

## The Students' Preference on Using TOEFL Applications for Grammar IV Course At Universitas PGRI Wiranegara

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### Abstract

**The Students' Preference on Using TOEFL Applications for Grammar IV Course At Universitas PGRI Wiranegara.** This study was conducted for discovering the students' preference of learning Grammar using TOEFL Applications, NST TOEFL Explorer and Genius TOEFL, and their achievement afterward. This research contributed to evaluate the effective media for learning grammar TOEFL. The researchers used descriptive research which was conducted on 29th March 2019 until 28th May 2019. The subject of this study was the students' who joined in ICT-Based learning of Grammar IV Course at Universitas PGRI Wiranegara Pasuruan. To get the data, the researchers used some instruments. Those were observation, open questionnaire, interview, and documentation. The finding from the questionnaire showed that there were 32% of students class A had chosen NST TOEFL Explorer application, but 68% of them had preferred using Genius TOEFL application. There were 17% of students class B chosen NST TOEFL Explorer application and 83% of students class B had preferred using Genius TOEFL application. It was also found that the students' average score after using NST TOEFL application was 20, whereas they got 65 after using Genius TOEFL. Based on the findings,, it can be shown that Genius TOEFL was more preferred to use for Grammar IV Course in Universitas PGRI Wiranegara Pasuruan. Genius TOEFL also gave a better achievement for the students. This result did not claim that Genius TOEFL was better than NST TOEFL explorer, but this contributed how an application could enhance the students' interest in using it for learning and support their achievement. Future researchers are suggested to justify this research result to formulate best criteria of effective ICT-based media.

Keywords: ICT, learning Media, NST TOEFL Explorer, Genius TOEFL, Students' Preference.

## **Introduction**

The students success includes not only strong retention and degree completion rates, but also high-quality learning (Collis and Moonen, 2011). It means that students are prepared for success in their personal, civic, and professional lives, and that they embody the values and behaviors that make their institution distinctive. Institutions' definitions of success will differ, given their unique missions, traditions, programs, and the characteristics of the students served. But, Djamarah and Zain (2006) as cited in Abdulhak (2015) suggest that indicators of learning success include the absorption of teaching materials that are taught result high achievement both individually and in groups. In addition, the learning success also includes behavior outlined in the goal of special teaching / instruction using ICT has been achieved by students both individually and in groups.

According to Ulum (2013), to achieve the learning success, students are influenced by several factors. They are teachers, curriculum, learning goals, facilities, environment, and students themselves. All these many factors, the teaching factor has a very important role. Besides adequate teacher planning for the implementation of learning, the success of learning is influenced by the attitude of the teacher in managing learning, teacher skills, teachers' knowledge and teacher choices in using appropriate learning media.

Nowadays, students are accustomed to use technology in every aspect of life (Mabaroh and Pusparini, 2018). It is realized by the teachers, thus the trend of teaching and learning prevails using Information and Communication Technology (ICT). The use of Information and Communication Technology (ICT) in education is to support, enhance and or to optimize the delivery of information.

Information and Communication Technology (ICT) is very important because in this technological era it enables students to obtain large amounts of information from various websites (Tri, 2019). One of the products is formed as application. There are lot applications containing learning materials which can make students more interested and attractive for learning. In relevance to the context of teaching and learning Grammar IV (Error Analysis) Course, the lecturer used NST TOEFL Explorer and Genius TOEFL application. The use of both applications was dedicated to support the learning goals and achievements.

Although technology is believed effective for teaching and learning, but in some cases, lecturers or teachers may force the students to operate an application which is not appropriate with their students' needs (Wilkinson and Birmingham, 2003). Therefore, the researchers here intended to observe how the students achieved and responded toward the implementation of using NST TOEFL Explorer and Genius TOEFL application in Grammar IV (Error Analysis) Course. It was aimed that by this research, the researchers would know how the students prefer for the use of both applications. Hence, this research can contribute how the lecturers will make considerations and best choices before they use certain application as the learning media in this technological era.

Some previous studies have been done in observing the students' preference for the use of technology in learning. Rohmah (2009) finds that students had a strong preference for a blended mode of learning over a traditional face-to-face format. But, teachers have to be mindful and organic in the use of technology. The other previous study is done by Afzal and Fardous (2016) show that students are well aware of using social media in teaching and learning process. But, Skype is most preferred media of students learning engagement as it has privilege of live calls which can facilitate students in having immediate assistance and guidance from teachers. Moreover, they can get quick response and feedback for their performance along with being an effective mode of assessment.

Both studies gave intention to the researchers to be able to gain knowledge of how ICT-based learning is conducted through NST TOEFL Explorer and Genius TOEFL application in Grammar IV Course at Universitas PGRI Wiranegara Pasuruan. The result of this research would discover how is the students' preference of using NST TOEFL Explorer and Genius TOEFL application. Then, the preference would be compare to the students' achievement in order to evaluate whether their preference impacts to their better learning goal or not.

## **Methodology**

This research was designed as a descriptive research. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a

group situation (Prastowo, 2011). Descriptive research can also involve collections of qualitative information that describe events, facts, and phenomena. Therefore, this research, as a descriptive research, would describe both quantitative and qualitative data.

This research design was relevant to find out the students' preference for ICT-based learning in Grammar IV course at Universitas PGRI Wiranegara Pasuruan. The purposive data from this descriptive research was used to case study in depth exploration. In addition, according to Lambert (2012) the goal of qualitative descriptive research is comprehensive summarization in everyday terms of specific events experienced by individual or groups. In specific, the students' individual preference for ICT-based learning in Grammar IV course at Universitas PGRI Wiranegara Pasuruan would be described comprehensively.

This descriptive research started a discussion about the process of ICT-based learning in Grammar IV course at Universitas PGRI Wiranegara Pasuruan. This was urgent since it covers the real action and events experienced by the students'. Moreover, this research discovered the students' individual preference for ICT-based learning in Grammar IV course at Universitas PGRI Wiranegara Pasuruan in order to recognize effects and criteria of technology in learning. This was important to make both the lecturer and the students' realized that technology could facilitate teaching and learning effectively. They were also hoped to understand types or criteria of technology which was able to support by denying its fake and or irrelevant features.

The setting was in Grammar IV classes of English Education Study Program at Universitas PGRI Wiranegara Pasuruan. Besides, the subject was the students of English Education Study program who had joined Grammar IV in the even semester of academic year 2018/2019. The subject consisted of 40 students; seven males and thirty three females. The subjects were treated by the use of NST TOEFL Explorer and Genius TOEFL in Grammar IV Course.

In collecting the data, the researchers conducted an observation which was on 29th March 2019, 24th April 2019, 08th May 2019, and 28th May 2019. This classroom observation was done to get the specific information about the teaching learning process by using application of NST TOEFL Explorer and Genius TOEFL. The data of the observation was in the form of descriptive notes made by the researchers. The researchers also used open questionnaire to gain information

about the students' preference toward NST TOEFL Explorer and Genius TOEFL. The researchers designed open questionnaire in order to make students free to mention any aspect in NST TOEFL Explorer and Genius TOEFL which was interesting to use for learning. The questionnaire was distributed to the students on 28th May 2019. This questionnaire was for knowing the students' opinion about the use of the two TOEFL applications in the learning process Grammar IV. The questionnaire consisted of four questions and required open-ended responses.

Next, the researchers also interviewed the students. it was done on 28th May 2019. The interview was done to get their verbal statements about preference of using of the two TOEFL applications in the learning process Grammar IV. The interview resulted the students' responses and reasons of why they preferred whether NST TOEFL Explorer or Genius TOEFL application. The interview result would support the questionnaire result.

Last instrument was documentation. It was done along with the observation and it was ended on 28th May 2019. In this research documentation was through asking the lecturer some documents such as course outline, syllabus, attendance list, and students' score in the tests. The tests were through NST TOEFL Explorer and Genius TOEFL application. Both applications directly showed the students' score, and the researchers collected the screenshots of it from the students on Whatsapp. Moreover, the researchers also had taken photos of teaching and learning process, photos of using NST TOEFL Explorer and Genius TOEFL application for Grammar IV Course at Universitas PGRI Wiranegara Pasuruan.

The researchers applied two ways of analysis, for qualitative data and quantitative data. The qualitative data in this research was gained from observation, questionnaire, interview, and documentation. The data from these instruments were described qualitatively and analyzed by comparing to the other instruments' result. Quantitative data was in form of the students' score and the questionnaire of the students' preference toward NST TOEFL Explorer and Genius TOEFL application.

The students' score was analyzed by accumulating all scores and determining the mean using the following formula adopted from Saleh (2012).

$$M = (n_1+n_2+n_3.....)/s$$

M = Mean  
S = Amount of students  
N<sub>1..</sub> = Individual Score

The percentage of the students' preference toward NST TOEFL Explorer and Genius TOEFL application was taken from questionnaire. It was calculated by using this formula

$$P = R \times 100/s$$

P = the percentage of the students' preference toward NST TOEFL Explorer and Genius TOEFL application  
R = Response  
S = Amount of students

After that, the researchers began to make highlights and confirm the result with some relevant studies.

## Findings

### *The Students' Preference of Using Genius TOEFL Application to Using NST TOEFL Explorer*

Before discussing more about the use of NST TOEFL Explorer and Genius TOEFL Application, the researchers describe the students' opinion toward the need of ICT for learning. As it was stated as the first question in the questionnaire, 87% students responded they liked using ICT for learning although 13% of them tended to have the conventional learning (without ICT support). The responses to the importance of using ICT for learning can be shown below

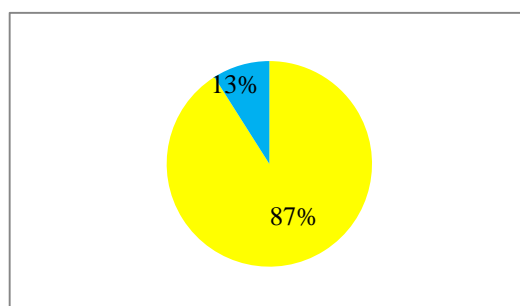


Figure 1 Using ICT for learning Grammar TOEFL

After knowing the students' responses to using ICT for learning, the researchers also revealed the students' like/ dislike of using *NST TOEFL Explorer* and *Genius TOEFL Application*. As the result, he researchers found that 59% of students in class A did not like using *NST TOEFL Explorer* while 41% liked it. Then, 58% of students in class B did not prefer using *NST TOEFL Explorer* but 42% liked using it. The researchers also found that 68% of students in class A liked using *Genius TOEFL* application and 32% of students did not. Next, 83% of students in class B preferred using *Genius TOEFL* application but 17% of them did not.

The calculation for the students' preference was as the following

Class A

*NST TOEFL Explorer* for class A =  $7/22 \times 100 = 32\%$

*Genius TOEFL* for class A =  $15/22 \times 100 = 68\%$

Class B

*NST TOEFL Explorer* for class B =  $2/12 \times 100 = 17\%$

*Genius TOEFL* for class B =  $10/12 \times 100 = 83\%$

The second question was "What aspect in *NST TOEFL Explorer* and *Genius TOEFL* application does make you interested in?" The students' answer for this second question was various. Hence, the researchers filtered and concluded that 1) some students were interested in using *NST* because it appear more simple than *Genius TOEFL* application, and 2) the students were interested in using *Genius TOEFL* application because it is easy to operate and it contained explanation in Indonesian.

The last question was "What application (*NST TOEFL Explorer* or *Genius TOEFL* application) do you recommend to use for learning grammar?". This question revealed major answer *Genius TOEFL* application. So, based on the result, it can know the students preferred *Genius TOEFL* application to *NST TOEFL Explorer*. To confirm the questionnaire result, the researchers interviewed why they prefer *Genius TOEFL* application to *NST TOEFL Explorer*. The interview was done by asking 3 questions to the students; 1) How do you learn using *NST TOEFL Explorer*? 2) How do you learn using *Genius TOEFL*, and 3) Which one do you prefer and why?

There were many reasons arguing for their preference of using *Genius TOEFL*, but most of students stated that they liked *Genius TOEFL* due to two

aspects. First, Genius TOEFL was easier to operate since it had desktop version and mobile version (apk). Second, Genius TOEFL provided Indonesian explanation which was more understandable than what was in NST TOEFL Explorer.

### ***The Students' Achievement after being Taught by Using NST TOEFL Explorer and Genius TOEFL Application***

The students' preference in this research was also measured by evaluating the students' achievement. This was because somehow students may preferred an application which did not truly support their better achievement. The researchers got data that the students achieved different average score after using NST TOEFL Explorer and Genius TOEFL application.

The researchers evaluated that the students' achievement was also affected by their interest in using the application. It was proved that after using NST TOEFL Explorer there were four students in class A achieved scores in range 11-20. There were seven students achieved scores in range 21-30. There were four students achieved scores in range 41-50. There was one student achieved scores in range 51-60. The last, there was one student achieved scores in range 91-100. In class B, five students' gained scores in range 1-10. Next, four students achieved scores in range 11-20. There was one student achieved scores in range 21-30. Last, one student achieved scores in range 41-50. So, the average was 20.

Furthermore, after using Genius TOEFL one student in class A achieved scores in range 41-50 and there were four students achieved scores in range 51-60. There were six students achieved scores in range 61-70. There were eleven students achieved scores in range 71-80. There was only one student achieved scores in range 81-90. Then, two students in class B achieved scores in range 21-30. There were three students achieved scores in range 41-50. There were two students achieved scores in range 51-60. There were four students achieved scores in range 61-70. Last, there were two students achieved scores in range 71-80, and the average was 65.

### **Discussion**

Based on the findings, Genius TOEFL was more preferred to use for learning Grammar. The students claimed that Genius TOEFL was preferred to NST TOEFL explorer since it is easier to operate on mobile phone. Responding to this, the researchers had reviewed Vitoria's et al statement. According to Vitoria et al (2018),



all students were of the belief that the E-learning they took was useful and easy to use, stating that they understood information, and navigated and accessed documents effortlessly. In short, Genius TOEFL was more preferred due to these beliefs especially its easy access, either by desktop or mobile phone (but operating it on mobile phone was the best choice for the students). This fact was plausible since an application should function to ease students in comprehending the learning materials. Therefore, if an application demanded many requirements to operate so it made the students busy in dealing with its operational. In other words, it could challenge learning rather than ease learning.

Secondly, Genius TOEFL was also preferred since it provided Indonesian explanation which was more understandable than what was in NST TOEFL Explorer. For the lecturer's point of view, English explanation for English Education Study Program students must be better because it could habituate them with English terms. Yet, students can choose their best preference based on their needs. And, due to the fact in this research, the researchers could understand that the students needed Indonesia explanation feature to get a quick review about grammar materials not to study them from the beginning.

Thirdly, according to Munhall et al (2014), educators must look beyond the differences in test scores to examine indicators associated with the students' academic achievement. Based on this view, the different average score after using NST TOEFL Explorer and Genius TOEFL also showed important relation; the students' preference gave impacts to the students' achievement. Almarabeh (2014) also supported that usefulness and ease of use of an application directly influence the students' attitude towards the learning. Attitude can be shown verbally or by the learning achievement. In this research, the students gained higher score after using Genius TOEFL application reflected that they got more benefits from and were enjoyable during using the application.

This research result did not claim that Genius TOEFL was better than NST TOEFL Explorer, but the researchers would show there must functional requirements of mobile application for learning. Principally, a mobile application must be suitable for the pedagogical, socio-cultural, economical, and technical aspects (Economides, 2021). It should satisfy the learner's needs while enhancing the learning quality, hence the mobile learner performs an educational activity supported by context aware adaptations. And based on the finding of this

research, the students felt Genius TOEFL was more suitable and succeeded to satisfy them for using it in learning.

## **Conclusion**

Based on the result and the discussion, the researchers could conclude that Genius TOEFL was more preferred by the students in learning Grammar IV Course at Universitas PGRI Wiranegara Pasuruan. It can be shown not only by the percentage of interest but also from the students' achievement. The students could achieve the average score 20 after being tested using NST TOEFL Explorer application. While, they got the average score 65 after using Genius TOEFL. In addition, Genius TOEFL application was more preferred to use as the learning media for Grammar IV course at Universitas PGRI Wiranegara Pasuruan due to its easier access (through mobile phone or android) rather NST TOEFL application which required certain Operational System of Windows on dekstop. Genius TOEFL also provided Indonesian explanation which made them easier to review grammar materials and hence encourage them to do the TOEFL test. Overall, this research discovered that the students' satisfaction of using application should be considered in order to achieve best learning goals.

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