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The Effectiveness of Sekolah Toefl to Enhance Student’s Toefl Score

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THE EFFECTIVENESS OF *SEKOLAH TOEFL* TO ENHANCE STUDENT’S TOEFL SCORE

A THESIS

BY:

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DEPARTMENT OF ENGLISH

FACULTY OF CULTURE STUDIES

UNIVERSITY OF SUMATERA UTARA

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Submitted to Faculty Cultural Studies, University of Sumatera Utara Medan in partial fulfillment of the requirements for the degree of Sarjana Sastra from Department of English

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Date : May 23rd, 2017
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Medan, May 23rd, 2017

The Writer,

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Kata kunci: TOEFL, Keefektifan, Online
ABSTRACT

This thesis entitled “The Effectiveness of Sekolah TOEFL to Enhance Student’s TOEFL score”. In this thesis explain the effectiveness of Sekolah TOEFL as an online learning method to enhance students’s TOEFL score who come from various universities in Indonesia. The purpose of this thesis is to find out how effective Sekolah TOEFL to enhance the student’s score, and also the factors that attract people to study at Sekolah TOEFL. The method of research used is quantitative method, and design used is one group pretest-posttest design by (Sugiyono, 2010) and the attractiveness indicators by (Slavin, 1984). With the quantitative and one group pretest-posttest can be seen how effective Sekolah TOEFL to enhance the TOEFL score by taking 10% samples of 200 students who learn at Sekolah TOEFL. The result of this research indicates that the increase student’s scores after they follow learning process as long as six months. It can be seen from the pretest (8,712), and posttest (9,765), which means the result of posttest is higher than pretest result, with the increase starts from 10 to 85 points.

Key words: TOEFL, Effectiveness, Online
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CHAPTER I
INTRODUCTION

1.1 Background of the Study

English is an international language that most important, and as a communication’s tool in this modern globalization era, and also global community. Brown cited in Chang (2007) has observed that to learn the foreign language is not easy as we think, it needs more efforts and much time to be a master of it, in the same manner as in other countries, English language is used as a foreign language in primary school, lower secondary school, upper secondary school, even in university. However, most of students remain unable to communicate well with a stranger after learning English language for several years. English language learning in several universities in Indonesia has not shown satisfactory results which indicated low averages TOEFL score. Low TOEFL score acquisition does not close to the possibility of mistake in the process of teaching and learning itself. The teaching method is often done with traditional systems and the lack of the media learning factor that can help in developing English language proficiency.

TOEFL is a benchmark in a person’s ability to speak English, and used for those who are preparing to study abroad, because if someone wants to continue studies overseas such as in America and Europe, the first must attach a TOEFL score as one of the administration conditions for the study to overseas. A high TOEFL score is also a plus point for prospective employees of the company are mainly foreign companies which are no doubt often communicate with foreigners and must to communicate with English.

Currently, in learning English so many ways we can do, and also a lot of media that can be used to improve English language proficiency. One of the most popular learning media is a book, it is seen from the number of books that discuss about the English language and how the trick gets a high TOEFL score. But one thing that became an obstacle was we have to buy these
books with the price is quite expensive and cause some people are reluctant to buy it. English language courses also became one of the favorite for some people to be proficient in English. The place also offers English courses study focused in getting a high TOEFL score that would have been desired by many people. But it is also still constrained charge, English courses are relatively expensive which make some people reluctant to follow an English course. It is required a medium of learning the TOEFL easily and inexpensively to train English ability so that our ability continue to develop.

Currently in technological development is so fast, everything facilitated and shortened without compromising value and also quality. One of them is SEKOLAH TOEFL. SEKOLAH TOEFL is an online TOEFL course owned by Budi Waluyo. This online system brings SEKOLAH TOEFL based online learning system, where all the learning process such as discussions, the granting of material, and exams are conducted each month, so many SEKOLAH TOEFL’s students could freely regulate the time, place and costs, because SEKOLAH TOEFL is accessible for free to anyone and from anywhere.

SEKOLAH TOEFL is designed as flexible as possible in order to make a room for all people that come from different backgrounds, but has a schedule that must be obeyed. There are approximately one thousand students who are learning at SEKOLAH TOEFL now. For the category of students, SEKOLAH TOEFL’s students spread across 165 campuses in Indonesia. Ten Universities with the largest number of SEKOLAH TOEFL’s students are: InstitutPertanian Bogor, Universitas Indonesia, UinSyarifHidayatullah Jakarta, UniversitasNegeri Jakarta, UniversitasDiponegoro, InstitutTeknologiSepuluh November, UinSunanKalijaga Yogyakarta, UniversitasBrawijaya, UniversitasNegeri Yogyakarta, UniversitasGadjahMada, Universitas Sumatera Utara, and UniversitasSriwijaya.
Timothy cited in encyclopedia of management (1977: 129), it is mentioned that the effectiveness of the achievement level has showed a purpose. The effort is called effective if the effort has reached its goal ideally, the level of intensity can be expressed with a rather definite size. The effectiveness of SekolahToefl can be seen from several aspects such as effectiveness in the time, cost, and learning material that are not found in other Toefl learning systems. The aspects make SekolahToefl attractive lately, and become an effective online learning media for students nowadays.

Based on explanation above, the beneficial of SekolahToefl is helpful for those who have difficulty in time, cost, and the learning material, not only for those who live in the cities but also in the towns which has internet access. Besides, it also can be accessed by those who have disabilities especially physical defect. For more directional, the scope of this thesis is limited on the effectiveness space, that this thesis entitled “The Effectiveness Of An Online Toefl Course To Enhance Student’s Toefl Score”. The reason why this issue needs to be researched is because online learning methods at this time is very attractive to the public particularly young people, and also supported by advances in technology which have provided facilities based on technology, and as well as a proof that the system of online learning also has significant impact than mainstream learning system such as the private school, courses that are conducted directly by face to face.

1.2 Problem of the Study

Based on the background of the research above, there are two problems of this thesis. The problems are:

1. What attracts university students to study at SekolahToefl?

2. How effective is SEKOLAH TOEFL to enhance student’s TOEFL score?
1.3 **Objective of the Study**

Based on the background and the outline of the problems above, the purpose of this thesis is to find out what attracts university students to study at SekolahToefl, and how effective is SekolahToefl as online learning system, to enhance student’s TOEFL score.

1.4 **Scope of the Study**

In the analysis, this thesis needs a scope of the study to limit the field which is going to be analyzed in order to avoid excessive discussion. This thesis focuses on what attracts university students to study at SekolahToefl, and how effective is SekolahToefl as an online learning system to enhance student’s TOEFL score.

1.5 **Significance of the Study**

This thesis hopefully will give useful contribution, theoretically and also practically. Theoretically this research is expected to provide the theoretical benefits regarding the development of the attractive learning media in order to improve the quality of learning especially through online system. Practically for the teachers, this research can provide a variety in the learning process, so that the presentation of the material is not monotonous, and the learning activities can motivate students to learn. This research may increase the use of the internet especially online system as a learning tool, and motivate the readers to learn the material about TOEFL, in order the TOEFL score can be better achieved.
CHAPTER II
REVIEW OF LITERATURE

2.1 Effectiveness


“Effectiveness is derived from the word effective that means achieved success in gaining the planned goal. The ability of carrying out tasks, function (or activity, program, missions) plan of an organization that has no pressure or the tension among its implementation (Kurniawan, 2005: 109)”.

In the implementation an activity always uses five sources of effort, namely, mind, energy, time, money, and objects. Although the combination is different from each type of activities, the differences is made in order to obtain the maximum results. However, the problems of effectiveness are concerned with many things, therefore, experts give diverse definitions to explain the meaning of effectiveness.

The effectiveness has a focus on the level of attainment of goals and objectives of the organization (Etziono, 1985). Effectiveness can be reviewed from several important aspects. One of them is the aspect of success in goal achievement. This is expressed in the effectiveness formula, namely effectiveness indicates to achieve the level of efforts and it is called to be effective if the work is done ideally.

In contrast Ivan and Donennelly, state that the effectiveness of the achievement level of purpose or business and it is called to be effective if the effort has reached its goal, the extent of its effectiveness can be expressed with a definite measurement. Furthermore, the effectiveness is reviewed in terms of the benefit, it can be interpreted that the effectiveness is an effort to achieve
a maximum benefit in many ways. They assume that the larger the advantage gained by an organization, the more effective the organization will be (Steets, 1980: 47)

According to Dunn (2003: 498), Effectiveness is a criteria to selecting various alternatives for consideration whether the alternative that recommended can give maximum, gain or values.

Based on the statements above, it can be concluded that effectiveness is the success of an activity in achieving the goals. The effectiveness can also be said when a purpose or goal is achieved in accordance with predetermined time. However, the purpose or goal cannot be achieved in accordance with predetermined time then the activity can be called ineffective.

2.2 Effectiveness of Learning

According to Popham (2003:7), the effectiveness of learning process should be reviewed from the relationship of certain teachers with a specific group of students, in certain situations with an attempt to reach specific instructional goals. The effectiveness of learning process means the success rate of teachers in teaching specific group of students by using specific methods to achieve a particular instructional goal.

Dune (1996: 12) argues that the effectiveness of learning has two characteristics. The first characteristic is “facilitate the students to learn” something useful, such as facts, skills, values, concepts or desired learning outcomes. Second, their skills are recognized by the competent judge, such as teacher, tutor or supervisor, or student her/him self.

The indicators of effectiveness can be seen below:

1. According to Sinambela (2006: 79), the learning process is called effective if it can reach the goal of the learning, especially in achievement of students, there are some indicators at effectiveness. They are as follows:
a. The achievement of learning completeness.

b. The achievement of learning activity (achievement of ideal time used by students to do any activities contained in the plan of study).

c. The achievement of teacher’s ability to manage the learning and student’s response toward a positive learning.

According to Wortruba and Wright cited in Miarso (2004), the indicators of effective learning process are:

a. The good organizing of material

b. The effective of communication

c. Mastery and enthusiasm towards the subject matter

d. A positive attitude towards students

e. The granting of fair value

f. Flexibility in the approach to learning

g. The good student learning outcomes

Based on the description mentioned above, it can be concluded that the effectiveness of learning is the level of success that can be achieved from a certain learning method in accordance with the expected of learning objectives.

2.3 Measurement of Attractive Learning Process

The attractive produced intangible output is not easily quantified, therefore, measuring the attractive often faces difficulty. The difficulty in measuring the attractiveness of the achievement (outcomes) is often not recognized in short term, but in the long term after the programs success, that a measurement of attractiveness is usually declared qualitatively (based
on quality) only in the form of statements (judgment). This means the quality produced is good, then it’s called attractive.

Slavin (1984) says there are some indicators that make learning process attract the students, they are:

a. Quality of learning

Provide a learning experience attractively, engaged students actively so that it will support the achievement of instructional goals.

b. The conformance of learning

The conformance of learning is the extent to which teacher can ensure the level of readiness of students to learn the material that already or the new one. The successful delivered of teaching material will make students achieve the purpose of specified instructional goals.

c. Intensive

Is how effort the teacher motivates students to work on the task of studying, and learning the material.

d. Time

Time, learning process will be attractive if students can finish the lesson according to the time specified.

e. Level of satisfaction

The level of satisfaction of students through the learning process, and the achievement of the science during the learning process.

f. Cost

The learning process will be attractive if the process can be maximized with low cost.
According to Eggen and Kauchak (1988) learning is called attractive if the students are actively involved in organizing and discovering of information (knowledge). In the learning activities, the students do not only receive the knowledge given by teacher, but the expected learning outcomes in addition to improve the understanding of students, it also improves the student’s cognitive ability.

Arif (1984) says that the important basis to choose a media to fulfill the needs or to achieve the desired goal. While Kemp (1985) argues that the way to measure the effectiveness of learning begins by asking the question “what has been accomplished by students?” the media are one part in learning, then to answer this question how the number of students who successfully achieve the learning objectives. The writer can say it as the results of the study.

Based on the description, the measurement of attractive should include a comparison between input and output. The measurement of attractive must be the existence of a level of satisfaction, and the creation of conducive work relationship as well as high intensity. This means the measurement of effectiveness has a sense of mutual existence in high level.

The measurement of attractive is a regarding standard with the goals that will be achieved. In addition, it shows the level of program or organization to execute its function optimally. The things that influence the effectiveness are the size, difficulty level, satisfaction, result and acceleration as well as the organization or individual in carrying out a program/activity.

Then the measurement is the assessment of the achievement of a goal in term of predetermined by using the available targets. When a goal has been reached in accordance with the plan, it can be called effective. Therefore, if a goal do not comply with the specified time, then it cannot be called effective. Effectiveness is a function of management, where the existence
of a procedure’s effectiveness, strategy, wisdom, programs and guidelines are required. The achievement of a goal is called effective when it has great influence or effect toward the common interest.

2.4 Media

The development of science and technology increasingly encourages renewal efforts in exploiting the results of the technology in the learning process. Can be said that the teachers or lectures should able to use the tools invented through technology for learning aids provide by the school. One examples of the development of science and technology in the field of education is the invention of many learning media that can help to reach the learning objectives.

Some experts in the world of education reveal some definition of learning media, among others:

1. According to Rahman (2001) “The media is the plural form of intermediaries (medium), it means a communication. The media comes from the latin (medium) (between), this term refers to anything that carries information between a source and receiver. Media includes six basic categories, namely text, audio, visual, video, manipulative objects, and people”.

2. According to Arsyad (2011:6) the media has some defenitions, they are:
   a. education media has a physical sense nowadays known as hardware is an object that can be seen and heard with sensory perception.
   b. education media has a nonphysical sense known with software
   c. education media emphasis on visual and audio
   d. education media has a sense of the tools on the learning process both inside and outside the classroom
education media can be used in massive, for example: radio, television. Large groups and small groups, for example: films, slides, video, OHP, module.

Based on the description above, it can be said that the media is a learning tool that can help the process of teaching and learning and serve to clarify the meaning of the message, so that it can achieve the goal of learning well and perfectly. Learning media is a means to enhance the teaching and learning activities. There are many of media forms, therefore the teacher should be able to select them carefully, so that they can be use appropriately.

2.4.1 Types and classification of Learning Media

According to Kusnadi and Sutjipto (2011: 73), the type of media used in the learning process is very diverse, starting from simple media or conventional media, and complex media or media based on technology. There are some following types of media that can be used to help learning process.

1. Based on the kinds, they are grouped as follows:
   a. Group of media that can only be heard or media that rely on voice capability, called auditory media, for examples, radio, and audio or tape recorder.
   b. Group of media which rely on the sense of vision called visual media, for examples, picture, photos, slide, animation, model.
   c. Group of media that can be heard and viewed called audio visual media such as sound, film, video, and filmstrips

2. Learning media based on from techniques of application, can be grouped as follows:
   a. Electronic media or media that can only be used with wearing electronic tools such as over head projector, slide projector, televise, and radio.
b. Non electronic media are media that can be used without electronic tools such as graphic, model, and chart.

3. Learning media related to its capability are grouped as follows:
   a. Media that has reach and unlimited, like radio and TV. The media use is not limited to the place and room.
   b. Media that has limited reach, like OHP, sound slide, and film slide. This use of this media requires place and special arrangement.
   c. Media used individually, as a learning models and learning through computer.

According to Sudjan and Rivai (2002:3) say that the kinds of learning media can be used in learning process are as follows:

1. Graphic media, as picture, photo, graphic, diagram, poster, animation, comic. Graphic media is often called two dimensional that have length and width.
2. Three dimensional in the form at model as solid model, diameter model, row model, mock up, and diorama.

2.4.2 Characteristics of Learning Media

According to Indriana (2011: 53-54), there are some characteristics of learning media, they are as follows:

1. Something that becomes the emphasis in teaching media can be seen, touched, heard, and observed.
2. Learning media is a major teaching tool in the classroom or outside the classroom.
3. Learning media is a form of communication of teachers and students.
4. Learning media is closely related to the teaching method.
2.4.3 Functions and Benefits of Learning Media

In a learning process, there are two very important elements such as method of teaching and learning media. These two aspects are interrelated. The selection of one particular teaching method will affect the type of media. (Arsyad 2011: 26-27)

There are some functions and benefits of learning media, they are as follows:

1. Learning media can clarify the presentation of messages and information so that it can facilitate and improve the process and the value of learning.
2. Learning media can improve and redirect the student’s attention in order to lead the motivation to learn, more direct interaction between the students and the environment.
3. Learning media can overcome the limitations of the senses, spaces, and time.
4. Learning media can provide a common experience to students, as well as to allow the interaction with teachers, society and the environment.

Based on some benefits mentioned above, it can be concluded that the benefits of learning media as follows:

a. Learning media can attract the attention of students to learning material.
b. The learning process becomes more profound, then can enhance student’s understanding about the material.

2.4.4 Criteria to Choose The Learning Media

Effective learning requires good planning. Good planning includes methods and media to be used in the learning process. According to Arzhar (2011: 75) said some criteria to choose learning media, as follows:
1. In accordance with the objectives to be achieved. Media selected, based on instructional objectives that have been set generally refers to any or combination of two or three cognitive, effectiveness, and psychometer.

2. Learning media chosen should be appropriate to support the learning content such as facts, concepts or generalizations.

3. Learning media should be practical, flexible, and survived.

4. Skilled teachers use learning media, such as electronic and social media selected.

5. The selection of learning media in accordance with classification of the target, whether the selected learning media used for mass groups or individuals.

Based on criteria how to select the media mentioned above, it can be concluded that the criteria in selecting media must considere conformity with objectives to be achieved in learning process. Media learning selected should have a value of rationality, scientific, practicality, flexibility and survival, media learning should be easy to use in learning process, technical quality of the learning media have clear delivery of information so easily to understand by learners.

**2.4.5 The Utilization of Learning Media**

The utilization of learning media already exists. They are as follows:

1. Media based on human is the oldest media used to deliver and communicate the message or where the information carried by humans to other humans directly.

2. Media based on print, a media that is made in the form of books in order to know how to pay attention for elements such as consistency, format, organization, magnetism, font, size, and spacing.
3. Audio visual, the result of a merger between image, or something that can be viewed with audio.

4. Media based on computer, the utilization of computer media as learning media generally following the instructional process

Base on the utilization of media mentioned above, it can be concluded that the process of utilization of learning media is commonly applied through three stages:

a. Conventional learning media, namely the delivery of information from one human to another human being directly

b. Learning media in the form of text, namely books, module, and note.

c. Audio visual, namely that combines sound and image.

d. And learning media based on computer.

2.5 Internet

Internet comes from latin language *inter*, which means *between*. Internet also means *network between* or *liaison* [http://www.ikht.net/artikel_lengkap.php?id=57](http://www.ikht.net/artikel_lengkap.php?id=57) (accessed 10 october 2016). The Function at internet is to connect the various networks that are not interdependent on one another in such a way so that they can communicate. Internet is a collection of computers that are connected to each other in a network. The mentors on the learning process can provide service without necessarily dealing directly with learners. Similarly, learners can acquire information in a broad scope from a variety of sources through cyber space with internet. As a source of information, internet has uncountable amount kinds of information. According to Kitao cited in (Nindya: 2009), at least there are three characteristics or potential of internet that we can use in daily life.

The functions of internet are as follows:

a. As a communication tool that works very quickly.
Internet allows the super fast communication between one party with another party, without limitation of time and space. This is possible because internet has reached globalization.

b. As a tool to access information.

So many computers are connected to the internet, where each computer has its own information content. Internet is a source of abundant information, which continues to grow along with the development of internet itself.

c. As a learning tool.

Internet can also be used as a tool to support the learning, research, and self development.
CHAPTER III
METHOD OF RESEARCH

3.1 Research Design

Gavora (2000.11) claims that there are many ways how to define the term “research”. Although he considers some of these definitions very difficult, he states that “research” can be defined as a systematic way of solving problems. Since the research has correction ability, it confirms or disproves actual evidence or makes the new one.

Research can be classified as:

• Quantitative research will deal with numerical values and find out amount, range or frequency of phenomenon occurrence. Numerical values can be processed mathematically by sum checking, counting the average, percentage formulation or by using other methods of mathematic statistics. Gavora (2000.11)

• Qualitative research is expressed by verbal (non-numerical) form. It is a description which is detailed and cogent. Among other typical research methods are non-structured observations or ethnographic interviews. Gavora (2000.11)

Chráska (2007,32) adds that one of the basic differences between quantitative and qualitative research is that they both come from different philosophical principles. Quantitative research is influenced by positivism from which is based on the existence of only one real result, while qualitative research comes from phenomenology which puts stress on subjective aspects of human’s acts and that is why it admits the existence of more realities.

This short-term analysis is therefore classifying as research partly based on quantitative (by providing some questions to the parties concern with this research), and the research design used is one group pretest-posttest design. In this design, firstly the researcher is given pretest to students, at the end of the lesson the posttest given to students. This research design is used in
order to assess the increase of student’s TOEFL score at SekolahToefl. The following is a table of one group pretest-posttest design.

Table 3.1

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>$O_1$</td>
<td>$X$</td>
<td>$O_2$</td>
</tr>
</tbody>
</table>

(Sugiono, 2008:111)

$Y_1 = O_1 - O_2$

Note: $Y_1$: total of the difference score

$O_1$: pretest, before treatment is given

$O_2$: posttest, after treatment

$X$: treatment for the sample (TOEFL Prediction Test)

3.2 Population and Sample

Gay (1992: 102) says, “Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized.” This means that population is the total of subjects or numbers that should be studied in the research. In this research the population is all the students of SekolahToefl in the sixth period, which is estimated to reach 200 students.

Furthermore, Sax (1987: 180) states, “A sample is a limited number of elements selected from a population to be representative of that population.” It’s not all the population to be studied. In obtaining the sample, the writer used random sampling technique considering what Gay (1992: 104) says that random sampling is the best way to obtain a representative sample. Arikunto (1993:120) says that the sample can be taken from 10% - 15% or 20% - 25% or more, it depends on the ability of researcher by considering his/her time, energy and funds. For the
efficiency and practical of the research, the sample takes 10% of the 200 SekolahToefl’s students.

3.3 The Source of Data

The data were taken from SEKOLAH TOEFL as an online learning system https://sdafadg.com/sekolah-toefl/. The data were the answers of the questions collected from SekolahToefl’s students, and the results of pretest, and posttest of examinations conducted by SekolahToefl. The answers of questions were given to SekolahToefl’s students in order to get the accurate data.

3.4 Data Collection

Collecting data is one part of the process of collecting the research data. Collecting data process is the systematic and standard procedure to get the needed data. There is connection between the method of collecting data with the research problem that will be researched.

The data were collected by using questionnaire list. The way of collecting the data by giving some questions to the students in SEKOLAH TOEFL. In this thesis, the data were done from students, then the result of questionnaire was analysed and concluded.

3.5 Data Analysis Method

Data analysis technique that is used in this thesis is quantitative method. Quantitative method is one of the research methods which is systematically, planned, and structured clearly from the beginning to the creation of the research design. Quantitative method is a research that uses a lot of numbers, ranging from data collection, interpretation of these data, as well as the display of the result. Conclusion of the research would be good if accompanied by pictures, tables, and graphs. And partly one group pretest posttest design was used as an experiment where measurements were taken both before and after a treatment.
There are four levels of TOEFL scores which recognized with a minimum score of 310. They are as follows:

1. 310-420 = elementary
2. 420-480 = low intermediate
3. 480-520 = high intermediate
4. 525-677 = advance

Source: Sekolah TOEFL 2016

The TOEFL score of SekolahToefl’s student is described on Pretest and Posttest with the formulation as follow:

\[ P = \frac{N1}{N2} \]

Where: \( P \) = Percentage

\( N1 \) = Amount of able students
\( N2 \) = Amount of a whole students

Example:

<table>
<thead>
<tr>
<th>Score</th>
<th>N1</th>
<th>N2</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 - 410</td>
<td>10</td>
<td>40</td>
<td>25%</td>
</tr>
<tr>
<td>420 - 480</td>
<td>10</td>
<td>40</td>
<td>25%</td>
</tr>
<tr>
<td>480 - 520</td>
<td>15</td>
<td>40</td>
<td>37.5%</td>
</tr>
<tr>
<td>525 – 677</td>
<td>5</td>
<td>40</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Several steps that were done in accomplishing this thesis are as follows:

1. Collecting the student’s toefl score qualification ability, both in terms of pre test score, and final test score.
2. Converting the scores.
3. Qualifying the result of the conversion based on the types of variables and qualification.

4. Inserting the data into the ordinal data indicating the level or degree at a condition.

5. Concluding based on the data whether SekolahToefl is effective to enhance student’s TOEFL score.
4.1. Analysis of The Data

In this chapter, the data will be presented which were obtained from the research results, based on the result of questionnaire, and the results of pretest and posttest SekolahToefl’s students.

4.1.2 Description of Sekolah TOEFL Learning System

4.1.2.1. Facebook Group of Sekolah TOEFL

1. Learning process located in a facebook group that has been specified during the registration process.

2. Facebook group of Sekolah TOEFL is different from others learning facebook groups, because only Sekolah TOEFL’s students who have registered are allowed to pass.

3. All learning activities at Sekolah TOEFL will be centered in facebook group

4.1.2.2. Handbook

1. Every week students are given a handbook containing the material of TOEFL skills along with the exercises. The mentor will share the link to download the handbook every week in the facebook group. Then students can download the material and can be studied via computer or handbook at home.

2. Students are free to study the weekly handbook and do the exercises with her/his spare time, in the range from Monday to Sunday.

3. If students have questions about the material in the handbook, students can ask questions directly to the mentor of Sekolah TOEFL through social media such as facebook, whatsap, twitter.
4. Every Sunday at 8:00 p.m. to 22:00 p.m. online meeting will be arranged in facebook group. At the time, the mentor will discuss the material and the exercises. The exercises in the handbook will be discussed when the online meeting, and the students will correct their work by themselves. If there is a question, students can ask directly to the mentor.

4.1.2.3. Questions of the Day (QOTD)

1. Every two days, they are Tuesday, Thursday, and Saturday, mentor will post TOEFL Questions of the Day (QOTD) in facebook group. QOTD contains of two questions that drawn randomly from the previous TOEFL tests and given to students as an additional stimulation work on the exercises. When QOTD is given in groups, students can answer the QOTD as directed in the group.

2. The mentor will provide discussion for each QOTD before the newly QOTD able to be shared, so that the students can check whether the answer is correct or not, as well as known about the actual discussion.

3. QOTD will enrich the student experience to solve the problems of TOEFL exercises.

4.1.2.4. TOEFL Prediction Test

1. Every two months, there are TOEFL prediction test that are free at Sekolah TOEFL.

2. The objective of the TOEFL prediction test is to facilitate the students to predict how their TOEFL score when they want to follow the actual ITP TOEFL test.

3. TOEFL prediction test implementation procedure will be notified to students when it was time.
4.1.3 Implementation of Research

Based on the agreement with the mentor and Sekolah TOEFL’s students, the pretest carried out in the fourth weeks of May, and posttest carried out in the third weeks of April. In this case, because Sekolah TOEFL as an online learning method, and learning process located in a facebook group that only can be accessed by the students and the mentor, so the pretest and the posttest arranged through online with the specified time as long as two hours at that day. So the students can chose their spare time to take the test. The schedule of pretest and posttest as follows:

Table 4.2 Research Schedule of Sekolah TOEFL

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday/25-03-2017</td>
<td>Two Hours</td>
<td>Pretest</td>
</tr>
<tr>
<td>Tuesday/11-04-2017</td>
<td>Two Days</td>
<td>Distribution of Questionnaire</td>
</tr>
<tr>
<td>Saturday/15-04-2017</td>
<td>Two Hours</td>
<td>Posttest</td>
</tr>
</tbody>
</table>

The implementation of pretest arranged on Saturday 25\(^{th}\) March, 2017, and the posttest arranged on Saturday 15\(^{th}\) April, 2017, and the distribution of questionnaire to the students was arranged on Tuesday 11\(^{th}\) April, 2017.

4.1.4 General Characteristic of Respondent

In order to obtain the description of the sample and population, the following table describes the general characteristics. They are as follows:
4.1.4.1. Gender

Table 4.3
Distribution of Respondents by Gender

<table>
<thead>
<tr>
<th>No.</th>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Female</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>Male</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

Based on the data presented in table 4.1, it can be seen that the majority of respondents consisting of sixteen (80%) are females. Four respondents are males. Therefore, it can be concluded that the majority of dominating and being SekolahToefl’s students are females. Thus university students came from variety universities that spread across Indonesia.

4.1.4.2. Age

Table 4.4
Distribution of Respondents by Age

<table>
<thead>
<tr>
<th>No.</th>
<th>Age (Year)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>16-20</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>21-25</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>3.</td>
<td>26-30</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

Based on the data presented in table 4.2, it can be seen the respondents consist of five, aged between 16-20 years old, and the majority of students as many as thirteen were aged
between the ages 21-25, and as many as two respondents were between the ages of 26-30. It can be concluded that most of the respondents classified into productive age (21-25), which means all students who are learning at SekolahToefl want to increase their TOEFL score for the requirement in order to continue their education abroad, and also for the purpose of seeking job.

4.1.5. Indicators which attract students to study at SekolahToefl

The indicators that attract university students to study at SekolahToefl in this analysis, they are: (1) quality of learning, (2) the conformance of learning, (3) Intensive, (4) time, (5) level of satisfaction, (6) cost.

4.1.5.1. Quality of Learning

| Table 4.4 |
| Distribution of Respondents by Quality of Learning Indicator |

<table>
<thead>
<tr>
<th>No.</th>
<th>Respon of Respondents</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Attractive</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Attractive</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Less Attractive</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Unattractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

Quality of learning indicator is an indicator that provides a learning experience attractively, engaging students actively so that to support the achievement of instructional. In the table 4.3, it can be concluded that the quality of learning indicator in SekolahToefl learning process can be said attractive. It can be seen that thirteen respondents (65%) said it was attractive. While, five respondents (25%) said it was very attractive, and two respondents said it
was less attractive. The majority of respondents said the distribution of the material once a week was attractive and could enhance student’s TOEFL score. Moreover, online meeting that is conducted once a week is also one among other attractive ways to attracts university students to study at SekolahToefl. Question of the Day (QOTD) posted through media social makes SekolahToefl attractive to attract university students to study at SekolahToefl.

4.1.5.2. The Conformance of Learning

**Table 4.5**

<table>
<thead>
<tr>
<th>No.</th>
<th>Respon of Respondents</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Attractive</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Attractive</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>3.</td>
<td>Less Attractive</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Unattractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

The conformance of learning is the extent to which teacher can ensure the level of readiness of students to learn the material that already exists or the new one. The successful deliver the material makes the students achieve the purpose specified instructional. In the table 4.4, it can be concluded that the conformance of learning indicator is attractive. Eleven respondents (55%) said the conformance of learning in SekolahToefl is attractive, while other eight respondents (40%) said that the conformance of learning is very attractive, and one respondent (5%) said the conformance of learning is less attractive.
The conformance of learning includes the online learning methods used by SekolahToefl, then the language and explanations used in explaining the material, and also including the materials given in the learning process such as structure, reading, listening, and written expression.

4.1.5.3. Intensive

Table 4.6

<table>
<thead>
<tr>
<th>No.</th>
<th>Respon of Respondents</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Attractive</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Attractive</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Less Attractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Unattractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

Intensive indicator is how the teacher motivates students to work on the task of studying, and learning the material. Based on table 4.5, intensive indicator in learning process at SekolahToefl can be concluded very attractive. All respondents with a total of twenty (100%) students, fourteen (70%) of them said the intensive indicator is very attractive. Furthermore, six respondents (30%) said intensive indicator used at SekolahToefl is attractive.

The intensive indicator used at SekolahToefl can be seen from the motivation words and the wisdom words that are always shared at every distribution of the material of SekolahToefl. Besides, the testimonials from the lecturers and the students who have been successful in getting
the high TOEFL score, gained the goals which they dreamed before are the intensive indicators used at SekolahToefl.

4.1.5.4 Time

Table 4.7

<table>
<thead>
<tr>
<th>No.</th>
<th>Respon of Respondents</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Effective</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Effective</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Less Effective</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Ineffective</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

Learning process will be attractive if students can finish the lesson according to the time specified. Based on the table 4.6, the data show the time indicator that is used at SekolahToefl is attractive. As many as twelve respondents (60%) said the time indicator used at SekolahToefl is attractive, while seven respondents (35%) said the time indicator is very attractive. Furthermore, one respondent (5%) said the time indicator is less attractive.

There are few things that become time indicators to measure the attractiveness of SekolahToefl. They are the flexibility of time in the discussion of learning material, and the effectiveness of time for students who do not have a persistent time.
4.1.5.5 Level of Satisfaction

Table 4.8

<table>
<thead>
<tr>
<th>No.</th>
<th>Respon of Respondents</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Attractive</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Attractive</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Less Attractive</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Unattractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

The level of satisfaction is the achievement of the target during the learning process at SekolahToefl. Based on the table 4.7, it can be concluded that the level of satisfaction indicator of SekolahToefl is the level at the attractiveness to university students. Twelve respondents (60%) said the level of satisfaction is attractive. Moreover, seven respondents (35%) said very attractive, and just one respondent said is less attractive.

The level of satisfaction of SekolahToefl’s student can be seen from the high level of student’s satisfaction with the presence of SekolahToefl as an online learning system to enhance student’s TOEFL score.
4.1.5.6. Cost

Table 4.9
Distribution of Respondents by Cost Indicator

<table>
<thead>
<tr>
<th>No.</th>
<th>Respon of Respondents</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Attractive</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Attractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Less Attractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Unattractive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Questionnaire 2017

The learning process will be attractive if the process can be maximized with low cost. Based on the table 4.8, it can be concluded that the cost indicator in SekolahToefl is very attractive to the university students. Twenty SekolahToefl’s students said the cost indicator in SekolahToefl is very attractive. It can be seen from student’s satisfaction again the presence of SekolahToefl that accessible for free to anyone, and for those who have limited source, especially in financial source.
4.1.6. The Results of Pre-Test and Posttest Score of SekolahToefl’s Student

4.1.6.1. The Result of Pretest Score

<table>
<thead>
<tr>
<th>NO.</th>
<th>Student’s Initial</th>
<th>$O_1$(Pretest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DTA</td>
<td>460</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>440</td>
</tr>
<tr>
<td>3.</td>
<td>F</td>
<td>425</td>
</tr>
<tr>
<td>4.</td>
<td>KH</td>
<td>450</td>
</tr>
<tr>
<td>5.</td>
<td>RRE</td>
<td>420</td>
</tr>
<tr>
<td>6.</td>
<td>RRA</td>
<td>470</td>
</tr>
<tr>
<td>7.</td>
<td>RA</td>
<td>460</td>
</tr>
<tr>
<td>8.</td>
<td>PC</td>
<td>450</td>
</tr>
<tr>
<td>9.</td>
<td>RR</td>
<td>480</td>
</tr>
<tr>
<td>10.</td>
<td>YO</td>
<td>470</td>
</tr>
<tr>
<td>11.</td>
<td>A</td>
<td>450</td>
</tr>
<tr>
<td>12.</td>
<td>ASN</td>
<td>437</td>
</tr>
<tr>
<td>13.</td>
<td>W</td>
<td>420</td>
</tr>
<tr>
<td>14.</td>
<td>IG</td>
<td>390</td>
</tr>
<tr>
<td>15.</td>
<td>F</td>
<td>375</td>
</tr>
<tr>
<td>16.</td>
<td>J</td>
<td>420</td>
</tr>
<tr>
<td>17.</td>
<td>N</td>
<td>425</td>
</tr>
<tr>
<td>18.</td>
<td>H</td>
<td>400</td>
</tr>
<tr>
<td>19.</td>
<td>AU</td>
<td>420</td>
</tr>
<tr>
<td>20.</td>
<td>DDF</td>
<td>450</td>
</tr>
<tr>
<td></td>
<td><strong>Sum</strong></td>
<td><strong>8.712</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Median</strong></td>
<td><strong>435.5</strong></td>
</tr>
</tbody>
</table>
Presentation of Student’s Pretest Score

Table 4.11

<table>
<thead>
<tr>
<th>Score</th>
<th>N1</th>
<th>N2</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 - 420 (elementary)</td>
<td>6</td>
<td>20</td>
<td>30%</td>
</tr>
<tr>
<td>420 – 480 (low intermediate)</td>
<td>13</td>
<td>20</td>
<td>65%</td>
</tr>
<tr>
<td>480 – 520 (high intermediate)</td>
<td>1</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>525 – 677 (advance)</td>
<td>-</td>
<td>20</td>
<td>0%</td>
</tr>
</tbody>
</table>

Based on the table 4.10, it can be concluded that the levels of students who study at SekolahToefl have differences in level. One student (5%) is in high intermediate, and the others total thirteen students (65%) are low intermediate level, while six students (30%) are in elementary level.

Student’s Pretest Score

![Histogram Graph of Student’s Pretest Score](image)

Picture 1. Histogram Graph of Student’s Pretest Score

Based on the histogram graph, it can be concluded the students who received a score at 420-480 are as many as thirteen respondents (65%), while the students who received 480-520 score just one respondent (5%), and six students (30%) who received 525-677 score.
### 4.1.6.2 The Results of Posttest Score

**Table 4.12**

<table>
<thead>
<tr>
<th>NO.</th>
<th>Student’s Initial</th>
<th>O₂ (Posttest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DTA</td>
<td>503</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>482</td>
</tr>
<tr>
<td>3.</td>
<td>F</td>
<td>503</td>
</tr>
<tr>
<td>4.</td>
<td>KH</td>
<td>567</td>
</tr>
<tr>
<td>5.</td>
<td>RRE</td>
<td>505</td>
</tr>
<tr>
<td>6.</td>
<td>RRA</td>
<td>497</td>
</tr>
<tr>
<td>7.</td>
<td>RA</td>
<td>470</td>
</tr>
<tr>
<td>8.</td>
<td>PC</td>
<td>535</td>
</tr>
<tr>
<td>9.</td>
<td>RR</td>
<td>550</td>
</tr>
<tr>
<td>10.</td>
<td>YO</td>
<td>510</td>
</tr>
<tr>
<td>11.</td>
<td>A</td>
<td>500</td>
</tr>
<tr>
<td>12.</td>
<td>ASN</td>
<td>470</td>
</tr>
<tr>
<td>13.</td>
<td>W</td>
<td>453</td>
</tr>
<tr>
<td>14.</td>
<td>IG</td>
<td>460</td>
</tr>
<tr>
<td>15.</td>
<td>F</td>
<td>400</td>
</tr>
<tr>
<td>16.</td>
<td>J</td>
<td>480</td>
</tr>
<tr>
<td>17.</td>
<td>N</td>
<td>450</td>
</tr>
<tr>
<td>18.</td>
<td>H</td>
<td>470</td>
</tr>
<tr>
<td>19.</td>
<td>AU</td>
<td>450</td>
</tr>
<tr>
<td>20.</td>
<td>DDF</td>
<td>510</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sum</th>
<th>9.765</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>488.25</td>
</tr>
</tbody>
</table>
Table 4.13

Presentation of Student’s Posttest Score

<table>
<thead>
<tr>
<th>Score</th>
<th>N1</th>
<th>N2</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 - 420 (elementary)</td>
<td>-</td>
<td>20</td>
<td>0%</td>
</tr>
<tr>
<td>420 – 480 (low intermediate)</td>
<td>9</td>
<td>20</td>
<td>45%</td>
</tr>
<tr>
<td>480 – 520 (high intermediate)</td>
<td>10</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>525 – 677 (advance)</td>
<td>1</td>
<td>20</td>
<td>5%</td>
</tr>
</tbody>
</table>

Based on the table 4.12, it can be concluded that each student has different score, the TOEFL score of students have increased compared to the score of pre-test. The students who have low intermediate level as many as nine students (45%), while students who have in high intermediate level ten students (50%), and just one student (5%) in advance level.

**Student’s Posttest Score**

Based on the histogram graph above, it can be concluded, the students who have a score at 480-520 as many as ten students (50%), while one student (5%) has a score at 525-677, and
the students who have 420-480 score, nine students (20%), and there is no student who has 310-420 score.
### 4.1.6.3 The Difference Score Between Pretest and Posttest Score

Table 4.14

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Initial</th>
<th>O1 (Pretest) Score</th>
<th>O2 (Posttest) Score</th>
<th>(O1 - O2)Y1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DTA</td>
<td>460</td>
<td>503</td>
<td>43</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>440</td>
<td>482</td>
<td>42</td>
</tr>
<tr>
<td>3.</td>
<td>F</td>
<td>425</td>
<td>470</td>
<td>45</td>
</tr>
<tr>
<td>4.</td>
<td>KH</td>
<td>450</td>
<td>477</td>
<td>27</td>
</tr>
<tr>
<td>5.</td>
<td>RRE</td>
<td>420</td>
<td>505</td>
<td>85</td>
</tr>
<tr>
<td>6.</td>
<td>RRA</td>
<td>470</td>
<td>497</td>
<td>27</td>
</tr>
<tr>
<td>7.</td>
<td>RA</td>
<td>460</td>
<td>470</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>PC</td>
<td>450</td>
<td>495</td>
<td>45</td>
</tr>
<tr>
<td>9.</td>
<td>RR</td>
<td>480</td>
<td>550</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>YO</td>
<td>470</td>
<td>510</td>
<td>40</td>
</tr>
<tr>
<td>11.</td>
<td>A</td>
<td>450</td>
<td>500</td>
<td>50</td>
</tr>
<tr>
<td>12.</td>
<td>ASN</td>
<td>437</td>
<td>470</td>
<td>33</td>
</tr>
<tr>
<td>13.</td>
<td>W</td>
<td>420</td>
<td>483</td>
<td>83</td>
</tr>
<tr>
<td>14.</td>
<td>IG</td>
<td>390</td>
<td>460</td>
<td>70</td>
</tr>
<tr>
<td>15.</td>
<td>F</td>
<td>375</td>
<td>400</td>
<td>25</td>
</tr>
<tr>
<td>16.</td>
<td>J</td>
<td>420</td>
<td>480</td>
<td>60</td>
</tr>
<tr>
<td>17.</td>
<td>N</td>
<td>425</td>
<td>450</td>
<td>25</td>
</tr>
<tr>
<td>18.</td>
<td>H</td>
<td>400</td>
<td>470</td>
<td>70</td>
</tr>
<tr>
<td>19.</td>
<td>AU</td>
<td>420</td>
<td>450</td>
<td>30</td>
</tr>
<tr>
<td>20.</td>
<td>DDF</td>
<td>450</td>
<td>510</td>
<td>60</td>
</tr>
</tbody>
</table>
Based on the table 4.12, each of student’s TOEFL score has increased. The increase of score can be seen from the score on pre-test table and posttest table, the increase starts from 10 to 85 point.

4.1.7. Description of SekolahToefl’s student pretest and posttest score

Table 4.15

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>435,5</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>435,35</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>375</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>8.712</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table 4.14, it can be concluded the results of SekolahToefl’s student pretest, as many as twenty showed the figures at 8.712. The mean of pretest is 435.5 with a maximum score at 480, and the minimum score is 375. The median in the pretest data is 435.35.
Based on the table 4.15, the results of SekolahToefl’s student posttest with a total twenty samples have a sum of 9.765. The mean of the posttest score is 481 with a maximum score at 550, and the minimum score at 420. While the median of posttest score is 488.25, so the outcome of the posttest was higher than at pretest arranged before.

4.1.8. The Levels of TOEFL Score of SekolahToefl’s Student

The level of the TOEFL score at SekolahToefl collected from pre-test and posttest, are as follows:

\[ P = \frac{N1}{N2} \]

Where:  
- \( P \) = Percentage
- \( N1 \) = Amount of able students
- \( N2 \) = Amount of a whole students
Table 4.17

<table>
<thead>
<tr>
<th>Score</th>
<th>N1</th>
<th>N2</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 - 420 (elementary)</td>
<td>-</td>
<td>20</td>
<td>0%</td>
</tr>
<tr>
<td>420 – 480 (low intermediate)</td>
<td>9</td>
<td>20</td>
<td>45%</td>
</tr>
<tr>
<td>480 – 520 (high intermediate)</td>
<td>10</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>525 – 677 (advance)</td>
<td>1</td>
<td>20</td>
<td>5%</td>
</tr>
</tbody>
</table>

Based on the table 4.13, it can be concluded SekolahToefl’s students have variety of levels at TOEFL score. SekolahToefl’s students that have a total of twenty students, nine students (45%) have 420-480 (low intermediate), ten students (50%) who have scored 480-520 (high intermediate), one student has scored 525-677 (advance).
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, conclusions are drawn as follows:

1. Sekolah TOEFL as an online learning method is attractive to university students, because SekolahToefl uses attractive learning method to engage students actively in learning process in order to increase the willingness of students to learn. SekolahToefl can be accessed for free, free time schedule for students, giving question of the week (QOTW) three times a week, giving motivations to encourage the students, and the completeness of learning materials that is easy to understand.

2. SekolahToefl as an online learning system is effective to enhance the TOEFL score of students for those who are learning at SekolahToefl, consist of twenty SekolahToefl’s students as the samples in this analysis, students’s posttest grade are higher than the students’s pretest grade. It can be seen from table 4.10 and table 4.11, and SekolahToefl’s students dominated by those who have score at 480-520, as many as ten students (50%), and it can be called high intermediate level.

5.2 Suggestions

Having known the result of analysis, the writer would like to offer suggestions as follows:

1. SekolahToefl as an online learning system should provide an online learning system that can be accessed by persons with disabilities, so that the role of SekolahToefl can enhance student’s TOEFL.
2. SekolahToefl as an online learning system where all the learning process conducted by online, and the online meeting is just conducted once a week. They should increase the quantity of meetings between mentor and students, so that the result or the quality of the learning process can be better achieved felt by SekolahToefl’s students

3. With the presence of SekolahToefl as an online learning system, it is hoped the student can maximize the use of internet, especially online learning system. Then the attractive learning media can increase the willingness of students especially SekolahToefl’s students to learn about TOEFL.
REFERENCES


LIST QUESTIONNAIRE

Nama responden : 
Pekerjaan : 
Nama Institusi/Universitas : 
Jurusan : 
Umur : 

1. Menurut anda, menarikkah pembelajaran berbasis sistem online?
   a. Sangat menarik 
   b. menarik 
   c. Kurang menarik 
   d. Tidak menarik 

2. Apakah program Sekolah Toefl yang berbasis sistem online menarik minat anda untuk belajar di Sekolah Toefl?
   a. Sangat menarik 
   b. menarik 
   c. Kurang menarik 
   d. Tidak menarik 

3. Dengan sistem berbasis online, menarikkah Sekolah Toefl dalam menjangkau siswa-siswa nya diseluruh daerah?
   a. Sangat menarik 
   b. menarik 
   c. Kurang menarik 
   d. Tidak menarik 

4. menarikkah metode pembelajaran yang digunakan dalam pembelajaran di Sekolah Toefl?
   a. Sangat menarik 
   b. menarik 
   c. Kurang menarik 
   d. Tidak menarik 

5. Apakah bahasa dan penjelasan yang simple dan mudah dimengerti dalam materi Sekolah Toefl menarik bagi anda untuk belajar di Sekolah Toefl?
6. Menurut anda, menarikkah materi mengenai Toefl yang disediakan oleh Sekolah Toef guna meningkatkan nilai toefl anda?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

7. Apakah pembagian materi yang dilakukan sekali dalam satu minggu melalui online menarik minat anda untuk belajar di Sekolah Toefl?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

8. Apakah temu online yang dilakukan sekali seminggu tanpa pertemuan tatap muka secara langsung menarik bagi anda untuk menjadi siswa Sekolah Toefl? anda?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

9. Apakah materi yang terdiri dari bagian structure, listening, reading, dan written expression yang disediakan oleh Sekolah Toefl menarik bagi anda dalam mengikuti pembelajaran mengenai toefl?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

10. Apakah keleluasan/ketidak terikatan waktu yang diberikan Sekolah Toefl dalam pembahasan materi menarik minat anda dalam mengikuti pembelajaran guna meningkatkan nilai toefl anda?
    a. Sangat menarik
    b. menarik
    c. Kurang menarik
    d. Tidak menarik
11. Apakah Sekolah Toefl menarik bagi anda yang tidak memiliki waktu tetap untuk mempelajari TOEFL?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

12. Apakah dengan hadirnya Sekolah Toefl yang dapat diakses secara gratis menarik bagi anda dalam mengurangi biaya guna meningkatkan nilai toefl anda?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

13. Apakah Sekolah Toefl menarik bagi anda yang memiliki masalah finansial untuk meningkatkan nilai toefl anda?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

14. Apakah Kalimat-kalimat motivasi dan bijak yang ada disetiap materi menarik bagi anda dalam meningkatkan semangat guna meningkatkan nilai toefl anda?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

15. Menurut anda, Testimony/kisah-kisah sukses dari siswa dan tentor Sekolah Toefl yang aktif diberikan dalam setiap akun media social Sekolah toefl menarik minat anda untuk belajar di Sekolah Toefl?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik
16. Dengan mengajak siswa aktif dalam mengerjakan question of the week (QOTW) setiap harinya disetiap akun media social Sekolah Toefl, apakah menarik bagi anda dalam mempelajari TOEFL?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik

17. Apakah Sekolah Toefl adalah media pembelajaran yang menarik pada era digital sekarang?
   a. Sangat menarik
   b. menarik
   c. Kurang menarik
   d. Tidak menarik
Surat Pernyataan Memberikan Izin Penelitian
No: 005/-/L/2017

Saya, Budi Waluyo, melalui suratinimemberikanpernyataanbahwaposisisaya di Sekolah TOEFL adalah Mentor dan Founder Sekolah TOEFL.

Kemudian, sayajugamenyatakanbahwasaudara Josua Simanjuntaksudahmelakukanpenelitian di Sekolah TOEFL sesuaidenganizin yang diberikan.

Untuk konfirmasi dan informasi lebih lanjut bisa hubungi saya di:

E-mail : buw214@lehigh.edu
HP : +1 646 243 8922
Alamat : 411 Webster Street Apt. 104 Bethlehem, PA 18015

Dikarenakansayasedangberada di Amerika, suratinisayatandatangantanganimentoakantandatangan yang sudah di scanned sebelumnya.

Demikianlah surat pernyataan ini abuatuntukkeperluansidang hasil penelitian saudara Josua Simanjuntak. Terimakasih.

Bethlehem, 20 Mei 2017

Budi Waluyo, Ph.D.
Founder and Mentor of Sekolah TOEFL