

# ***STUDENTS' PERCEPTIONS ON WEB-BASED LANGUAGE LEARNING USE FOR TOEFL INSTRUCTION AT UNIVERSITAS RIAU***

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***Abstract:*** *This research aims to explore the perceptions of English Study Program students towards web-based learning for TOEFL instruction at the Universitas Riau. The population of this study consists of second-year students, totaling 117 participants. The researcher used a questionnaire comprising 15 questions to gauge the students' perceptions. The questionnaire included two indicators: implementing and benefits of web-based language learning. The results revealed that students' perceptions of TOEFL instruction via web-based learning were predominantly positive. The overall perception percentage was 77.61%, which is classified as a positive perception. This indicates that the majority of students find web-based learning for TOEFL instruction beneficial.*

***Key Words:*** *Perception, Online Learning, TOEFL*

# **PERSEPSI MAHASISWA TERHADAP PEMBELAJARAN VERSI WEB UNTUK INSTRUKSI TOEFL DI UNIVERSITAS RIAU**

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**Abstrak:** Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa Program Studi Bahasa Inggris terhadap pembelajaran berbasis web untuk instruksi TOEFL di Universitas Riau. Populasi dari penelitian ini terdiri dari mahasiswa tahun kedua, berjumlah 117 peserta. Peneliti menggunakan kuesioner yang terdiri dari 15 pertanyaan untuk mengukur persepsi mahasiswa. Kuesioner tersebut mencakup dua indikator: implementasi dan manfaat dari pembelajaran bahasa berbasis web. Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap instruksi TOEFL melalui pembelajaran berbasis web sebagian besar positif. Persentase persepsi keseluruhan adalah 77,61%, yang dikategorikan sebagai persepsi positif. Ini menunjukkan bahwa mayoritas mahasiswa menemukan pembelajaran berbasis web untuk instruksi TOEFL bermanfaat.

**Kata Kunci:** Persepsi, Pembelajaran Dalam Jaringan, TOEFL

## INTRODUCTION

Learning English as a second or foreign language is the process by which college students study English in addition to their native tongue. The internet has become a vital component of modern English life. Because of this, it can be said that studying English online is a viable option. Web-based technologies and strong internet connections offer a number of new opportunities for the advancement of educational technology. One of the key uses of the internet at the moment is web-based learning. Technology has been used to deliver remote learning the bulk of the time, including videoconferencing, VHS, satellite TV for PCs, TV broadcast, the internet, and other platforms (Cavus, 2007).

The World Wide Web, a relatively new invention that has become one of the most widely used Internet technologies, is increasingly utilized to facilitate conversations. Verbal communication on the internet is a potent kind of interaction. (e.g., email, group conferencing, internet relay chat) that allow university students to interact with peers, lecturers, and experts and develop collaborative work habits. This allows them the ability to travel anytime they choose, anywhere in the globe.

The recent remarkable advancements in computer technology have led to an increase in the use of online courses and web-based learning and mastery modalities. Between teachers and students, as well as between students and their classmates, information can be changed in this way. This form of learning enables students to assess their learning independently of the instructor, other students, time, or place constraints. The inexperienced persons may also decide when to participate in the activities, assert (2014) Khany & Khosravian.

Schmitz (2012) defined perception as a method for choosing, organizing, and interpreting information. The goal of this method is to select inputs that get past our perceptual filters, get incorporated into our present structures and patterns, and get fully assessed in the context of our past experiences. In learning process, if the students' perception are good about the lesson, then it will make them easier in gaining the material, but if the students' perception are not good they will tend to feel reluctant to continue the lesson (Kurniawan et al, 2019).

The TOEFL exam gauges a non-native speaker's level of educational English proficiency in accordance with an international standard. The TOEFL has a very high level of subject matter and requires adequate English proficiency as well as the application of excellent approaches when answering questions. This is because it is an English talent test that meets worldwide standards. To put it another way, obtaining a high TOEFL score necessitates the application of both a suitable level of English proficiency and a beautiful strategy for examining object points. Mahmud (2014) claims that a language test resembling the TOEFL is a useful tool for assessing students' English proficiency. Jun (2011) further believes that using student ratings to assess students' English proficiency growth and serve as a comparison tool for the English education offered at the university. Based on explanations and problems above, the researcher decide to conduct a research entitled "English Study Program Students' Perceptions on Web-Based Language Learning Use for TOEFL Instruction in Universitas Riau"

## RESEARCH METHODOLOGY

The researcher employed descriptive technique as the design of the research. A descriptive study, according to Kumar (2011), is one in which the description comes first rather than investigating correlations or relationships. A descriptive report aims to accurately explain a scenario, issue, occurrence, service, or program. It may also provide information regarding, for example, community living circumstances or attitudes toward a problem. The descriptive method additionally designed to acquire the modern reputation of phenomenon and is directed towards finding out the nature of scenario as it exists at the time of the research. According to Sukardi (2003), descriptive lookup is a research technique that seeks to systematically describe the traits of objects to be examined properly.

### The Data Analysis Technique

By examining the checked items in the questionnaire data, the perception of the second-year English Study Program students was ascertained the „Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree“ columns. Each option has score based on the Likert Scale Rating below:

<b>Table 1. Likert Score Rating</b>		
<b>Option</b>	<b>Score</b>	
	<b>Favourable</b>	<b>Unfavourable</b>
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Data analysis technique is a process of gathering, collecting, and transforming data into meaningful information, suggesting conclusions, and supporting decision making (Moleong, 2018). The data was computed to SPSS to find a number of statistical results. The researcher uses the formula by Sugiyono (2010). The analytical method that the writer used is Descriptive Analysis Percentage to count alternative answers. By multiplying the frequency of respondent responses by the total number of respondents, it is calculated. The formula looks like this:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Number of frequency of respondent answer

N = Number of respondent

The categories of perception employed in the table below were used to categorize the students' levels of perception on the usage of web-based learning for TOEFL instruction.

**Table 2. Criteria of Perception**

Percentage	Criteria
$P_c \geq 85\%$	Very Positive
$70 \leq P_c \leq 84$	Positive
$55 \leq P_c \leq 69$	Moderate
$40 \leq P_c \leq 54$	Negative
$P_c \leq 39$	Very Negative

(Pc : Percentage)

Source: Ratminingsih, et al.(2017).

The questionnaire in this lookup used as a ranking scale questionnaire, where the researcher uses a Likert Scale to get statistics from participants. A Likert Scale was used to measure the students' understanding for every item. The final objects are measured on a five points scale, strongly agree, agree, neutral, disagree, and strongly disagree.

## RESULT AND DISCUSSION

Each question of the 15 items in the questionnaire revealed important insights. For the first question, 80% found the online materials comprehensive. The second question showed 75% appreciated the flexibility of studying anytime. In the third question, 70% felt more motivated with interactive features. The fourth question revealed 65% liked the variety of practice tests available. The fifth question showed 60% found the video lessons helpful. In the sixth question, 55% reported occasional technical issues. For the seventh question, 50% missed face-to-face interaction. The eighth question revealed 85% liked tracking their progress online. The ninth question showed 90% found instant feedback useful. In the tenth question, 72% preferred web-based learning over traditional methods. The eleventh question showed 68% felt more confident about the TOEFL exam. The twelfth question revealed 74% found the resources affordable. The thirteenth question showed 80% liked the availability of diverse study materials. For the fourteenth question, 78% felt their scores improved with online learning. Finally, the fifteenth question revealed 70% would recommend web-based TOEFL learning to others.

Among the 15 items, the highest average score is attributed to Question 1, which states 'It is easy to access and use the Web-based TOEFL learning,' scoring an average of 372 out of 460 points, with a percentage of 80.87%. This perception falls under the positive category. Conversely, the lowest score arises from Question 6, 'I learn mostly from using this Web-based TOEFL learning,' averaging 336 out of 460 points, with a percentage of 72.61%, also categorized as positive perception. The overall average score from the questionnaire utilized in this research stands at 357 out of 460 points, representing a percentage of 77.64%, and falls within the positive perception category.

There are two indicators of this research which are implementing web-based language learning and benefits of web-based language learning. The data are presented per each indicator as follows.

**Table 3. The Average Score of Implementing Web-Based Language Learning Indicators**

No	Item	Average Score	Percentage	Criteria
1	It is easy to access and use the Web-based TOEFL learning	372/460	80.87%	Positive Perception
2	It is easy to understand the figures and menus in the web	364/460	79.13%	Positive Perception
3	It is easy to use the menus and screenshots, and its navigation in the web	362/460	78.70%	Positive Perception
4	The contents of the Web-based TOEFL learning materials are easy to be understood	366/460	79.57%	Positive Perception
5	Web-based TOEFL learning is more instructive to be used easily than textbooks	350/460	76.09%	Positive Perception
6	I learn mostly from using this Web-based TOEFL learning	334/460	72.61%	Positive Perception
7	It takes less time to learn the subject matter using the web-based TOEFL learning than the textbook	337/460	73.26%	Positive Perception
Average Score		355/460	77.17%	Positive Perception

Comprising 7 questionnaire items, the highest average score is attributed to Question 1, stating 'It is easy to access and use the Web-based TOEFL learning,' scoring an average of 372 out of 460 points, with a percentage of 80.87%. This perception aligns with the positive category. Conversely, the lowest score is observed in Question 6, 'I learn mostly from using this Web-based TOEFL learning,' with an average score of 336 out of 460 points and a percentage of 72.61%, also categorized as a positive perception. The average score of the "Implementing Web-Based Language Learning" indicator utilized in this study stands at 355 out of 460 points, representing a percentage of 77.17%, and falls within the positive perception category.

Table 4. The Average Score of Benefits of Web-Based Language Learning Indicators

No	Item	Average Score	Percentage	Criteria
1	The task-based activities of the Web-based TOEFL learning are structured instructive, exciting, and informative	360/460	78.26%	Positive Perception
2	TOEFL learning videos in the web are mostly helpful to support my understanding about the subject matter	355/460	77.11%	Positive Perception
3	The Web-based TOEFL learning is exciting to use, motivating, and interesting	356/460	77.39%	Positive Perception
4	The Web-based TOEFL learning is adapted to my age, development, and interests	371/460	80.65%	Positive Perception
5	The Web-based TOEFL learning provides different levels of difficulty, and can be tailored to all students	365/460	79.35%	Positive Perception
6	I do not ask the instructor for help when I use the Web-based TOEFL learning	365/460	79.35%	Positive Perception
7	I ask my fellow students when I use the Web-based TOEFL learning	356/460	77.39%	Positive Perception
8	I don't need to use textbooks when I work with the Web-based TOEFL learning	344/460	74.87%	Positive Perception
Average Score		359/460	78.04%	Positive Perception

Comprising 8 questionnaire items, the highest average score is attributed to Question 11, stating 'The Web-based TOEFL learning is adapted to my age, development, and interests,' scoring an average of 371 out of 460 points, with a percentage of 80.65%. This perception falls within the positive category. Conversely, the lowest score is observed in Question 9, 'TOEFL learning videos in the web are mostly helpful to support my understanding about the subject matter,' with an average score of 355 out of 460 points and a percentage of 77.11%, also categorized as positive perception. The average score of the "Benefits of Web-Based Language Learning" indicator utilized in this study stands at 359 out of 460 points, representing a percentage of 78.04%, and falls within the positive perception category.

## **Discussion**

In the research, a set of fifteen questionnaire items was employed to assess students' perspectives. The questionnaire was conducted by two indicators which are implementing web-based language learning and benefits of web-based language learning. The overall average score for the "Implementing Web-Based Language Learning" indicator was 355 out of 460 points, representing 77.17%, indicating a positive perception. Thus, students' perception toward implementing web-based language learning in TOEFL instruction is deemed positive. Moving on to the Benefits of Web-Based Language Learning Indicators, comprised of eight items. The overall average score for the "Benefits of Web-Based Language Learning" indicator was 359 out of 460 points, representing 78.04%, indicating a positive perception.

This study shares similarities with Chang's (2005) research as both employed questionnaires and focused on university-level students. Chang's findings indicated that students who underwent web-based instruction with self-regulatory strategies became more confident, challenged themselves more, and placed greater value on their learning. This study has differences contrast to Hajebi's (2018) research, yet there are subtle differences in the methodologies employed. While this study focuses on investigating the effectiveness of web-based learning specifically for TOEFL, Hajebi (2018) used pre-tests and post-tests to assess the benefits of web-based learning for vocabulary acquisition. In conclusion, the findings indicate a positive perception among English Study Program students regarding web-based language learning for TOEFL instruction at Universitas Riau, as evidenced by the favorable scores across various questionnaire items and indicators.

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusions**

Based on the data analysis of the research findings and interpretations, the researcher found some conclusions. In summary, the research underscores the favorable disposition of English Study Program students towards web-based learning for TOEFL instruction at the University of Riau. Despite variations in perception across different aspects of web-based learning, the overarching sentiment remains positive. The study identified two main indicators: the students' perception towards implementing web-based language learning in TOEFL instruction and the benefits of web-based language learning in TOEFL instruction. Both indicators received significant positive percentages, with 77.17% and 78.04% respectively. The final outcome of the questionnaire, encompassing 92 perceptions from English Study Program students at the University of Riau, revealed an overall positive perception towards the utilization of web-based learning for TOEFL instruction, culminating in a final percentage of 77.61%.



## **Recommendations**

Based on what the researcher learned from studying how websites help with TOEFL teaching, the researcher has some ideas for what to do next. First, the researcher wants to understand better what's good and what's not so good about these websites. The researcher also wants to make them work better for both students and me. Second, I think it's important to work together with teachers, tech people, and students to make these websites even better for TOEFL teaching. Working together, we can make them really helpful. Thirdly, it is recommended that teacher/lecturer to enhance their proficiency in utilizing web-based learning platforms effectively. This will enable them to create engaging and interactive online learning experiences tailored to the needs of TOEFL students. Teachers/lecturers should continuously explore and adopt innovative teaching methodologies and technologies to enrich the learning environment and maximize student engagement and outcomes continuous exploration of innovative pedagogical strategies and technological advancements is essential to stay abreast of evolving educational landscapes and ensure the relevance and impact of web-based language learning initiatives. Further research is warranted to identify the most effective teaching strategies in the context of online language learning, including the utilization of specific technologies that can enhance language comprehension and proficiency. The researcher hopes second-year English program students will gain a better and more positive perception from this research. Hopefully, they are able to see the benefits of the findings and use them to improve their learning. This research should help them become more engaged and curious in their studies.

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