or Generation 8 (eight) at *Sekolah TOEFL*, was more than a thousand. By using this technique, the researcher took one or two samples and analyzed the findings. The researcher continued taking one or two more samples and analyzed the data found.<sup>198</sup> If there were new significant findings still, the researcher kept taking one or two more samples until no new, important findings found.

#### **O. Data Collecting Technique**

The next step is to choose the data collection technique that will be used. According to Sugiyono, data collecting technique is the primary stage of research, because the purpose of the study is to collect data.<sup>199</sup> Using data collection techniques will enhance the accuracy, validity, and reliability of research findings. Ultimately, using these methods will help to achieve the

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<sup>196</sup> *Ibid.*, p.125

<sup>197</sup> Nigel Gilbert, *Accessing Hidden and Hard-to-Reach Populations: Snowball Research Strategies* (Guildford: University of Surrey, 2001), p.1 (Online), available on: [http://researchgate.net/publication/46214232\\_Accessing\\_Hidden\\_andHard-to-each\\_Populations\\_Snowball\\_Research\\_Strategies/](http://researchgate.net/publication/46214232_Accessing_Hidden_andHard-to-each_Populations_Snowball_Research_Strategies/) (February 20<sup>th</sup>, 2017)

<sup>198</sup> Sugiyono, *Op.Cit.*, p.125

<sup>199</sup> *Ibid.*, p.308

goal of carrying out high-quality research with credible results. In this research, the researcher uses interview, observation, and questionnaire.

## **P. Research Instruments**

### **1. Observation**

Arikunto says that observation is a way of collecting data by conducting a test, giving a questionnaire, taking pictures, and recording audio or video.<sup>200</sup> He adds that there are two types of observation. They are systematic observation and non-systematic observation. Systematic observation is done by using a guidance as for the instrument that has been prepared by the interviewer. In contrast, non-systematic observation is done by using no guidance.<sup>201</sup>

In this research, the researcher observed whatever done by both the instructor and the students in the teaching-and-learning process by participating in the online class on Facebook as well as by watching the activities on the instructor's weblog.

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<sup>200</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), p. 157

<sup>201</sup> *Ibid.*

Table 4  
Observation Checklist

Aspects	Indicators	Responses			Comments
		Yes	No	N/A	
Pre-Teaching	Recalling Experience				
	Goal Setting				
	Expectation Setting				
Whilst-Teaching	Exploring				
	Describing				
	Explaining				
	Demonstrating				
	Evaluating				
Post-Teaching	Summarizing				
	Feedback Session				
Others	Others				

## 2. Interview

According to Sugiyono, an interview is a meeting of two people to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>202</sup> Furthermore, Arikunto says that interview is a dialog done by an interviewer and an interviewee to gain or collect information.<sup>203</sup> Thus, an interview is a way of collecting data and information by having a dialog about a particular topic.

In this research, the researcher used the semi-structured interview. Sugiyono explains that semi-structured interview is an in-depth interview, which is conducted with a relatively open framework that allows the

<sup>202</sup> Sugiyono, *Op.Cit.*, p.317

<sup>203</sup> Suharsimi Arikunto, *Op.Cit.*, p.155

interviewer to ask more openly about a particular topic.<sup>204</sup> The researcher interviewed the instructor of *Sekolah TOEFL*, Budi Waluyo. This interview was conducted through virtual media including Skype and Facebook since the interviewer was in Bandar Lampung, Indonesia, while the interviewee was in Bethlehem PA, the United States of America that made physical meeting did not work in this case.

Table 5  
Interview Blueprint

Variable	Aspects	Indicators	Items
Teaching-Learning Process	Whilst-teaching	Evaluating	8, 9, 10, 11
Advantages	Connectivity	In-all-place connectivity	12
Challenges/ Difficulties	Individual (teacher)	Technological confidence	13
		Motivation and Commitment	26
		Qualification and Competence	14
		Time	15
	Course (course design)	Curriculum	16, 17
		Pedagogical Model	18
	Course (support provided)	Support for students from faculty	19
	Contextual (organization)	Knowledge management	20
		Economy and Funding	21
	Contextual (societal/cultural)	Role of teacher and students	22
Challenges/ Difficulties		Rules and Regulation	23, 24
		Technological	Cost
		Software and	25

<sup>204</sup> Sugiyono, *Op.Cit.*, p.320

		Interface Design	
Additional information needed		Number of the students enrolled	2, 3
		Advantages (Instructor's Point of View)	4, 5
		Student participation	6, 7
		The Establishment of <i>Sekolah TOEFL</i>	1
		Program development	27

### 3. Questionnaire

According to Sugiyono, a questionnaire is a way of collecting data by giving a set of questions to respondents.<sup>205</sup> Meanwhile, Arikunto explains that a questionnaire is some questions used for gaining information from those surveyed.<sup>206</sup> Thus, a questionnaire is a data collecting technique that is used to obtain or collect information from respondents by giving them a set of questions.

According to Arikunto, there are two types of questionnaire. They are the questionnaire that uses open questions and the one that uses closed questions. In this research, the researcher used both types of question to collect deeper information from respondents. The researcher spread a questionnaire to the students of *Sekolah TOEFL* through virtual networks with the aids from Budi Waluyo as the instructor.

<sup>205</sup> *Ibid.*, p.199

<sup>206</sup> Suharsimi Arikunto, *Op.Cit.*, p.151

Table 6  
Questionnaire Blueprint

Variable	Aspects	Indicators	Items
Teaching-Learning Process	Whilst-teaching	Evaluating	6, 7
Advantages	Portability	Light-weight devices	8, 9
	Social interactivity	Social-networking tools, interacting easily whenever and wherever	10, 11
	Context sensitivity	Ability to teach and learn various materials for specific setting and target	12, 13
	Individuality	Freedom and individuality to set learning atmosphere	8, 9
Challenges/ Difficulties	Individual (student)	Motivation	14
		Conflicting priorities	16
		Economy	15
Challenges/ Difficulties	Individual (student)	Academic confidence	17
		Technological confidence	18
		Social support	19
	Course (Course Design)	Subject content	20
	Technological	Access	18
Additional information needed		Student participation	5, 6
		Background of the students	1, 2, 3
		Student's motivation	4

## Q. Research Procedure

1. The researcher found the research subject. In this research, the subject was the students of Batch or Generation 8 (eight) at *Sekolah TOEFL*;

2. The researcher observed the teaching and learning process at *Sekolah TOEFL* on Facebook Group;
3. The researcher distributed a questionnaire to the students of *Sekolah TOEFL* Batch or Generation 8 (eight) with the aim from Budi Waluyo;
4. The researcher did an online interview through Facebook Messenger with the founder who was also the only instructor at *Sekolah TOEFL*, Budi Waluyo;
5. The researcher analyzed the result of the observation, questionnaire, and interview;
6. The researcher made conclusion.

## **R. Trustworthiness of the Data**

According to Cohen, to make trustworthy and credible qualitative research, a researcher can use a method called triangulation, the use of two or more methods of collecting the data for the research to make a more accurate conclusion.<sup>207</sup> They add that there are several types of triangulation as follows:

### **1. Time Triangulation**

There are two kinds of time triangulation including:

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<sup>207</sup> Louis Cohen *et al.*, *Research Methods in Education* (New York: Routledge, 2007), p.141 (Online), available on [http://research-srttu.wikispaces.com/file/view/Research+Methods+in+Education\\_ertu.pdf/](http://research-srttu.wikispaces.com/file/view/Research+Methods+in+Education_ertu.pdf/) (February 20th, 2017)

- a. Cross-sectional triangulation means that the researcher collects data at one point in time;
- b. Longitudinal triangulation means that the researcher collects data from the same group at different points in the time sequence.<sup>208</sup>

## 2. Space Triangulation

This type is used in order to collect similar data at different places.<sup>209</sup>

## 3. Theoretical Triangulation

This type draws upon alternative or competing theories in preference to utilizing one viewpoint only.<sup>210</sup>

## 4. Methodological Triangulation

This type uses either the same method on different occasions or different methods on the same object of study.<sup>211</sup>

## 5. Investigator Triangulation

This type engages more than one observer, data are discovered independently by more than one observer.<sup>212</sup>

In this research, the researcher used methodological triangulation since three data collecting techniques were used to collect the data. They were observation, interview, and questionnaire. The observation was focused on

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<sup>208</sup> *Ibid.*

<sup>209</sup> *Ibid.*

<sup>210</sup> *Ibid.*

<sup>211</sup> *Ibid.*

<sup>212</sup> *Ibid.*

the teaching-and-learning at *Sekolah TOEFL* through the virtual media used including Facebook, WhatsApp, and Weblog. The interview was focused on the advantages of the program as well as the difficulties faced from the instructor. The questionnaire was conducted to get the student's perspective regarding the benefits and the difficulties encountered by them.

## S. Data Analysis

According to Setiyadi, data analysis is the process of organizing the data to get the pattern of other explanations from, whereas data interpretation is the process of giving meaning to the result of data analysis.<sup>213</sup> It was conducted to create an understanding of the data and to enable the researcher to present the result of this research to the readers. In this study, the researcher analyzed the data with steps including data reduction, data display, and drawing/verification.

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>214</sup> In this research, the

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<sup>213</sup> Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta, 2006), p.94.

<sup>214</sup> Matthew Miles and Michael Hyberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publication 1994), p.117 (Online), available on: <http://us.sagepub.com/en-us/nam/qualitative-data-analysis/book239534/> (October 16<sup>th</sup>, 2016)

researcher selected the data derived from the observation of the teaching and learning process, the interview with the founder and only instructor, and the questionnaire given to the students.

## 2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be a visual format that presents information systematically so the user can draw a conclusion and take necessary actions. At the display stage, additional, higher order categories or themes may emerge from the data that got beyond those first discovered during the initial process of data reduction.<sup>215</sup>

## 3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing or verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions by arranging the data display coherently, and so on. Verification refers to the process which can explain the answer to research questions and research objectives.<sup>216</sup> In this research, the

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<sup>215</sup> *Ibid.*, p.108

<sup>216</sup> *Ibid.*

researcher drew the conclusion and verified the data by comparing the data from observation, interview, and questionnaire.



## CHAPTER IV FINDING AND DISCUSSION

### T. General Description of the Research Place

*Sekolah TOEFL* is a free, online TOEFL course initiated, founded, and taught by Budi Waluyo himself, the recipient of two prestigious international scholarships: Ford Foundation International Fellowships Program for M.A. at the University of Manchester, UK and Fulbright Presidential Scholarship for Ph.D. at Lehigh University, USA. It is based on Weblog <http://sdsafadg.com/>, WhatsApp, and Facebook. It was established in May 2015, and until this research was conducted, there have been 8 (eight) batches or generations with a total student number of 100,000 from different backgrounds spread in Indonesia and abroad. They are households, high school students, civil servants, professional workers, etc.<sup>217</sup> For Batch 8 (eight) in specific, there were 21,539 students spread in 4 (four) classes as displayed below:

Table 7  
Batch 8 Students of *Sekolah TOEFL*

No	Class	Student Number
1	8A	5,677
2	8B	4,794
3	8C	6,454
4	8D	4,614
Total		21,539

*Data Source: Sekolah TOEFL Facebook Group*

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<sup>217</sup> Budi Waluyo, *Bridging the Unseen Gaps* (Online), available on: <https://www.youtube.com/watch?v=25qqR2SHlzc> (September 14<sup>th</sup>, 2016)

## U. Research Mechanism

There were three research instruments that the researcher used to conduct the research to know the teaching-learning process, the advantages both for the students and the instructor, and the difficulties faced by both. The first one was observation. It was used to understand the teaching-learning process by joining the online classes on Facebook groups as well as by watching the activities on the instructor's weblog <http://sdsafadg.com/>. An interview with the instructor was held to know deeper about the teaching-learning process, the advantages as well as the difficulties faced by both students and the instructor. It was done through WhatsApp call since the interviewer was in Bandar Lampung, Indonesia, while the interviewee was in Bethlehem PA, the United States of America that made physical meeting did not work in this case. Lastly, an online questionnaire was spread to the students by using snowball sampling technique.

The researcher conducted the research from April 15<sup>th</sup> to 27<sup>th</sup>, 2017, based on the research timeline as follows:

Table 8  
Research Timeline

No	Date	Activities
1	April 10 <sup>th</sup> , 2016	A year before conducting the research, the researcher visited Budi Waluyo at Lehigh University, Bethlehem PA, the United States of America and did the preliminary research.
2	April 15 <sup>th</sup> , 2017	The researcher observed the online classes on Facebook.
3	April 23 <sup>rd</sup> , 2017	The researcher chose the first respondent from a Facebook group and asked him to fill in the questionnaire as well as to suggest a name as the next respondent.
4	April 27 <sup>th</sup> , 2017	The researcher conducted an interview with the instructor on WhatsApp.
5	April 30 <sup>th</sup> , 2017	The researcher stopped spreading the questionnaire with 6 (six) respondents since there had been no new data found.

*Data Source: Documentation*

## V. Data Analysis

After collecting the data, the researcher analyzed the findings gained from the three research instruments used. The data found by the researcher were explained below.

### 1. Data Reduction

#### a. Observation Data

The observation was conducted in some steps based on the observation checklist (see Appendix 2). On April 13<sup>th</sup>, 2017, the researcher asked for permission from the instructor to join the online classes on Facebook. The day after, the instructor gave the researcher access to all four classes on Facebook. On April 15<sup>th</sup>, 2017, the

researcher conducted an observation by watching the activities of the teaching and learning process on Facebook that had been being done from January 30<sup>th</sup>, 2017, until the day the observation was done. The researcher also downloaded the handbooks (see Appendix 16 and 17) and the study guideline for the students available online (see Appendix 15). Additionally, the researcher made a study timeline (see Appendix 14) based on all the group posts on Facebook groups to know whether the teaching and learning process suited the study guideline.

**b. Interview Data**

The interview was conducted with the instructor on WhatsApp. The interview lasted for 1 (one) hour, 1 (one) minute, and 57 (fifty-seven) seconds on April 27<sup>th</sup>, 2017, started at 20:22 (GMT+7) (see Appendix 4). There was a total number of 27 (twenty-seven) questions, but some questions were not asked since some of the answers had provided a clear explanation to the unasked questions.

**c. Questionnaire Data**

The researcher employed questionnaire to know what advantages got by the students and the difficulties faced by them while participating in the program. The survey consisted of 20 (twenty) questions available online on Google Form (see Appendix 5 and 6). Since snowball sampling technique was used, the researcher chose the first

respondent from one of the Facebook groups employed by *Sekolah TOEFL*. The respondent was chosen because he looked active in the group. Afterward, the researcher contacted him personally through Facebook messenger, asked him to fill in the questionnaire, and asked for his help to recommend a name he knew who also participated in the program. The researcher got six respondents in total and stopped spreading the questionnaire since there was no new significant data found. The timeline of submission time is displayed down below.

Table 9  
Questionnaire Submission Timeline

No	Respondent	Date	Time (GMT+7)
1	Respondent 1	April 23 <sup>rd</sup> , 2017	10:43
2	Respondent 2	April 23 <sup>rd</sup> , 2017	19:48
3	Respondent 3	April 25 <sup>th</sup> , 2017	06:22
4	Respondent 4	April 27 <sup>th</sup> , 2017	09:45
5	Respondent 5	April 27 <sup>th</sup> , 2017	11:31
6	Respondent 6	April 30 <sup>th</sup> , 2017	08:14

*Data Source: Documentation*

## 2. Data Display

The researcher analyzed the data that had been reduced before and displayed them down below.

### a. Observation

The following table is the data gained from the observation done by the researcher.

Table 10  
Observation Sheet

Aspects	Indicators	Responses			Comments
		Yes	No	N/A	
Pre-Teaching	Recalling Experience	✓			<ul style="list-style-type: none"> <li>Handbook was uploaded on Monday.</li> <li>The following Sunday, it was discussed (see Appendix 18).</li> </ul>
	Goal Setting	✓			<ul style="list-style-type: none"> <li>Learning goals were set before the program started (see Appendix 15).</li> <li>Weekly meeting goals in the handbook uploaded (see Appendix 16 and 17).</li> </ul>
	Expectation Setting	✓			<ul style="list-style-type: none"> <li>Expectation was set, written on the second page of the study guideline (see Appendix 15).</li> <li>Learning motivation was given.</li> </ul>
Whilst-Teaching	Exploring		✓		<ul style="list-style-type: none"> <li>Non-academic practice was not given</li> <li>Instead, instruction was directly given (see Appendix 19).</li> </ul>
	Describing	✓			<ul style="list-style-type: none"> <li>QOTD (Question of the Day), a once-in-two-days practice on Facebook (see Appendix 20)</li> <li>Previous practice was checked manually by the students, based on the instructor's instructions</li> </ul>
	Explaining	✓			<ul style="list-style-type: none"> <li>A new handbook was uploaded every week (see Appendix 16 and 17).</li> <li>The materials explained on Facebook (see Appendix 21).</li> <li>Audio and video explanations were uploaded (see Appendix 22).</li> </ul>
	Demonstrating	✓			<ul style="list-style-type: none"> <li>The students comment on Facebook posts to know their understandings towards the discussed materials (see Appendix 21).</li> </ul>

	Evaluating	✓			<ul style="list-style-type: none"> <li>The instructor guided the students to check the answers of QOTD themselves (see Appendix 21).</li> </ul>
Post-Teaching	Summarizing	✓			<ul style="list-style-type: none"> <li>At the end of online meeting, the instructor wrote a Facebook post to summarize what they had learned (see Appendix 23).</li> </ul>
	Feedback Session	✓			<ul style="list-style-type: none"> <li>Feedbacks were given to the instructor through the social media accounts the instructor had (see Appendix 24).</li> </ul>
Others	<ul style="list-style-type: none"> <li>In Batch 8, 21,539 students registered in <i>Sekolah TOEFL</i> program.</li> <li>Four classes; 8A containing 5,677 students; 8B 4,794 students, 8C 6,454 students; and 8D 4,614 students.</li> </ul>				
	<ul style="list-style-type: none"> <li>According to the Study Guideline of <i>Sekolah TOEFL</i> (see Appendix 15), there were 5 (five) primary obligations that the students had to do; to download handbooks, to answer QOTD, to attend <i>Temu Online</i>, to like/comment on Facebook group posts, and to keep the handbooks.</li> </ul>				
	<ul style="list-style-type: none"> <li>Study Guideline: Facebook Groups for conducting online meetings, for doing Questions of the Day, and for providing any information regarding the program.</li> <li>Every student is allowed just to be part of a group. They are encouraged to check the group three times a day for few minutes (see Appendix 15).</li> </ul>				
	<ul style="list-style-type: none"> <li>Handbooks are given once in a week on every Monday.</li> <li>They are available in limited time because every handbook is only available online for a week (see Appendix 15).</li> </ul>				
	<ul style="list-style-type: none"> <li>Question of the Day (QOTD) is a once-in-two-days practice given on Facebook on every Tuesday, Thursday, and Saturday. Each QOTD contained two questions that had to be answered and checked by the students themselves (see Appendix 15 and 20).</li> </ul>				
	<ul style="list-style-type: none"> <li><i>Temu Online</i> is an online meeting held weekly on Facebook. It is started by 20:00 and ends at 22:00 every Sunday. In <i>Temu Online</i>, the instructor discusses the learning materials given in that particular week and lets the students ask through comments in the group (see Appendix 21).</li> </ul>				
	<ul style="list-style-type: none"> <li>TOEFL Prediction Test is given in a month or two.</li> </ul>				
	<ul style="list-style-type: none"> <li>The students are going to be invited to WhatsApp group after passing sort of selections.</li> </ul>				

Data Source: Documentation



Based on the observation sheet above, the data found had been identified as explained in the following discussion.

- Preparation

The instructor prepared for the program with some activities (see Appendix 14). On January 30<sup>th</sup>, 2017, or a week before the first day of the learning period of *Sekolah TOEFL* Batch 8 (eight), the instructor created 4 (four) Facebook groups that were used as virtual classes. On the same day, he posted the information about how the teaching-and-learning process would go on. On January 31<sup>st</sup>, he uploaded the Study Guideline for the students (see Appendix 15). This guideline contains some relevant information regarding learning goals, student's obligations, what to expect, and a brief study timeline. On February 1<sup>st</sup>, he posted a video about the philosophy of *Sekolah TOEFL* to tell the students about why and how *Sekolah TOEFL* was established back then in May 2015 (see Appendix 25). On February 2<sup>nd</sup>, he uploaded two free e-books on how to win scholarships entitled *Untukmu Scholarship Hunters* and *Tweets* (see Appendix 26). Lastly, he conducted a Question and Answer Session on February 3<sup>rd</sup> to give the students chance if they had any concerns regarding the program (see Appendix 24). These preparations were done within a week.

- Pre-Teaching

In pre-teaching, the instructor fulfilled all the steps of teaching and learning according to Indonesia's Ministry of Education and Cultural Affairs Regulation Article 3 of Law Number 103 of 2014 on Teaching-Learning of Basic and Secondary Educations. Firstly, he recalled experience by reminding the students about what they had learned in the previous week. As a matter of fact, he uploaded weekly handbook on every Monday. In the following Sunday, he discussed the materials covered in the previous handbook at the online meeting called *Temu Online* on Facebook. Secondly, he set learning goals at the very beginning of the learning period as written on the second page of the study guideline (see Appendix 15). He also set weekly meeting goals in the handbook uploaded on Monday (see Appendix 16 and 17). Thirdly, he told the students about what they could expect from the program and what the instructor expected from them to meet clear expectations (see Appendix 15). Thus, the instructor did all pre-teaching steps of a standard teaching and learning process based on Indonesian government regulation.

- Whilst-Teaching

In whilst-teaching, the instructor fulfilled 4 (four) out of 5 (five) steps based on the Indonesian government regulation discussed

above. He described, explained, demonstrated, and evaluated but not explored. Firstly, he described and discussed what the students had learned. As an instance, the instructor posted QOTD (Question of the Day), a once-in-two-days practice on Facebook. Before giving the next practice, he reviewed the previous practice and asked the students to check the answers themselves based on the correct answers provided by the instructor. It was a chance for the students to ask questions, to communicate with each other, and to gain new understandings on what they had learned in that particular week.

Secondly, the instructor explained and introduced new materials weekly. The introduction was stated on the fourth page of every handbook (see Appendix 16 and 17). He also explained the materials, which were provided in the handbook, on Facebook posts at every online meeting (see Appendix 21). The instructor claimed that he explained the materials as brief and definite as possible but still, some students did not understand. Thus, he uploaded audio and video explanations to provide a more understandable one of the materials covered in the discussed handbooks (see Appendix 22). These types of explanations were

helpful and clear since the students could repeat them over and over until they fully understood.

Thirdly, the instructor did a demonstration by letting the students comment on Facebook posts to know their understandings towards the discussed materials (see Appendix 21). This step was a chance to know the learning outcomes the students had gained.

Fourthly, he evaluated the students by guiding them to check the answers of QOTD themselves and to reflect on what they had learned. Those were done at the weekly online meeting (see Appendix 21).

The only step the instructor did not do was exploring. He did not give any non-academic practice. Instead, he started the online meeting by directly instructing the students about what to do (see Appendix 21), but he motivated the students by telling them some stories of him to increase their learning spirit. It was provided on the second page of every handbook given (see Appendix 16 and 17).

- **Post-Teaching**

The instructor did all the required steps based on the same regulation discussed before. Firstly, he summarized the learning process by writing a Facebook post at 22:00 when the online

meeting was conducted on Sunday. He also gave an opportunity to the students to contact him at any time if they wanted to give feedbacks to the instructor through the social media accounts the instructor had (see Appendix 23).

- Others

Regarding student number, 21,539 students registered in the program. They were divided into four classes; 8A containing 5,677 students; 8B 4,794 students, 8C 6,454 students; and 8D 4,614 students.

Regarding the student's obligations, there were 5 (five) primary duties that the students had to do. Firstly, they had to download and do weekly handbooks uploaded on the weblog. Secondly, they had to answer QOTD (Questions of the Day), a 3-time-in-a-week practice given on every Tuesday, Thursday, and Saturday. Thirdly, they had to attend *Temu Online*, online class administered through Facebook groups on every Sunday evening from 20:00 to 22:00 (GMT+7). Fourthly, the students had to like and/or comment on all posts in the groups to indicate whether the students are active. Fifthly, the students had to keep the handbooks given, and they were prohibited from sharing them for any other purposes but studying themselves.

In the *Sekolah TOEFL*, there was a once-in-two-days practice given on every Tuesday, Thursday, and Saturday. It was called Question of the Day (QOTD). Each QOTD contained two questions that had to be answered and checked by the students themselves. The questions given were not always related to the materials discussed in that particular week. Rather, they were random questions about TOEFL that suited the materials they had learned so far (see Appendix 4).

In the program, an online meeting was held weekly on Facebook. It was called *Temu Online*. It was started by 20:00 and ended at 22:00 every Sunday. In *Temu Online*, the instructor discussed the learning materials given in that particular week and let the students ask through comments in the group (see Appendix 21).

#### **b. Interview**

Since the interview was semi-structured, the interviewer chose a question to be asked first, and the rest followed them. During the interview, the sort of the questions was based on the interview condition and which question made the most sense to the previously asked question. The following data was the interview result, referred to the transcription of the interview with the founder and only instructor of *Sekolah TOEFL*, Budi Waluyo (see Appendix 4).

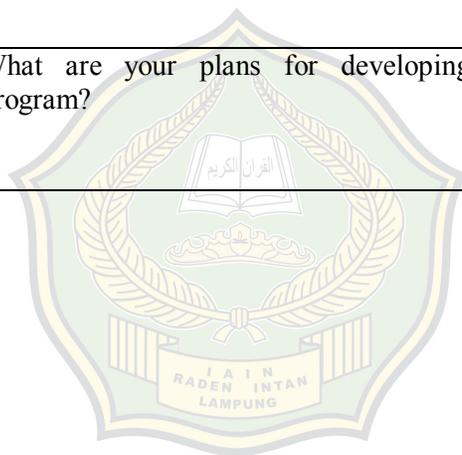
Table 11  
Interview Results

No	Questions	Answers
1	Besides helping Indonesian people who lack financial resources and are hard to access a paid, classroom based TOEFL course due to geographical condition, what is your motive of establishing <i>Sekolah TOEFL</i> ?	<ul style="list-style-type: none"> <li>• To help Indonesians achieve a high score on TOEFL.</li> <li>• To provide a free online course that is flexible regarding time but still have regulations to help Indonesians learn TOEFL and win scholarships.</li> <li>• To bring positivity to Indonesian youth through social media since this online platform is not ‘healthy’ anymore meaning social media contains gossips, hates, etc. that make them not focus on their future.</li> <li>• To encourage them to improve self-quality and have a better character who can see opportunities out there.</li> <li>• To teach Indonesian youth about the process of achieving and becoming, which was not easy.</li> </ul>
2	How many students are participating in <i>Sekolah TOEFL</i> program Batch 8 (eight)?	<ul style="list-style-type: none"> <li>• 21,539, divided into four classes; 8A containing 5,677 students; 8B 4,794 students, 8C 6,454 students; and 8D 4,614 students.</li> </ul>
3	How many students are actively involved in every online meeting?	<ul style="list-style-type: none"> <li>• They were lots of them in the beginning, but the number was decreasing as time went by. There were more than 21,000 students at the beginning of Batch 8 (eight). In the end, there would be only a few thousands of students.</li> </ul>
4	According to you, what makes this program interesting for Indonesian people?	<ul style="list-style-type: none"> <li>• The instructor had gained people’s trust on how serious and committed he was to the program he had.</li> <li>• The learning system, which was flexible regarding time constraint.</li> <li>• The motivational writing he wrote at the beginning of every handbook he published online, which people waited.</li> </ul>
5	In your opinion, what are the benefits got by	<ul style="list-style-type: none"> <li>• The students, but not all, got a score of 500 or more.</li> </ul>

	the students after participating in this program? Is there any concrete proof?	<ul style="list-style-type: none"> <li>• The students developed their characters to be more responsible, honest and committed.</li> <li>• Some students won degree and non-degree scholarships as well as exchange programs either in Indonesia or abroad, for instance, Malaysia, Thailand, Japan, and the United States.</li> </ul>
6	How active are the students in participating in the learning process?	<ul style="list-style-type: none"> <li>• A lot of the students were active at the beginning of the program period, but the number was decreasing as time went by.</li> </ul>
7	How do you measure the students' activeness? Is there any online attendance list?	<ul style="list-style-type: none"> <li>• The students were obligated to like every group post to indicate the number of active students.</li> <li>• The instructor used to use online attendance list, but it had not been practical anymore since the number of the students participating in the program was growing. So, this type of attendance list was not applicable anymore.</li> </ul>
8	What kind of exam and practice do you give to the students of <i>Sekolah TOEFL</i> ?	<ul style="list-style-type: none"> <li>• QOTD (Question of the Day)</li> <li>• TOEFL Prediction Test</li> <li>• Final Test on TOEFL</li> </ul>
9	How often do you give that exam and practice?	<ul style="list-style-type: none"> <li>• QOTD: 3 (three) times a week.</li> <li>• TOEFL Prediction Test: Once in one or two months.</li> <li>• Final Test on TOEFL: Once in the end of the program period.</li> </ul>
10	In this program, there is nobody who invigilates the students doing the exam since the students do it themselves. How do you measure that the students do it honestly?	<ul style="list-style-type: none"> <li>• The instructor motivated the students to have an honest, committed, and responsible character since one of the purposes of the program was to develop and shape people's characters.</li> </ul>
11	Regarding the practice called Question of the Day (QOTD), how do you measure that the students do QOTD as scheduled?	<ul style="list-style-type: none"> <li>• By trying to keep them motivated through a one-page motivational essay, he wrote in the handbook.</li> </ul>
12	What are the benefits of the use of social media in the teaching and learning process at <i>Sekolah</i>	<ul style="list-style-type: none"> <li>• WhatsApp was used because it consumed a little amount of internet data. It was suitable for this program since the</li> </ul>

	<i>TOEFL?</i>	<p>internet access in Indonesia was not fast.</p> <ul style="list-style-type: none"> <li>• Facebook was used because it was the most commonly used social media that most people knew.</li> <li>• The weblog was used to upload learning materials.</li> </ul>
13	What are the difficulties you find regarding technological things, for instance, Internet access availability, mobile devices, etc.?	<ul style="list-style-type: none"> <li>• Two mobiles of the instructor were broken since they received an enormous amount of messages.</li> <li>• Social media notification was so annoying. So, the instructor turned it off.</li> </ul>
14	What are the difficulties you face in composing the materials for the handbook of this program?	<ul style="list-style-type: none"> <li>• Time. It took 5 (five) hours to produce a handbook since the instructor tried to make the handbook as easy to understand and brief as possible.</li> </ul>
15	How do you manage your time as a doctoral student in the United States and as the instructor of <i>Sekolah TOEFL</i> program?	<ul style="list-style-type: none"> <li>• Since the instructor prioritized it, he always had time for the program. He enjoyed working on the program.</li> </ul>
16	What kind of curriculum do you apply to this program?	<ul style="list-style-type: none"> <li>• He referred to Deborah Philip's book for the materials he composed.</li> </ul>
17	What are the difficulties you face in composing the materials for this program?	<ul style="list-style-type: none"> <li>• Copyright concern regarding the book he used to make learning materials.</li> <li>• Time regarding the material composing process since the materials had to be arranged and structured to be easy to understand and brief. It took five hours to write a handbook.</li> </ul>
18	What difficulties do you face in controlling the student's activeness in the learning process?	<ul style="list-style-type: none"> <li>• There was no such difficulty, but the instructor tried to keep the students participate in the program by writing a one-page motivational essay in every handbook he made.</li> </ul>
19	You have thousands of students enrolled in the program. What kind of difficulties do you face in answering the student's questions?	<ul style="list-style-type: none"> <li>• Mobile devices that were broken due to some messages they received.</li> </ul>
20	What difficulties do you face in developing this type of online learning program?	<ul style="list-style-type: none"> <li>• Funding to keep the program going since the founder established a new platform that was costly.</li> </ul>
21	What kind of financial difficulties do you have	<ul style="list-style-type: none"> <li>• Since the instructor had been developing a new platform</li> </ul>

	in running this program?	called <i>SchoolingMe</i> , he faced an issue regarding funding for the program. He tried to get a grant to make the program sustainable.
22	As the instructor, your students expect you to master the materials well. Do you find any difficulties in managing this expectation? Is there a student who protests you since the materials are mistaken or wrong?	<ul style="list-style-type: none"> <li>• Yes, some of them did.</li> <li>• The instructor gave wrong answers although the explanation was correct.</li> <li>• Typos.</li> </ul>
23	Was there any governmental regulation you considered before establishing <i>Sekolah TOEFL</i> ?	<ul style="list-style-type: none"> <li>• In specific, there was none.</li> <li>• In general, it was about copyright policy regarding book the instructor referred the materials.</li> </ul>
24	If so, what difficulties do you face regarding the regulations either of Indonesian or American government?	<ul style="list-style-type: none"> <li>• Copyright policy.</li> </ul>
25	Who is responsible for designing the weblog you use for the program?	<ul style="list-style-type: none"> <li>• The instructor himself did for the blog. For <i>SchoolingMe</i>, he had a team consisting 4 (four people). One of them managed the website.</li> </ul>
26	Why are you so motivated and committed to keeping running this program?	<ul style="list-style-type: none"> <li>• The instructor had 'no' money to share but knowledge. He wanted to help others.</li> <li>• From a religious perspective, he tried to prepare for eternal life, <i>akhirah</i>.</li> </ul>
27	What are your plans for developing this program?	<ul style="list-style-type: none"> <li>• Through <i>SchoolingMe</i>.</li> <li>• By trying to get sustainable funding for the program.</li> <li>• Inviting more stakeholders to participate in not only learning but also teaching at <i>SchoolingMe</i>.</li> </ul>



Having conducted an interview with the founder and only instructor of *Sekolah TOEFL*, the researcher found that he established this program because he did not only intend to help Indonesian people learn TOEFL and to make them achieve a high score of TOEFL, but also to teach Indonesian youth about the process of achieving and becoming, which was not easy. He added that he wanted to bring positivity to them. He said that social media was full improper contents like gossips and hates that made youth focus on those things instead of on how they could make a clear plan. Moreover, he wanted to encourage them to improve self-quality and have a better character who can see opportunities out there.

Until the day this research was conducted, Waluyo was very committed to keeping this program going. He said he did so because he believed that when we helped others, God would help us and give us good deeds. He stated that his study ran well and was about to graduate this in 2017. Budi wanted to keep developing this program, for instance, by recently creating a website called *SchoolingMe* in which *Sekolah TOEFL* program would be run in the future. Thus, he hoped that *Sekolah TOEFL* would be sustainable.

When this program was first established in 2015, there were about 4,000 people who registered. This number kept growing as time went

on. Until Batch 8 (eight), there were totally around 100,000 students of *Sekolah TOEFL*. He said that he could gain that number because he had got people's trust. Instead of stopping the program due to academic life demands he had, he kept going to help people through this program. That was how he convinced people that he was serious to help them.

Regarding the students' participation, a lot of people were enthusiastic about joining the program, but there were some who were committed to studying until the end of the program period that lasted for 7 (seven) months. From 21,000 students he had at the beginning of Batch 8 (eight), he said that there would be only a few thousands of students in the end.

The tangible outcome that *Sekolah TOEFL* wanted to achieve was to make the students get a score of 500, but it was not the only purpose. He explained that the success indicator of the program was broad. Teaching people whom we did not know was hard. To keep them going was even hard. When people fully participated in the program, it was also an achievement to Budi. Other than that, he wanted to develop a positive character of Indonesian youth by developing a learning system that makes the students learn to be a better human being. He did so by giving an exam in which the students had to

invigilate themselves because nobody did. He wanted to develop an honest and purposeful character of Indonesian.

Regarding the students' activeness, he explained that he used to have online attendance checklist system done by a class assistant on WhatsApp to control how many people actively participated in the program. Since the number of the students were growing and applying online attendance list was not applicable anymore, he ended up not using it. Instead, he obligated the students to like and give comments on all Facebook group posts to indicate the students' participation.

There were some benefits that *Sekolah TOEFL* had given to the students. After participating in the program, some of them who seriously learned and were committed achieved their target score. Besides that, some got degree and non-degree scholarships in Indonesia and abroad, for instance, bachelor degree programs in Thailand and Malaysia, master's degree programs like Fulbright in the United States and LPDP in Indonesia. Some other won non-degree exchange programs to Japan and the United States. These concrete proofs indicated how useful the program for the students was.

Having talked with the instructor, he said that he faced some issue regarding the program he ran. Regarding governmental regulation, he concerned about copyright of the book he referred the materials from,

Deborah Philip's. He explained that he considered about how copyright would affect the program since the materials were adopted from the book. Then, he thought that he did not simply copy-paste the materials. He referred to the materials and wrote his handbooks, instead. Moreover, he gave credit to her. He would keep doing it, but if Deborah Philip minded, he would stop using the book.

Regarding technology, the instructor faced the issue of mobile device he used. Two of his mobiles were broken due to a significant amount of messages they received. Other than that, there was no issue due to technology since the internet connection was stable and fast, his laptop was fine, etc.

The next issue he had was with the time difference. The 11-to-12-hour time difference became an issue since some students did not understand it. In the study guideline, he explained that the practice would be given on Tuesday, Thursday, and Saturday. He tried to upload the practice in the morning (GMT-5) in America or the evening (GMT+7) in Indonesia. There was no problem when he could do so. But when he had activities in the morning (GMT-5), he posted the practice in the afternoon of American time. Meanwhile, it had been in the early morning the next day in Indonesia (GMT+7). It was confusing for some students.

Regarding capital for running the program, he did not find an issue since he paid the bill of the weblog himself and it was not expensive. By 2017, he with a team of four established *SchoolingMe* that demanded money. Since then, he and his team needed to pay hundreds of dollars per month to make the website sustainable. He said that his team tried to solve the issue by working together and by trying to get grants for the future.

Regarding material development, the issue was that he needed to arrange and structure the materials to be as understandable as possible. It took time. He spent around 5 (five) hours to make a handbook consisting of 3 (three) explanation pages. Moreover, nobody but him proofread the materials. Thus, sometimes some students gave him feedbacks about the materials provided in the handbook.

**c. Questionnaire**

The following data had been sorted based on the question numbers (see Appendix 5 and 6) to compare the answers of all respondents for each question.

Table 12  
Questionnaire Results

No	Questions	Respondent					
		1	2	3	4	5	6
1	Age	24	24	19	18	34	18
2	City/Regency, Province	Jember, East Java	Jember, East Java	Bandung, West Java	Jombang, East Java	Jombang, East Java	Bengkulu, Bengkulu
3	Job	University student	University student	University student	High school student	Teacher	University student
4	What is your motive in participating in the program run by <i>Sekolah TOEFL</i> ?	To learn English and improve my TOEFL score.	To learn English more intensively, to prepare for pursuing master's degree scholarship.	To advance my grammar understanding and to increase my TOEFL score.	To increase my TOEFL score.	To progress, to know more.	I want to know my TOEFL ability and to learn TOEFL more.
5	Have you ever missed any online class, <i>Temu Online</i> , on Facebook? Why/why not?	Yes, when I have activities outside. Sometimes, I copy the materials discussed in the online meeting to Word (Microsoft Office Word).	Yes, I have. I did when it was blackout all night long, so I got no electricity and no internet access. My phone was also dying. But the day after, I directly checked and answered questions posted in the online class.	I have never missed any online class. I always have time to do it.	Yes, when I have no internet data, or when I am busy with preparing exams.	Never, because my high curiosity of my answers to the questions given (whether they are correct or not).	Yes, because of blackout for hours at my place.
6	Have you ever missed QOTD? Why/why not?	Yes, because if I procrastinate, I tend to forget	Never.	Sometimes I don't do because I forget when the	Yes, as explained before.	Yes, because of my activities at school and	Yes. Because the regulation

		and not do it.		questions are given.		house that take time.	says that QOTD has to be answered on Tuesday, Thursday, and Saturday, but when I miss QOTD because I forget about it, I think that I cannot answer it anymore although I am late.
7	In doing TOEFL Prediction Test, there is nobody who invigilates you doing your work. You can also do it at anytime and anywhere. What is your motive to do the test honestly?	Because Budi believes in his students so that as one of his students, I have to keep his trust.	I'm an individual who never lies. So, in this program, I learn, to be honest, and to improve the way I behave, not only to be smart and competent in understanding TOEFL. Budi always posts motivational quotes in every handbook given to develop a better character and to be	I think that I want to advance my understanding of grammar and to increase my TOEFL score. So, if I cheat or do not obey the regulation, everything is going to be useless. I do not want to lie myself. I force myself, to be	Yes, to know my current ability. It is going to be useless if I am dishonest.	I want to know how the development of mine is, whether I have done my best or not.	Trust given by the instructor.

			a better individual, especially how to behave as a scholarship hunter. That is my biggest motivation to do the test honestly.	honest in working on this task.			
8	Where do you usually stay to participate in online classes, do a task, and do exam conducted by <i>Sekolah TOEFL</i> ?	At dorm and university.	In my room (house).	Anywhere. At home or guest house.	At home.	At home or school in my spare time.	Anywhere. In my room, at home, university, and even public place.
9	What mobile devices do you use for participating in the teaching-learning process at <i>Sekolah TOEFL</i> ?	Laptop.	Notebook/Laptop.	Smartphone, PC, pen, book.	Smartphone.	Notebook and smartphone.	Smartphone and Laptop (sometimes).
10	In your opinion, what are the ease of using social media to communicate with Budi Waluyo as the instructor of	Able to do tasks.	The communication becomes more quick and efficient, especially while asking about materials learned.	If I have any issue, I ask him and get a quick response.	It is free. Moreover, I don't need to go anywhere to learn. The motivation given by the instructor is enough.	Budi always uploads the handbooks on time and conducts the online class on time.	I can learn at anytime and anywhere without having a physical meeting. The materials

	<i>Sekolah TOEFL?</i>						given is similar to what is given at school.
11	According to you, how is the response of the instructor to the questions addressed by the students in the teaching-learning process? Is it satisfying?	I asked him once but no reply. I have never asked him via other social media since I only use Facebook.	So far, it is satisfying.	Budi gives short answers to the students because most of his explanations are clear.	He answers the questions one-by-one. He does not answer the same question twice.	Frankly speaking, I have never contacted him.	Very satisfying.
12	In your opinion, how deep is the learning materials provided in the program?	Very deep.	For a beginner like me, it is quite deep and clear.	Very deep until the root. It is explained.	Very detailed and understandable. I like the discussion for questions and answer.	Very good.	Very satisfying. Sometimes I review some materials given before and even there is always new materials I get.
13	How understandable is the material delivery done by the instructor?	Yes, clear and easy to understand.	So far, yes, although on some topics they are hard to understand, especially about "inverted subject	I think it is very deep and understandable. Very organized and professional.	Easy.	Sometimes I need time to understand because of my mind limit.	The delivery is easy to understand. I read it for four to five times then I

			and verb."				answer the questions.
14	When you decided to participate in this program, you knew that it would take your time. What do you do to keep being motivated?	By reminding myself of what my goals in the beginning are and by keeping in contact with the other students.	I always pray and believe that one day I will become a student at a university I dream of to continue studying. So, there is no reason to complain. Budi once said, "a big dream demands a big sacrifice."	I hope that with good TOEFL score, I will be able to travel the world.	If I get a high score of TOEFL, I will be able to join/participate in international programs, and it will advance my capability. If I am fluent in speaking English, I will be able to talk with many different actress/actors I adore.	Because I am a teacher and I want to keep learning.	I force myself to remember the commitment I made in the beginning.
15	What are the difficulties you face regarding finance in participating in the program, for instance, lacking money to purchase internet data, and so on?	No issue on the internet access. I make use of university WiFi.	There is none. I just don't want to make difficulties for my parents to spend more money for me to participate in a paid TOEFL course	As a student living in a guesthouse, printing the materials is an issue to me. Moreover, I participate in another program called <i>Sekolah Inggris</i> .	Internet data is relatively expensive in Indonesia, and the speed is not that fast.	None. WiFi at school is pretty helpful, and the internet data on my smartphone is enough.	There is no financial issue but blackouts and network issue sometimes.
16	Whatever your job is, you have your activities.	I do <i>Sekolah TOEFL</i> at night or during	By making schedule for all my activity. From	At <i>Sekolah TOEFL</i> , everything is	Usually, I do <i>Sekolah TOEFL</i> at night after	In my spare time, I learn the handbooks and	By checking <i>Sekolah TOEFL</i>

	How do you manage your time to participate in the program? How do you set your priority between <i>Sekolah TOEFL</i> and the other activities?	my spare time.	early in the morning until sunset prayer time, I do my undergraduate thesis. Afterward, I learn TOEFL until 11 p.m.	scheduled. It makes me easy to manage my time. I always give time to check Facebook group.	studying. Sometimes I do it during break times at school.	answer QOTD, or at home after accompanying my kinds to study.	anytime, I have spare time.
17	What kind of difficulties do you face in understanding the learning materials delivered by the instructor?	So far, there is no significant issue on understanding the materials given, but sometimes I cannot answer some questions while practicing.	Few amounts of vocabulary, but the materials are clear enough.	Regarding materials, I don't have any issue because Budi explains them clearly plus he makes recorded audio explanations too.	Since the materials are all written, it is quite hard for me. Video or direct explanation will help	Nothing but the limitation of my ability.	The explanations I do not understand, the words used in explaining, and so on.
18	In participating in this program, what difficulties do you face regarding internet access availability, hardware like a smartphone, computer, and	I cannot print the handbooks, but the issue is now solved.	So far, there is no significant issue.	The internet connection shuts down sometimes. So I postpone until the next day.	Internet access. I have never printed the materials.	The battery of my phone dries quickly.	My phone battery dies fast.

	printer?						
19	How do your surroundings support you due to your participation in the program?	They support me, and even they are interested in joining the program.	Very supportive, especially my parents.	Supportive. My friends support me, and they are also interested in participating in the program.	Less supportive. They are not interested in learning English.	Very supportive.	Very good. They are very supportive.
20	Are the learning materials given relevant to your needs as a student of who is learning TOEFL? Why so?	Yes.	Very relevant. Budi can compose understandable materials for beginners like me.	Very relevant. As a student, I need these things (materials) and an instructor like him (Budi) who masters TOEFL well.	Yes.	Very relevant, because I have ever taken a TOEFL test at my place and the materials are similar.	Yes. I can learn what I forget, and I get new materials.

*Data Source: Google Form*



After each of the questions asked about *Sekolah TOEFL* program, the advantages the respondents got, and the difficulties that they faced, the researcher found similar themes among the answers of the respondents. The researcher explains the results for each question.

In the weblog of *Sekolah TOEFL*, the instructor told that the students had different backgrounds. During the interview session, he confirmed the information by telling that they had different jobs, lived in various places either in Indonesia or abroad, and were in a variety of ages. Based on the questionnaire results, all answers of the respondents confirmed that information found before. They were in the ages of 18 (eighteen) to 34 (thirty-four), came from different places, and had a variety of occupations such as university students, high school students, and even a high school teacher. Although none of the respondents lived abroad, the finding showed that this relatively new program had diverse students.

Having the answers to why the students were interested in the program, the researcher found similar themes among the responses. Most of the respondents explained that they wanted to learn English and intended to increase their TOEFL score. They wanted to advance their understanding of English grammar. Specifically, a respondent wrote that he wanted to prepare a master's degree scholarship application for the future. Those intentions aligned with the aim of Budi Waluyo in establishing *Sekolah TOEFL* back then in 2015, which was to help people learn. The respondents had relatively the same motives.

Behind all the promising benefits, the researcher found that the students faced some issues in participating in the program due to some reasons. A respondent

said that he faced a financial problem. He felt that the money spent to print the handbooks were quite expensive since he did not only join one program but two. He participated in another program Budi Waluyo established called *Sekolah Inggris*. Another respondent said that the internet in Indonesia was relatively expensive and not so fast although he did not explain what effect he got from facing the issue. Regarding technological devices, two respondents wrote that their mobiles died quickly due to the battery issue. Another one said that he had black out sometimes. Thus, it made him wait until the next day to do the tasks.

Due to the various backgrounds of the students at *Sekolah TOEFL*, they undoubtedly had many different activities depending on what they were. Although people had different agendas every day, they were still committed to the program they were participating. The respondents explained that they managed their time by creating a schedule, making use of the spare time they had or even did *Sekolah TOEFL* at night. This explanation revealed how committed the students were, or at least the respondents when they decided to register back then.

The students' online class participation got lower than before day-by-day. There were only some people who were very committed and motivated in attending the class. According to the instructor, thousands of students were active at the beginning of the learning period. The number of the participants of the first online class of the period was high, but it decreased as time went by. This 'natural selection,' the instructor's words, happened since some people gave up. They stopped participating in the program due to various reasons. It was

supported by the questionnaire responses given by the respondents saying that they missed online classes a couple of times because of blackout, no phone battery power left, lack of internet connection, etc. A respondent even admitted that he procrastinated. Thus, not all the students who registered, in the beginning, kept going until the end of the program period that lasted for seven months.

According to Waluyo in the interview, one of the purposes of *Sekolah TOEFL* program was to shape a character that was honest and discipline. One way that the instructor did to achieve it was to give them TOEFL exam and practices, which they needed to invigilate themselves since there was nobody who did. Based on the responses of the questionnaire, this purpose was achieved, at least for some people. Some respondents explained that honesty was important if they wanted to be successful. They wrote that they did the test honestly without cheating since they wanted to know their ability and to develop the way they behaved in a better way. Some said that they wanted to keep the trust the instructor gave them. This fact revealed that the purpose of shaping people's characters achieved.

Regarding supports of the surrounding, people the students knew were supportive. According to the questionnaire responses, people like parents and friends supported them to participate in the program. Some even wanted to join.

According to the questionnaire data, there were promising advantages of joining the program run by *Sekolah TOEFL*. Regarding individuality, meaning creating personal learning space as well as environment, the answers revealed that they could learn at anytime and anywhere as claimed by the instructor. A respondent

wrote that he studied at a public place, although he did not mention the place specifically. Some respondents studied at university and school in their spare time. Some others did at home or dorm.

Regarding portability, meaning the mobility of technological devices used, the students also found benefits. The students used mobile devices at variance, for instance, Laptop and mobile. Those devices were portable, so that the students could use them and access the program anytime and anywhere.

Regarding social interactivity, meaning to interact anytime and anyplace, the use of Facebook, WhatsApp, and weblog, had given the students benefits in participating in the teaching and learning process. They wrote that they could ask the instructor about anything at anytime and anywhere. According to the respondents, the response was also relatively quick considering that the instructor had his business as a doctoral student in the United States. Social media also made them get any information and learning materials from the instructor fast. Most of them were satisfied with the response and information given by the instructor as long as what the students asked was new, not a used-to-be-asked-by-another-student question.

Regarding connectivity, meaning letting the instructor to access the program and instruct the students anytime and anywhere, the instructor could really do his responsibilities to the students regardless of time and place. He could do it anytime and anywhere.

Regarding context sensitivity, meaning the various materials taught, all the respondents agreed that the learning materials were not only clear, brief, deep but also easy to understand and relevant, although a respondent suggested that the instructor needed to add more vocabularies into the handbooks. These answers supported the explanation given by the instruction during the interview session that the materials were composed to be easy to understand by the students since he spent five hours to write a handbook. The discussion above revealed how beneficial social media was in teaching learning process at *Sekolah TOEFL*.

### **3. Conclusion Drawing**

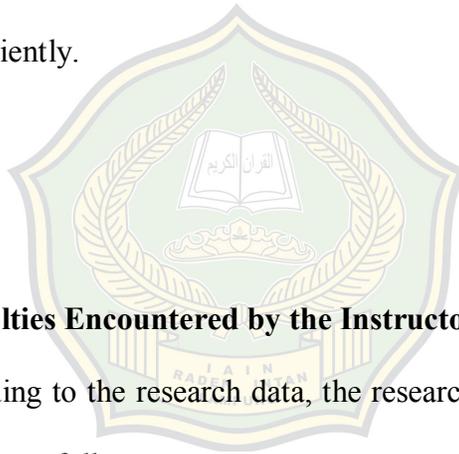
Based on the data displayed above, the researcher made conclusions as follows:

#### **a. Teaching and Learning Process**

Having conducted the research at *Sekolah TOEFL*, the researcher concluded that the teaching and learning process, which had been started running since May 2015, fulfilled most of the standardized process of teaching and learning by Indonesia's Ministry of Education and Cultural Affairs Regulation Article 3 of Law Number 103 of 2014. The first one was pre-teaching including recalling experience, goal setting, and expectation setting. The second one was whilst teaching including describing, explaining, demonstrating, and evaluating, but no exploring. The last one was post-teaching including summarizing and feedback session. The teaching and learning process was applied by the instructor with some relatively new ways of teaching and learning since it was done through social media. These mechanisms fulfilled the concept of the teaching-learning

process developed by Garner cited in Well-Papanek on a human-centered and learner-directed instructional model.

The system was well-set. According to the observation data, the researcher found that the learning system implemented in the program was explained in the study guideline. Thus the students and other stakeholders could understand how the teaching and learning run. There were brief and complete descriptions on what the students had to do, what they could expect, and even what the instructor expected from them. They were all mentioned in the study guideline. Moreover, the instructor did expectation settings in every online meeting they had on Facebook and put them all in the weekly handbooks. Thus, the teaching and learning process of the program ran well, and the students could learn conveniently.



#### **b. Difficulties Encountered by the Instructor and the Students**

According to the research data, the researcher found the difficulties faced by the students as follows:

- Printing Handbook cost money, and it was an issue to some students;
- Although the media used did not consume a lot of data, unstable internet connection was frustrating;
- Battery and technology-related devices that were broken became issues to some students;

- And last, controlling themselves while doing exams was challenging. They had to control themselves not to cheat;

The following bullets are the difficulties faced by the instructor in running the program:

- The instructor concerned about the copyright of the book he referred the materials from;
- The mobiles he used were broken due to the number of the messages and notifications they received;
- The 11-to-12-hour time difference made the instructor, and the students did not meet their expectations;
- He needed funding to pay for the website bill;
- And last, a lot of time he spent became an issue since he had to put a lot of time, say five hours, to compose a handbook while having to study as a doctoral student in the United States.

**c. Advantages for the Instructor and the Students**

These were the benefits of *Sekolah TOEFL* program for the students:

- The students could learn anywhere and anytime depending on their current location and time constraint;
- The students could use different technological devices to participate in the program;
- The students were able to ask the instructor about the learning materials directly to the instructor via social media and were able to get relatively quick response;

- The students were given a chance to do the tasks and exams anytime and anywhere they were available and were able to set their learning environment;
- The materials taught were clear, brief, deep, relevant, and easy to understand;
- The students increased their TOEFL score;
- Some students won various degree and non-degree scholarship programs;
- The students' character was developed to be more positive, responsible, honest, and committed;
- And the last, students could join the program for free.

These are the advantages of using social media for the instructor in teaching the students of *Sekolah TOEFL*:

- WhatsApp was used because it consumed low data;
- Facebook was used because this was the most familiar social media for many Indonesian people;
- The weblog was used because it became the server for serving the materials.

## **W. Discussion of Findings**

### **1. Teaching and Learning Process**

According to the data collected from observation, interview, and questionnaire, the teaching and learning process at *Sekolah TOEFL* via Facebook, WhatsApp, and Weblog was well-run and systematic. The process fulfilled most of the required mechanism of the standardized teaching learning steps set by Indonesia's Ministry of Education and Cultural Affairs Regulation Article 3 of Law Number 103 of 2014. Firstly, it included pre-teaching, consisting of recalling experience, goal setting, and

expectation setting. Secondly, it also fulfilled most of the whilst-teaching steps developed by Garner cited in Well-Papanek on a human-centered and learner-directed instructional model. They included describing, explaining, demonstrating, and evaluating, but no exploring. The exploring, meaning giving non-academic practice while teaching such as imagery, a piece of literature, words, and symbols, was not done by the instructor because giving such practice was not practical, especially when it was done on social media. Instead, the instructor started the online meeting by directly instructing the students about what to do and he motivated the students by telling them some stories of him to increase their learning spirit. Lastly, there was post-teaching, including summarizing and feedback session. The teaching and learning process was applied by the instructor with some relatively new ways of teaching and learning since it was done through social media.

The learning system was well-set. The instructor provided the students with a study guideline which contained brief and complete descriptions on what the students had to do, what they could expect, and even what the instructor expected from the students. They were all mentioned in the study guideline. Moreover, the instructor did expectation settings in every online meeting they had on Facebook and put them all in the weekly handbooks. Thus, this systematic explanation made the students understand what to do before the program started and allowed them to learn conveniently.

Regardless of the student's participation that got lower day-by-day because some students lacked in commitment, the program was beneficial for the students who committed. The students increased their TOEFL score and developed a better

character who had the commitment, knew the process of achieving and becoming, not to mention won scholarships in Indonesia and abroad.

## 2. Difficulties

After conducting the research, the writer found some difficulties that were faced by the students and the instructor. These challenges were drawn based on the conceptual framework for understanding the difficulties or challenges facing the implementation of distance learning proposed by Andersson and Gronlund cited in Kwofie and Henten.

From the student's point of view, the researcher found that the students faced some issues in participating in the program due to some reasons. A respondent said that he faced a financial problem. He felt that the money spent to print the handbooks were quite expensive since he did not only join one program but two. He participated in another program Waluyo established called *Sekolah Inggris*. Another respondent said that the internet in Indonesia was relatively expensive and not so fast although he did not explain what effect he got from facing the issue. Regarding technological devices, two respondents wrote that their mobiles died quickly due to the battery issue. Another one said that he had black out sometimes. Thus, it made him wait until the next day to do the tasks.

From the instructor's point of view, although Kwofie and Henten explains that there are many challenges facing the implementation of online learning, the only issues faced by the instructor of *Sekolah TOEFL* were about government-related regulation, technological confidence, time difference, funding, and material development. Regarding governmental regulation, for instance, the instructor concerned about

copyright of the book he referred the materials from, Deborah Philip's. Regarding technological confidence, the instructor faced the issue of mobile device he used. Two of his mobiles were broken due to a significant amount of messages they received. Other than that, there was no issue due to technology since the internet connection was stable and fast, his laptop was fine, etc. Regarding time, the 11-to-12-hour time difference became an issue since some students did not understand it. Regarding the funding or capital for running the program, he did not find a problem since he paid the bill of the weblog himself and it was not expensive, but Budi needs to look for grants since he with a team of four established *SchoolingMe* that demanded money to survive. Regarding material development, the issue was that he needed to arrange and structure the materials to be as understandable as possible. It took time. He spent around 5 (five) hours to make a handbook consisting of 3 (three) explanation pages. Moreover, nobody but him proofread the materials. Thus, sometimes some students gave him feedbacks about the materials provided in the handbook.

### 3. Advantages

*Sekolah TOEFL* had been beneficial for the students. Benefits or advantages were gained by those who did not only join it but also committed to it. The benefits aligned with the concept introduced by Klopfer, Squire, and Jenkins in Mellati on the key features of technological devices that could increase educational benefits, including portability, social interactivity, context sensitivity, connectivity, and individuality.

Regarding individuality, meaning creating personal learning space and environment, the answers revealed that they could learn at anytime and anywhere as claimed by the instructor. A respondent wrote that he studied at a public place, although he did not mention the place specifically. Some respondents studied at university and school in their spare time. Some others did at home or dorm. They also used mobile devices at variance. Laptop and mobile were the two most commonly used ones.

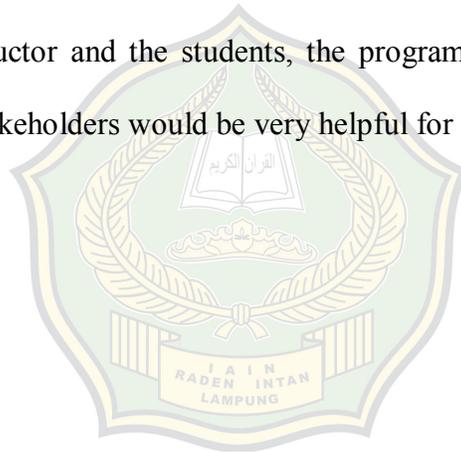
Regarding portability, meaning the mobility of technological devices used, the students also found benefits. The students used mobile devices at variance, for instance, Laptop and mobile. Those devices were portable, so that the students could use them and access the program anytime and anywhere.

Regarding social interactivity, meaning to interact wherever and whenever, the use of Facebook, WhatsApp, and weblog, had given the students benefits in participating in the teaching and learning process. They wrote that they could ask the instructor about anything at anytime and anywhere. According to the respondents, the response was also relatively quick considering that the instructor had his business as a doctoral student in the United States. Social media also made them get any information and learning materials from the instructor fast. Most of them were satisfied with the response and information given by the instructor as long as what the students asked was new, not a used-to-be-asked-by-another-student question.

Regarding connectivity, meaning letting the instructor to access the program and instruct the students anytime and anywhere, the instructor could really do his responsibilities to the students regardless of time and place. He could do it anytime and anywhere.

Regarding context sensitivity, meaning the various materials taught, all the respondents agreed that the learning materials were not only clear, brief, deep but also easy to understand and relevant, although a respondent suggested that the instructor needed to add more vocabularies into the handbooks. These answers supported the explanation given by the instructor during the interview session that the materials were composed to be easy to understand by the students since he spent five hours to write a handbook. The discussion above revealed how beneficial social media was in teaching learning process at *Sekolah TOEFL*.

The discussions about the teaching learning process of *Sekolah TOEFL* and its challenges as well as advantages had shown us how promising the use of online learning system in teaching and learning process was. Although many challenges were faced by both the instructor and the students, the program could still be developed. Feedbacks from many stakeholders would be very helpful for this particular program.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

After discussing the result of the research, the following explanations are the conclusion made by the researcher.

#### 1. Teaching and Learning Process

The teaching and learning process, which had been started running since May 2015, fulfilled most of the standardized process set by Indonesia's Ministry of Education and Cultural Affairs Regulation Article 3 of Law Number 103 of 2014. The first one was pre-teaching including recalling experience, goal setting, and expectation setting. The second one was whilst teaching including describing, explaining, demonstrating, and evaluating, but no exploring. The last one was post-teaching including summarizing and feedback session. The teaching and learning process was applied by the instructor with some relatively new ways of teaching and learning since it was done through social media.

The system was well-set. According to the observation data, the researcher found that the learning system implemented in the program was explained in the study guideline. Thus the students and other stakeholders could understand how the teaching and learning run. There were brief and complete descriptions on what the students had to do, what they could expect, and even what the instructor expected from them. They were all mentioned in the study guideline. Moreover, the instructor did expectation settings in every online meeting they had on Facebook and put them

all in the weekly handbooks. Thus, the teaching and learning process of the program ran well, and the students could learn conveniently.

## 2. Difficulties Encountered by the Instructor and the Students

According to the research data, the researcher found the challenges faced by the students as follows:

- a. Printing Handbook costs money, and it was an issue to some students;
- b. Although the media used did not consume a lot of data, unstable internet connection was frustrating;
- c. Battery and technology-related devices that were broken became issues to some students;
- d. And last, controlling themselves while doing exams was challenging. They had to control themselves not to cheat;

The following points are the difficulties faced by the instructor in running the program:

- a. The instructor concerned about the copyright of the book he referred the materials from;
- b. The mobiles he used were broken due to the number of the messages and notifications they received;
- c. The 11-to-12-hour time difference made the instructor, and the students did not meet their expectations;
- d. He needed funding to pay for the website bill;

- e. And last, a lot of time he spent became an issue since he had to spend a lot of time, say five hours, to compose a handbook while having to study as a doctoral student in the United States.

### 3. Advantages for the Instructor and the Students

These are the advantages of *Sekolah TOEFL* program for the students:

- a. The students could learn anywhere and anytime depending on their current location and time constraint;
- b. The students could use different technological devices to participate in the program;
- c. The students were able to ask the instructor about the learning materials directly to the instructor via social media and were able to get relatively quick response;
- d. The students were given a chance to do the tasks and exams anytime and anywhere they were available and were able to set their learning environment;
- e. The materials taught were clear, brief, sincere, relevant, and easy to understand;
- f. The students increased their TOEFL score, according to the instructor;
- g. Some students won various degree and non-degree scholarship programs, according to the instructor;
- h. The students' character was developed to be more confident, responsible, honest, and committed;
- i. And the last, students could join the program for free.

These are the advantages of using social media for the instructor in teaching the students of *Sekolah TOEFL*:

- a. WhatsApp was used because it consumed small amount of data;
- b. Facebook was used because this was the most familiar social media for many Indonesian people;
- c. The weblog was used because it became the server for serving the learning materials.

#### 4. Suggestion

Considering the result of the research, the researcher would like to give some tips as follows:

##### a. For the Instructor

1. The instructor should set a more specific schedule of Question of the Day (QOTD) and handbooks just like *Temu Online* since he faced a time difference issue;
2. The instructor better starts looking for funding for the website bill since *SchoolingMe*, a new platform he will be using for the next batch of *Sekolah TOEFL*, will begin soon.

##### b. For the Students

1. The students should finish what they have started. They have to commit to the program they participate in and obey all the rules and regulations stated in the study guideline if they want to get the expected outcomes, for

instance, gaining a better score of TOEFL and a more developed character;

2. They should have some preparations like having an extra power source in case there is blackout, so they need to recharge their devices, and additional internet data plan if needed;

**c. For Other Researchers**

Future researchers on this topic could explore more about different areas that had not been discussed and explored in this thesis since it was a relatively new program in the Indonesian context. They could dig deeper the learning materials taught at *Sekolah TOEFL*, for instance. They could also research on how effective the teaching and learning process by analyzing the TOEFL score of the students before and after their participation in the program. They could still work on various areas on this particular topic.



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## Appendix 1: Observation Timeline

**OBSERVATION TIMELINE**

<b>No</b>	<b>Time (GMT+7)</b>	<b>Date</b>	<b>Steps</b>
1	09:22	April 15 <sup>th</sup> , 2017	Watched the group-establishment post
2	09:34	April 15 <sup>th</sup> , 2017	Watched Scholarship E-Books Post
3	09:35	April 15 <sup>th</sup> , 2017	Watched <i>Sekolah TOEFL</i> Philosophy post
4	09:37	April 15 <sup>th</sup> , 2017	Watched the Question-and-Answer session
5	09:38	April 15 <sup>th</sup> , 2017	Watched the QOTD post
6	09:39	April 15 <sup>th</sup> , 2017	Watched the audio and video post
7	09:43	April 15 <sup>th</sup> , 2017	Watched the online meeting
8	09:45	April 15 <sup>th</sup> , 2017	Watched the online class closing post



Appendix

2:

O



## Appendix Observation Guidelines

**OBSERVATION GUIDELINES**Date : April 15<sup>th</sup>, 2017

Time : 09:22 GMT+7

Aspects	Indicators	Responses			Comments
		Yes	No	N/A	
Pre-Teaching	Recalling Experience	✓			The instructor uploaded the handbook on Monday. On the following Sunday, he discussed the materials in the handbook via Facebook (see Appendix 18).
	Goal Setting	✓			The instructor set goals of the learning process at the very beginning of the learning period as written on the second page of the study guideline (see Appendix 15). He also set weekly meeting goals in the handbook uploaded on Monday (see Appendix 16 and 17).
	Expectation Setting	✓			The instructor told the students about what they could expect while participating in <i>Sekolah TOEFL</i> program and what the instructor expected from the students. This set was written on the second page of the study guideline (see Appendix 15). Instead, he motivated the students by telling them some stories of him to increase their learning spirit.
Whilst-Teaching	Exploring		✓		The instructor did not give any non-academic practice. Instead, he started the online meeting by directly instructing the students about what to do (see Appendix 19).
	Describing	✓			The instructor gave QOTD (Question of the Day), a once-in-two-days practice on Facebook (see Appendix 20). Before giving the next practice, he reviewed the previous practice and asked the students to check the answers themselves based on the correct answers provided by the instructor. It was a chance for the students to ask questions, to communicate with each other, and to gain new understandings on what they had learned in that particular week.

	Explaining	✓			The instructor introduced new materials every week. The introduction was stated on the fourth page of every handbook (see Appendix 16 and 17). Moreover, he explained the materials, which were provided in the handbook, on Facebook posts at every online meeting (see Appendix 21). Lastly, he uploaded audio and video explanations to explain the materials covered in the discussed handbook to the students (see Appendix 22).
	Demonstrating	✓			The instructor let the students comment on Facebook posts to know their understandings towards the discussed materials (see Appendix 21).
	Evaluating	✓			The instructor guided the students to check the answers of QOTD themselves and to reflect on what they had learned. Those were done at the weekly online meeting (see Appendix 21).
Post-Teaching	Summarizing	✓			At 22:00 when the online meeting ended, the instructor wrote a Facebook post to summarize what they had learned (see Appendix 23).
	Feedback Session	✓			The instructor gave an opportunity for the students to contact him at any time if they wanted to give feedbacks to the instructor through the social media accounts the instructor had (see Appendix 24).
Others	<p>In Batch 8, there were 21,539 students who registered in <i>Sekolah TOEFL</i> program. They were divided into four classes; 8A containing 5,677 students; 8B 4,794 students, 8C 6,454 students; and 8D 4,614 students.</p> <p>According to the Study Guideline of <i>Sekolah TOEFL</i> (see Appendix 15), there were 5 (five) main obligations that the students had to do. First, they had to download and do weekly handbooks uploaded on the weblog. Second, they had to answer QOTD (Questions of the Day), a 3-time-in-a-week practice given on every Tuesday, Thursday, and Saturday. Third, they had to attend <i>Temu Online</i>, online class administered through Facebook groups on every Sunday evening from 20:00 to 22:00 (GMT+7). Fourth, the students had to like and/or comment on all posts in the groups to indicate whether the students are active. Fifth, the students had to keep the handbooks given and they were prohibited to share them for any other purposes but studying themselves.</p> <p>According to the Study Guideline, Facebook Groups are used to conduct online meetings, to do Questions of the Day, and to provide any information regarding the teaching and learning process. Every student is allowed to just be part of a group. They are encouraged to check the group three times a day for few minutes (see Appendix 15).</p> <p>In the Study Guideline, the instructor explains that handbooks are given once in a week on every Monday. The</p>				

	students are able to download the handbooks in limited time because every handbook is only available online for a week. If they are late to do so, they will not have the handbook for that particular week and they are not allowed to ask for the handbook to any other student (see Appendix 15).
	Question of the Day (QOTD) is a once-in-two-days practice given on Facebook on every Tuesday, Thursday, and Saturday. Each QOTD contained two questions that had to be answered and checked by the students themselves. The questions given were not always related to the materials discussed in that particular week. Rather, they were random questions about TOEFL that suits the materials they have learned so far (see Appendix 15 and 20).
	<i>Temu Online</i> is an online meeting held weekly on Facebook. It is started by 20:00 and ends at 22:00 every Sunday. In <i>Temu Online</i> , the instructor discusses the learning materials given in that particular week and lets the students ask through comments in the group (see Appendix 21).
	TOEFL Prediction Test is given in a month or two in order to give the students experience about how TOEFL test goes on.
	The students are going to be invited to WhatsApp group after passing sort of selections.

*Data Source: Documentation*



