

MEASURING TOEFL ONLINE LEARNING ENVIRONMENT EFFICACY WITH CONSTRUCTIVIST ON-LINE LEARNING ENVIRONMENT SURVEY (COLLES)

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Abstrak

Sebagai tes kecakapan berbahasa Inggris yang terkenal dan terstandarisasi dalam mengukur kemampuan penutur asing bahasa Inggris, TOEFL (Tes Bahasa Inggris sebagai Bahasa Asing) sengaja diajarkan sebagai Mata Kuliah yang perlu diambil oleh Mahasiswa Universitas Esa Unggul selama dua semester dengan menggunakan pihak aplikasi pembelajaran pihak ketiga bernama "ReallyEnglish Training Management System". Setelah diterapkan selama beberapa tahun, beberapa masalah muncul karena evaluasi pembelajaran tidak dilakukan, terutama tentang bagaimana mengukur kemandirian lingkungan pembelajaran online. Untuk itu, penelitian ini bertujuan untuk mengukur persepsi siswa terhadap lingkungan kelas online TOEFL. Cross Sectional Survey digunakan sebagai desain dasar untuk menggambarkan persepsi 214 mahasiswa yang mengikuti kelas TOEFL selama satu semester menggunakan Training Management System "Really English". 24 pertanyaan tertutup diikuti oleh skala Likert lima poin diberikan untuk mengukur relevansi profesional siswa, pemikiran reflektif, interaktivitas, permintaan kognitif, dukungan afektif, dan interpretasi makna berdasarkan Konstruktivis On-line Learning Environment Survey (COLLES) sementara pertanyaan terbuka digunakan untuk mewawancarai 20 siswa yang dipilih secara acak. Penelitian ini mengungkapkan bahwa Sistem Manajemen Pelatihan "ReallyEnglish" telah cukup mendukung relevansi profesional siswa, interaktivitas, tuntutan kognitif, dan interpretasi makna meskipun beberapa kekurangan mengenai pemikiran reflektif dan dukungan afektif masih ditemukan.

Kata kunci: toefl, sistem manajemen pelatihan, survei lingkungan pembelajaran online konstruktivis.

Abstract

As a well-known standardized English proficiency test measuring the skills of non-native English speakers, TOEFL (Test of English as a Foreign Language) is intentionally taught as a Subject need taking by Esa Unggul University Students during two semesters by using third party-learning application called "ReallyEnglish Training Management System". Having implemented for several years some issues arouse since little did learning evaluation was conducted, particularly on how to measure its online learning environment efficacy. For this reason, this study was aimed at measuring student's perception of TOEFL online classroom environment. Cross Sectional Survey was used as basic design to portrait 214 student's perception taking TOEFL class during one semester using "Really English" Training Management System. 24 closed questions followed by five-point Likert scales were given to measure student's professional relevance, reflective thinking, interactivity, cognitive demand, affective support, and interpretation of meaning based on Constructivist On-line Learning Environment Survey (COLLES) while open questions were used to interview 20 randomly selected students. This present study revealed that "ReallyEnglish" Training Management System had sufficiently support student's professional relevance, interactivity, cognitive demand, and interpretation of meaning despite some shortage regarding reflective thinking and affective support were still found.

Keywords: TOEFL, Training Management System, Constructivist Online Learning Environment Survey.

Introduction

The vigorous advancement of science and technology has resulted in significant changes in the field of education and has led to emerge an advanced teaching learning activity from face-to-face learning to online learning by using Learning Management

System (LMS) and Training Management System (TMS) particularly in the University. Online learning is the most adopted and acceptable way of promoting academics in reputed educational setup (Farooqui et al., 2021) and needs to be designed and implemented with flexibility that in line with what is

proposed by Parsad & Lewis as cited in Castro and Tumibay (2021) that Online learning programs are an important strategy for improving course access and flexibility in a higher education institution, particularly in universities, with benefits for both students and institutions.

The benefits of online learning programs in Universities can be reached by providing supportive online learning environment that is able to emphasize good interactions between lecturers and students and between students and other students since interaction is a critical element in the online education process (VanOostveen et al., 2019)

From the student's perspective, the convenience of online learning is especially valuable for adults who have multiple responsibilities and a busy schedule. Thus, online learning can aid in workforce development by allowing adults to return to school and complete additional education that would otherwise be impossible to fit into their daily schedules. Online modalities enable colleges to offer additional courses or course sections to their students, increasing student access to required courses. Finally, in order to maintain or increase enrollments, universities must be responsive to their students' needs and demands, and they must believe that students require the flexibility of online learning. Learner needs must be actively and quickly met in order for the learner to be successful online and curriculum must be structured in a way that fosters sharing of experiences among learners such as through the use of group projects and interactive discussions (Blondy, 2007)

Despite the popularity of online course and degree offerings in higher education, there is a scarcity of data on the unique challenges and opportunities that online faculty face. (Perrotta & Bohan, 2020). In response, several factors need considering to bring online learning activity to the next level, one of them is online learning environment and the essence of a learning environment is the interaction that occurs between individuals, groups and the setting within which they operate. (Clayton, 2007). It is paramount to consider online learning environment in TOEFL online activities by using "ReallyEnglish Management System since changing the learning environment to more closely match students' preferred environment can result in improved achievement of affective and cognitive learning outcomes. (Pearson & Trinidad, 2005). With regard to online learning environment, learning online has enabled a potentially new type of learning community which provides a space for group discussion as well as access to other students for socialising and communication. (Stacey & Rice, 2002). In spite of evidence that more and more

students are engaging in online learning experiences, details about the transition for teachers and students to a new learning environment are still unconfirmed. (Cleveland-innes & Campbell, 2012)

Mousavi (2020) asserts that Students' experiences in an online learning environment differ from those in a face-to-face educational setting that is why to design and implement online learning environments, educators require not only knowledge of learning theories and models of best practice, but also information (feedback) on how specific attempts to do so have matched the preferred learning environment of students. (Trinidad, 2018). Collis and Moonen as cited in Yee (2011) asserted that because blended learning is a combination of traditional face-to-face and online learning, it can lead to teaching and learning transpiring both in the classroom and in online environments; thus, within blended learning environments, the online element becomes an excellent supplement to traditional classroom teaching.

Besides, The development, validation and refinement of a perceptual measure investigating the online learning environment is timely and can make a significant contribution to teaching, learning and research. (Clayton, 2007). Designing an online course requires concentrated effort and instructors should not underestimate the time it takes to plan and execute the course. Instructors are cautioned not to commit to teaching an online course without the necessary resources of time and support. The time commitment is not only in the planning phase but also in regular monitoring of the course effectiveness and timely interventions to make modifications in the spirit of continuous improvement. (Davis et al., 2020)

It is paramount since obtaining 'feedback' from students about the design and implementation of the learning environment provided is an essential part of identifying what has worked, and where improvements could be made in the future. (Pearson & Trinidad, 2005).

TOEFL learning activities at Esa Unggul University use a third-party learning application called "ReallyEnglish. Some students responded that he/she find it difficult when he/she wanted to ask questions about material that has not been understood. Other responses related to the content of the material presented which did not represent the actual TOEFL material. Students also often complain about the number of online meetings held in one semester.

As the responses to these issues and other potential issues that may arise during TOEFL online learning using "ReallyEnglish" training management system, Constructivist Online Learning Survey

(COLLES) is used in this present study to collect and represent information about students' "actual" (experienced) and "preferred" (ideal) learning environments. The intention of designing the Collaborative Online Learning Environment (COLE), was to intentionally move from a content centred – teacher driven design to a process centred – learner driven approach. This means that a social constructivist position had to be adopted, with a strong intention to foster collaborative knowledge construction. (VanOostveen et al., 2019)

Literature Review

According to Trinidad (2005), several Research has shown that students' outcomes are likely to be better when the actual learning environment more closely matches their preferred learning environment and regarding the interaction in the TOEFL online learning, emerging technologies allow educators to foster interaction and collaboration among learners in online learning environments (Bolliger et al., 2010)

Several studies had been conducted with regard to the online environment and TOEFL online learning. First, a study conducted at Universitas Bung Hatta by Amelia & Harmaini. The study found that E-TOEFL application using moodle can do used in online TOEFL learning and simulation. Moodle has facilities that support the learning process.

The moodle facilities need to be continuously explored and developed in online learning applications to support the improvement of the quality of learning systems, especially in TOEFL learning. In implementing E-TOEFL some students have not participated in this E-TOEFL because TOEFL does design to be self-learning. So that in the future, it is necessary to apply blended learning to increase the enthusiasm of students in TOEFL learning. (Amelia & Harmaini, 2020)

Second study had been conducted by Hidayatullah. This study claimed with the existence of the TOEFL Online (El-Lab), the test results have dramatically increased, including the Test I, the tutorial followed by the second TOEFL test, and even the Third test, which indicates that the student test results continue to increase. (Hidayatullah et al., 2021)

Third study had been conducted by Sujana. This study found that Students perceive positively to the printed and online materials using Google Classroom. Most students consider that face to face materials in terms of level of difficulty, organization, fulfilment of needs, and assessments are suitable for their present situations. The use of Google Classroom also obtains positive responses in relation

to ease of access, usefulness, and satisfaction. (Sujana, 2021)

Another study conducted by Pratiwi found that multiple e-learning technologies effectively improved students' scores in practicing TOEFL Structure and Written Expression, which was assumed to reflect on the TOEFL score as the more practicing created autonomous learning and higher result. (Pratiwi et al., 2021)

According to Davis (2020), It is important to note that there is no one approach to building an online course, nor is there any type of standardization from one university to another and it is important to communicate with the administration about these major decisions long before the ink dries on the contract. As the consequence, there should be questions about what other types of resources students will need to be successful in each course. Faculty and course designers will need to consult each other for the answer to that question. More importantly, consideration should be given to both synchronous and asynchronous work, as students may likely have the opportunity to participate in both methods. Faculty should have experience in both areas before designing a course, as the practice of teaching in both domains can make it easier to decide how to craft a new course.

Research Method

A qualitative research design was used in this present study to perform the data in the form of words than numbers (Bogdan & Biklen, 2007) and since the focus of this present study is on students' perceptions of an online learning environment, to collect the data, a Cross Sectional Survey based on Constructivist On-Line Learning Environment Survey (COLLES) developed by Taylor and Maor (2000) was used to measure online learning environment that was highly focused on the student's perception of professional relevance, reflective thinking, interactivity, cognitive demand. affective support, and interpretation of meaning.

The indicators of professional relevance were used to measure the extent to which engagement in the on-line classroom environment is relevant to students' professional worldviews and related practices. The indicators of reflective thinking were used to measure the extent to which critical reflective thinking is occurring in association with online peer discussion. The indicators of interactivity were used to measure the extent to which communicative interactivity is occurring on-line between students and between students and tutors. The indicators of cognitive demand were used to measure the extent to which challenges and communicative role modelling is provided by tutors.

The indicators of affective support were used to measure the extent to which sensitive and encouraging support is provided by tutors and the indicators of interpretation of meaning were used to measure the extent to which students and tutor co-construct meaning in a congruent and connected. (Taylor & Maor, 2000)

The COLLES used in this present study consists of 24 closed questions followed by five-point Likert scales from “Never” to “always” and the COLLES instrument was developed using google form to instantly capture responses from 214 students enrolling TOEFL Preparation class in the odd semester. Another 3 closed questions with some indicators (contribution to learning, lecturer’s ability and response, TOEFL content in Really English Platform) and 3 opened questions (useful topic, TOEFL online learning frequency, and suggestion for TOEFL online learning) were also asked to the students as the course evaluation.

Data Analysis

This present study used the theory from Leavy to to analyze the data gained from the questionnaire. Leavy’s theory has some general phases to analyze and interpret the data. The reason to use a theory from Leavy is that there was a match in using the questionnaire. Leavy’s theory can measure the students’ perceptions as a kind of feeling or satisfaction in values coding (Leavy, 2017). The first step was data preparation and organization, which aim to prepare the data to be analyzed. The second was initial immersion which aims to feel the pulse of the data. The third was coding which aims to classify the data as needed by using value coding. Value coding was used to measure most of the students’ perceptions as the respondents’ data from each aspect. The fourth step was categorizing and theming, which aimed to calculate the percentage in each aspect by calculating the total percentage of statements in each aspect. It is divided by the total of statements in the aspect. Then the result was explained by using the descriptive information, which is specifically categorized into the respective aspects. The last step was interpretation, which aims to sum up the result after finishing the data analysis. Then the results of the students’ perceptions were made in the form of statements as the conclusion.

Research Findings

This study is aimed at finding out students’ perception with regard to the experienced of online learning environment in the TOEFL online activities using “ReallyEnglish” training management system. This present study showed that

in majority, the students of Esa Unggul University taking TOEFL 1 and TOEFL 2 gave positive responses in every statement of COLLES. The detailed results can be seen as follows:

Table 1
Professional Relevance

NO	Statements	Scales				
		Almost Never	Seldom	Sometimes	Often	Almost always
1.	Learning focuses on the things that interest me	1 (0.5%)	15 (7%)	93 (43.5%)	80 (37.4%)	25 (11.7%)
2.	The material I learned is important for my professional practice	5 (2.3%)	20 (9.3%)	65 (30.4%)	78 (36.4%)	46 (21%)
3.	I learned how to improve my professional practice	4 (1.9%)	12 (5.6%)	79 (36.9%)	74 (34.6%)	45 (21.2%)
4.	What I learned is closely related to my professional practice	7 (3.3%)	26 (12.1%)	89 (41.6%)	62 (29%)	30 (14%)
Average		(2%)	(8.5%)	(38%)	(34.35%)	(16.97%)

In an online learning environment, professional relevance provides an overview of learning activities that are supportive and useful to be used in professional practice. From the table above, a trend from the student’s responses indicated that learning focuses on interesting things, the material studied is important for professional practice, students can learn how to improve professional practice, and the material that has been studied is closely related to professional practice. It can be seen from the average that only 2% of students answered ‘almost never’ and another small portion 8.5% answered ‘seldom’. While most of the students 34.35% answered ‘often’ and 16.97% answered ‘almost always’, leaving 38% of students answering ‘sometimes’.

Table 2
Reflective Thinking

NO	Statements	Scales				
		Almost Never	Seldom	Sometimes	Often	Almost always
1.	I think critically about how I study	2 (0.9%)	12 (5.1%)	81 (37.9%)	80 (37.4%)	40 (18.7%)
2.	I think critically about my own ideas	2 (0.9%)	15 (7%)	82 (38.3%)	84 (39.3%)	31 (14.5%)
3.	I think critically about other students’ ideas	14 (6.5%)	28 (13.1%)	99 (46.3%)	56 (26.2%)	17 (7.9%)
4.	I think critically about ideas on the topic	5 (2.3%)	12 (5.6%)	92 (43%)	82 (38.3%)	23 (10.7%)
Average		(2.65%)	(7.7%)	(41.37%)	(35.3)	(12.95%)

In a successful online learning environment, students need opportunity to think critically about his/her idea and other student’s idea. Planned well in online learning activities, it will give critical thinking activity. From the table above, students feel that online learning activities have given them the opportunity to think critically about how to learn, think critically about their ideas, other students’ ideas, and think critically about the ideas displayed on learning topics. Despite 2.65% of students answering, ‘almost never’, 7.7% answering ‘seldom’

and 41.37% of students answering ‘sometimes’, still in majority 35.3% of students think that he/she ‘often’ think critically while learning TOEFL online and 12.95% of students think that he/she ‘almost always’ think critically in giving idea. As shown in the table, 41.37% of the students answered ‘sometimes’. It indicates that almost half of the students thought in the aspect of reflective thinking he/she was not really sure that TOEFL online activities gave access to think critically.

Table 3
Interactivity

NO	Statements	Scales				
		Almost Never	Seldom	Sometimes	Often	Almost always
1.	I explain my ideas to other students	25 (11.7%)	56 (26.2%)	100 (46.7%)	27 (12.6%)	6 (2.8%)
2.	I ask other students to explain their ideas	24 (11.2%)	53 (24.8%)	82 (38.3%)	42 (19.6%)	13 (6.1%)
3.	Another student asked me to explain my ideas	30 (14%)	50 (23.4%)	95 (44.4%)	33 (15.4%)	6 (2.8%)
4.	Other students respond to my ideas	23 (10.7%)	39 (18.2%)	99 (46.3%)	44 (20.6%)	9 (4.2%)
Average		(11.9%)	(18.9%)	(43.92%)	(68.2)	(3.97)

From table 3, several categories regarding interactivity during TOEFL online learning were focused on the activity in which students were given the opportunity to have two ways communication to other students in term of explaining idea to other students and asking other students to explain idea. It is clearly seen that more than half of students, 68.2% think that he/she ‘often’ had interactivity during TOEFL online learning while 3.97% of the students answered ‘almost’ always. It can also be seen that only 11.9% of the students answered, ‘almost never’, 18.9% answered seldom, and 43.92% answered ‘sometimes’ indicating that interactivity among students was adequate.

Table 4
Cognitive Demand

NO	Statements	Scales				
		Almost Never	Seldom	Sometimes	Often	Almost always
1.	Lecturer stimulates my thinking	4 (1.9%)	13 (6.1%)	57 (26.6%)	103 (48.1%)	37 (17.3%)
2.	Lecturer encourages me to participate	1 (0.5%)	11 (5.1%)	45 (21%)	94 (43.9%)	63 (29.4%)
3.	Lecturer exemplifies good conversation	2 (0.9%)	5 (2.3%)	29 (13.6%)	83 (38.8%)	95 (44.4%)
4.	Lecturer exemplifies good self-reflection	3 (1.4%)	6 (2.8%)	31 (14.5%)	96 (46.3%)	75 (35%)
Average		(1.17%)	(4.1%)	(18.9%)	(44.27%)	(31.52%)

Providing cognitive demand in the student’s online learning environment means that the lecturer tried to stimulate student’s thinking, encourage students to participate, exemplify good conversation and self-reflection. The table shows that 44.27% of

the students think that the lecturer had stimulate to think and participate while 31.52% of the students answered ‘almost always. With contrast, 1.17% answered ‘almost never’ 4.1% answered ‘seldom’ and 18.9% answered ‘sometimes’ indicating that in majority, students perceived that the lecture has been successfully stimulate and and encourage to actively participate in TOEFL online activity.

Table 5
Affective Support

NO	Statements	Scales				
		Almost Never	Seldom	Sometimes	Often	Almost always
1.	Other students encourage me to participate in online learning	14 (6.5%)	27 (12.6%)	73 (34.1%)	72 (33.6%)	28 (13.1%)
2.	Other students praised my contribution	29 (13.6%)	53 (24.8%)	87 (40.7%)	36 (16.4%)	9 (4.2%)
3.	Other students rate my contribution	26 (12.1%)	47 (22%)	98 (45.8%)	37 (17.3%)	6 (2.8%)
4.	Other students empathize with my struggle to study	24 (11.2%)	33 (15.4%)	77 (36%)	55 (25.7%)	25 (11.7%)
Average		(10.85%)	(18.7%)	(39.15%)	(23.25%)	(7.95%)

Affective support is paramount to bring about a good online learning experience. In this context, students are expected to encourage his/her friends to participate, praise contribution, rate contribution, and empathize with other student’s struggle in online learning. The table shows that 10.85% of the students answered ‘almost never’, 18.7% answered ‘seldom, 39.15% answered ‘sometimes’, 23.25% answered often, and 7.95% answered ‘almost always. It indicates that in majority students think that there has been good affective support in the TOEFL online activity.

Table 6
Interpretation of meaning

NO	Statements	Scales				
		Almost Never	Seldom	Sometimes	Often	Almost always
1.	I respond well to messages/responses given by other students	5 (2.3%)	12 (5.6%)	57 (26.6%)	90 (42.1%)	50 (23.4%)
2.	Other students also responded well to the message/response I gave	5 (2.3%)	22 (10.3%)	76 (35.5%)	77 (36%)	34 (15.9%)
3.	I respond well to messages/responses given by the Lecturer	3 (1.4%)	6 (2.8%)	43 (20.1%)	96 (44.9%)	66 (30.8%)
4.	The lecturer responded well to the message/response I gave	1 (0.5%)	13 (6.1%)	50 (23.4%)	83 (38.8%)	67 (31.3%)
Average		(1.6%)	(6.2%)	(26.4%)	(40.45%)	(25.35%)

Online learning environment should give students acces to get interpretation of meaning in which he /she was able to give response or to get responded well by other students, besides, students need also to respond well to the message given by the lecturer and vice versa. The above table shows a trend that in majority, 40.45% of the students

answered ‘often’ and 25.35% of the students answer ‘almost always’, 26.4% of the students answered ‘sometimes’, 6.2% of the students answered ‘seldom’ and 1.6% of the students answered ‘almost never’. It indicates that the aspect of interpretation of meaning in the TOEFL online learning activity is good enough.

Table 7
Contribution to Learning

NO	Statements	Scales			
		Not Good	Moderate	Good	Very Good
1.	Level of knowledge/skills at the beginning of the TOEFL course	11 (5.1%)	141 (65.9%)	56 (26.2%)	6 (2.8%)
2.	Level of knowledge/skills at the end of the TOEFL course	2 (0.9%)	100 (46.8%)	103 (48.1%)	9 (4.2%)
3.	Level of knowledge/skills required to complete the course	4 (1.9%)	102 (47.6%)	95 (44.3%)	13 (6.2%)
4.	Contribution of TOEFL courses to your knowledge/expertise	3 (1.4%)	94 (43.9%)	90 (42.1%)	27 (12.6%)

The data obtained in table 7 is part of the questions aimed at capturing the contribution to online TOEFL learning activities. In statements no. 1 and 2, students were asked about their level of ability at the beginning and the end of the semester. Interpretation of the data in questions 1 and 2 can be done by looking at the comparison of the percentage of student responses. From table 7 above, 5.1% of students assumed that his/her knowledge/skills level is not good at the beginning of the semester and 0.9% of students assumed that his/her knowledge/skills not good at the end of the semester. 65.9% of the students assumed that his/her knowledge/skills level is moderate at the beginning of the semester while 46.8% of the students assumed that his/her knowledge/skills level is moderate at the end of the semester. Compared to the response ‘not good’ and ‘moderate’, responses ‘good’ at the beginning of the semester raises from 26.2% to 48.1% at the end of the semester and for the response ‘very good’ from 2.8% at the beginning of the semester to 4.2% at the end of the semester. It indicates that in general, the level of student’s knowledge/skills had increased. Question number 3 tried to capture level of knowledge/skills required to complete the course. Form the table, 1.9% of the students answered ‘not good’, 47.6% ‘moderate’, 44.3% ‘good’ and 6.2% ‘very good’. Question number 4 tried to capture contribution of TOEFL course to his/her knowledge/expertise that can be seen that 1.4% of the students answered ‘not good’ 43.9% ‘moderate’ 42.1% ‘good’ and 12.6% very good. It indicates in general that TOEFL online learning activity has contribution to student’s knowledge.

Table 8
Lecturer’s ability and response

NO	Statements	Scales				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Lecturer acts as an effective instructor	4 (1.86%)	2 (0.93%)	59 (27.5%)	105 (49.06%)	44 (20.56%)
2.	The presentations are clear and organized	3 (1.4%)	4 (1.5%)	54 (35.4%)	113 (35.8%)	40 (15%)
3.	Lecturer motivates students’ interest	3 (1.4%)	3 (4%)	60 (20.4%)	89 (45.1%)	59 (29.2%)
4.	Lecturers use learning time effectively	5 (2.33%)	4 (1.86%)	46 (21.4%)	100 (46.7%)	59 (27.5%)
5.	Lecturers are always available and help students with learning difficulties	4 (1.86%)	2 (0.93%)	57 (26.6%)	92 (42.9%)	59 (27.5%)
6.	Lecturers gives immediate rating and have useful feedback	5 (2.33%)	3 (1.4%)	56 (26.1%)	104 (48.5%)	46 (21.4%)
Average		(1.86%)	(3.43%)	(26.23%)	(43.1%)	(23.52%)

Table 8 tried to show lecture’s ability and response in the TOEFL online learning. Some aspects that were asked to students are: Lecturer acts as an effective instructor, The presentations are clear and organized, Lecturer motivates students’ interest, Lecturers use learning time effectively, Lecturers are always available and help students with learning difficulties, Lecturers gives immediate rating and have useful feedback. From the table, it can be seen that 1.86% of the students answered ‘Strongly Disagree’ 3.43% ‘Disagree’ 26.23% ‘Neutral’ 43.1% ‘Agree’ and 23.52% ‘Strongly Agree’. This average indicates that lecture’s ability and response in the TOEFL online learning is good.

Table 9
Learning Content

NO	Statements	Scales				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Toefl learning objectives are clear and easy to understand	5 (2.3%)	21 (9.8%)	69 (32.2%)	93 (43.4%)	26 (12.1%)
2.	TOEFL content is well organized and planned	6 (2.8%)	10 (4.6%)	67 (31.3%)	94 (43.9%)	37 (17.2%)
3.	The given exercises are suitable with TOEFL test	16 (7.4%)	30 (14%)	78 (36.4%)	67 (31.3%)	23 (10.7%)
4.	The material presented allows all students to participate fully	9 (4.2%)	10 (4.67%)	55 (25.7%)	94 (43.9%)	46 (21.4%)
Average		(4.1%)	(8.26%)	(31.4%)	(40.62%)	(15.35%)

Regarding TOEFL online learning content, there are some aspect asked to the students, they are: Toefl learning objectives are clear and easy to understand, TOEFL content is well organized and planned, The given exercises are suitable with TOEFL test. Table 9 shows that 4.1% of the students answered ‘Strongly Disagree’, 8.26% ‘Disagree’, 31.4% ‘Neutral’ 40.62% ‘Agree’, and 15.35% ‘Strongly Agree’. In general, the data from table 9 indicates that learning content given in the TOEFL online learning meets students expectations.

Discussion

The findings of this present study clearly show that in general, the efficacy of online learning environment in the activities of TOEFL online learning using "ReallyEnglish" Training Management System is adequate to meet student expectations regarding student professional relevance, reflective thinking, interactivity, cognitive demands, affective support, and interpretation of meaning.

With regard to professional relevance, most of the students perceives that learning focuses on student's interest and the material is closely related to professional practice. It is in line with Jopp & Cohen (2020) asserting that online study attracts a high proportion of non-traditional students. In the main, these students are mature-aged and study part-time. Online students are primarily adult learners that come to online learning with a broad range of experience and autonomy. Indeed they often have to manage competing priorities including employment and family commitments among other things. In order to meet the needs of a growing student body, the institutions can support their faculty by offering more opportunities for professional development, technological proficiency skill-building, and providing more pedagogical support. As instructors strive to provide the best learning environments for their students, teachers of all types can benefit from technological tools and practices in order to best support learners of all backgrounds. (Yen et al., 2018). In the context in which this study conducted, TOEFL online learning was given to the students most of whom are working so that students expected to experience online learning environment that support professional practice. The more learning activity focused on the thing that really interest and also related to professional practice, the more the students experience good online learning environment. Even though 38% of the students answered 'sometimes' with regard to professional relevance, from the interview result, it has been confirmed from 20 students responses that what he/she learned is related with professional practice since there are some dialogues in listening sections discussing about activities in the work place.

Regarding reflective thinking, if TOEFL online learning is well designed, students will experience critical thinking activity. Students felt the need for improvement in designing activities to engage their critical thinking. To create a meaningful classroom interaction, teachers must ensure all students get the opportunities to ask questions and receive immediate feedback. Teachers along with policy makers of the institution have to reshape the dynamic of online learning delivery in order to create greater participation and engagement

between students, not only in independent tasks but also tasks that involve group work. (Anwar & Wahid, 2021). 41.37% of the students answered 'sometimes', from the interview result, it is the indicator that some student's still doubt that he/she is able to do reflective thinking. In this context, despite good response from the students, "ReallyEnglish" application needs to give additional feature by which students have more acces to think critically about how he/she studies. it is important to do since students perceived the value of considering other students' perspectives, ideas and resources as a major component of their successful learning online. (Stacey & Rice, 2002)

Focused on the activities in which students were given the opportunity to have two ways communication to other students in term of explaining idea to other students and asking other students to explain idea, interactivity plays important role in the online learning environment. Developing an online course means that careful consideration must be given to every element of interaction between the instructor and the students to ensure a quality educational experience. (Davis et al., 2020). From the interview, some students perceived that one of the advantage of learning TOEFL online by using "ReallyEnglish" is that the feature of discussion forum in which students are able to give responses to other students/lecturers is available and it gives access when he/she want to ask and know more about the detailed explanation.

Providing cognitive demand in the student's online learning environment means that the lecturer tried to stimulate student's thinking, encourage students to participate, exemplify good conversation and self-reflection. From the questionnaire and the interview, it has been well confirmed that most of the students agreed that the lecturers had stimulated student's thinking, encouraged students to participate, exemplified good conversation and self-reflection. It is vital to support online learning environment since key to online environments is to acknowledge and discuss emotional tenor as much communicative information is lost without tone of voice and facial expressions emoticons excepted. The exploration of emotional states that are not present hidden yet influential needs attention. (Cleveland-innes & Campbell, 2012). Moreover, Instructors are noticing that in an online environment students lose a number of key academic and non-academic resources that are typically available in the residential experience. In terms of learning environments, students are finding it hard to connect with classmates without physical spaces to congregate, and are therefore turning to their existing networks of peers and friends as an inferior

solution to the peer learning that is common in many courses (Bigman & Mitchell, 2020)

For the aspect of affective support in which students are expected to encourage his/her friends to participate, praise contribution, rate contribution, and empathize with other student's struggle in online learning, this has contributed to online learning environment. From the interview, the students agreed that the affective support given in the TOEFL online learning meets his/her expectation in which he/she feels free to participate and contribute to online learning. This free option relaxed learners and avoided many embarrassing occasions, which might have improved learners' EFL proficiency and convenience of learning in terms of time and venue also provided learners with more opportunities to engage in learning (Zhonggen et al., 2019).

Regarding interpretation of meaning, a good online learning environment should give students access to give response or to get responded well by other students, besides, students need also to respond well to the message given by the lecturer and vice versa. To reach this aspect, lecturers need to be focus in giving message and discussion since instructors are cautioned not to commit to teaching an online course without the necessary resources of time and support (Davis et al., 2020). Besides, the flexibility needs to be taken into consideration since online instruction to the learners offers the flexibility in terms of pace and time and convenience to complete learning units and content when and where a learner desires (Farooqui et al., 2021)

As the course evaluation, this present study also tried to portrait student's perception to several aspects, they are: contribution to learning, lecturer's ability and response, and also learning content as shown in table 7,8, and 9. In this context, TOEFL online learning activities by using "ReallyEnglish" training management system is evaluated. Regarding learning contribution as shown in table 7, it indicates that TOEFL online learning activity, in general, has contribution to student's knowledge/expertise. Online learning environment has the potential to create atmosphere where students can actively be engaged with content material and learn by doing at their pace, refining their understanding simultaneously as they build new knowledge (Farooqui et al., 2021). Creating an interactive and engaging online environment is not necessarily intuitive for faculty, especially those who never engaged in learning in online environments. Institutions that provide such support to faculty ultimately will attain the goals of promoting teaching effectiveness and student learning in asynchronous environments (Perrotta & Bohan, 2020)

As shown in table 8, some aspects are evaluated such as; Lecturer acts as an effective instructor, The presentations are clear and organized, Lecturer motivates students' interest, Lecturers use learning time effectively, Lecturers are always available and help students with learning difficulties, Lecturers gives immediate rating and have useful feedback. The context from this evaluation draws the abilities and responses the lecturer provided during TOEFL online learning activities. Most of the students perceived that lecturer's ability and responses meets student's expectation so that students experienced good online learning environment. The role of lecturer in supporting online learning environment is important and it should be support by the team designing online learning since when people become online learners, especially for the first time, they may feel less confident, despite being familiar with day-to-day computer and technology usage. They may still lack essential learning and technology skills for tertiary education and online learning. To support these learners, online courses should be designed to foster learners' efficacy. (Taipjutorus et al., 2012)

Regarding learning content, it should be designed based on student's need and expectation. If it is well designed, students will spent his/her time longer to access online class so that good online learning experience will be achieved. In order to have good online learning environment, learning content should meet the interaction that occurs between individuals, group and the setting since the essence of a learning environment is the interaction that occurs between individuals, groups and the setting within which they operate (Clayton, 2007)

Conclusion

Despite some content and frequency shortages, the "Really English" Training Management System has been able to adequately support students' professional relevance, reflective thinking, interactivity, cognitive demand, and affective support. "ReallyEnglish" training management system, in general, had facilitated students to experience good online learning environment.

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