

CHAPTER 1

INTRODUCTION

1.1 Research Background

In language learning, various tests evaluate language proficiency. For English, TOEFL is a significant assessment tool. TOEFL stands for “Test of English as a Foreign Language”. According to Farkhan *et al.* (2019), TOEFL is famous test to assest the English proficiency. It is developed by Educational Testing Service (ETS) in the early 1960s. ETS presents some kinds of TOEFL that are widely accepted, popular, and preferred such as ITP (Institutional Testing Program), IBT (Internet-Based Test), CBT (Computer-Based Test) and PBT (Paper-Based test) in earlier time. Each kind has different method of administration.

According to Nadara (2024), Indonesia is among the nations that demand a TOEFL score for tertiary students to graduate, considering English as a foreign language. TOEFL is occasionally employed as an indicator of a student's academic achievement and success during their time in college. Gaining a TOEFL certificate and being proficient in English are essential for pursuing jobs, graduate programs, and other higher education goals. According to Mahmud (2014), a lot of Indonesian students have trouble on the TOEFL. Answering the TOEFL test presents several difficulties. These include lack of basics English skills, lack of motivation in learning TOEFL test, a lack of practices and learners’ individual characteristics. Therefore, their results are still below the requirement. First, there are some problems that students sometimes find in the English skills. According to a study

conducted by Perdana (2023) at Mataram University, students have difficulties in all three areas: listening, structuring and reading comprehension. Students had difficulties with various aspects of listening, including negative and idiomatic language and long conversations. Structural difficulties stem from a lack of grammatical knowledge, as seen in parallel structures, subject-verb agreement and error detection. Students still struggled when reading texts due to unfamiliar language, synonyms and antonyms, and implied meanings. Many students study English because they have to pass exams.

Secondly, lack of motivation has a big impact on TOEFL learning. There are many factors for lack of motivation. One of them is the influence of the environment. This lack of motivation is because for most people, taking the TOEFL exam is only a requirement from their university, so they do not try hard. Motivation plays an important role in teaching and learning activities, because high motivation from students and teachers leads to the achievement of optimal learning goals.

Thirdly, lack of practice is a common problem among university students. Lack of practice makes it difficult to understand vocabulary, the sound and style of the local language, the direction of the test and how to adapt to the test time (Rahman et al., 2021). Due to lack of practice, students have difficulty in answering questions in the TOEFL exam. As it is known, practice is necessary to be successful in TOEFL. The last one is the students' individual differences. Students use their age and socioeconomic status to justify the difficulty of learning English. They tend to give up before they start learning English and prefer to just pay the TOEFL board.

Considering these facts, TOEFL preparation is necessary for learners to improve their English language skills. TOEFL preparation increases learners' knowledge and familiarity with test questions. The TOEFL is a complex test. Students need a thorough understanding of the subject matter. Unfortunately, for some people, getting a TOEFL score above the minimum is not easy. It requires special training and multiple test attempts. Knowing how important the TOEFL test is in the current era, many people deliberately enroll in courses to prepare for it. In fact, they don't hesitate to spend a lot of money for the course fees. Take for example the tuition offered by the Fulbright Institute. They charge five hundred thousand rupiah for an online TOEFL course with 9 meetings. The high cost of a TOEFL course can be a bit of a deterrent for some people to realize their dream of scoring a satisfactory score on the TOEFL test. However, courses are not the only way to achieve a high score on the TOEFL.

Technological advancements have also transformed education, enabling innovative methods such as Computer-Assisted Language Learning (CALL). CALL is the application of computer and its related technologies to facilitate language learning and teaching (Solaemani, 2021). This method supports learners in developing language skills by providing flexible, interactive, and cost-effective resources. According to Kafriyawan (2023), the rapid development and accessibility of technology have significantly improved education quality. Keengwe and Georgina (2018) emphasized that computer-based learning has shifted traditional teaching into a digital format, while Gheytsi et al. (2020) highlighted its importance in helping students learn English as a foreign language. As a CALL

tool, YouTube offers diverse resources that cater to learners' needs, allowing them to manage their learning and achieve better outcomes. Djuma (2023) said that YouTube is becoming increasingly popular with a variety of informative videos, some of which are educational in nature, making it an important tool in education. YouTube was created by three former PayPal employees. YouTube is used to upload and watch videos. YouTube has had many positive impacts on education. For example, students can manage their own learning by pausing to take notes and rewinding difficult parts.

Many educators teach TOEFL by uploading videos. One of them is Yanto Tanjung's YouTube channel. He became famous in 2021 when he anonymously posted an X application. This X-post received 16.300 likes and 200 comments. Yanto Tanjung's YouTube channel is recommended by Kompas.com as one of the best YouTube channels for TOEFL learning. This is because it offers clear explanations and comprehensive material and is considered suitable for beginners. The channel has been a trending topic on Twitter and viral many times.

The researchers decided to narrow down the selection of YouTube channels and used the Yanto Tanjung YouTube channel to explore the effectiveness of self-learning experiences from Yanto Tanjungs' YouTube Channel on TOEFL preparation. His YouTube channel has received positive feedback from students making them want to use the channel. He has received 200.000 subscriptions to the channel. He only registered on YouTube on 5 April 2013 but has been actively producing content for four years. Currently, he has 10 million views and 477 uploaded videos.

On his YouTube channel, Yanto Tanjung discusses various aspects of the TOEFL, including vocabulary, listening and reading comprehension, as well as syntax and grammar. When discussing structure, he discusses issues related to the structure of the TOEFL. There are 65 videos discussing structure. He begins to teach interrelated basic skills from the Longman Introductory Course Book to the Longman TOEFL Test Preparation Course Book. His explanations are easy to understand. He uses PowerPoint to explain a topic in one video, so it doesn't take long to write a textbook. He records his own videos and explains them with examples. Each video is short, about 10-15 minutes, so the viewer can watch it in one sitting. Before giving 10 questions, he explains the topic and gives examples and tips for answering TOEFL questions quickly. After two tips videos, he gives the questions and discusses the correct answers. He divides some of the tips sections into easy-to-find chapters for students. As a result, many students who have not taken a TOEFL course use this channel as a resource for learning the TOEFL.

There are previous studies that have used YouTube videos as a media for English language learning. The first study was written by Nadara (2024). The paper is titled "Exploring the Effectiveness of the Yanto Tanjung YouTube Channel as a TOEFL Preparation Resource for Indonesian University Students." The paper examined students' perceptions of using the Yanto Tanjung YouTube channel in learning TOEFL, as well as the advantages and limitations that students experienced while using the Yanto Tanjung YouTube channel. The results of the study showed that students found the Yanto Tanjung YouTube channel beneficial

in that it helps students improve their skills, provides free TOEFL preparation lessons, and is accessible to students.

The second study by Mildah (2023), is ‘Analysis of digital materials for learning English grammar (structure) for TOEFL preparation’. The aims of this study was to collect and describe free digital materials to help students learn TOEFL material. This study is a qualitative study. The research method used is content analysis with documentation as the data collection method. The results of this study show that there are a number of digital learning resources available to students as preparation for the TOEFL exam. These included websites (ExamEnglish.com, GrammarBank.com), Youtube channels (BenPinter, Andrian Permadi, Yanto Tanjung) and mobile applications (TOEFL Structure and Discussion Questions, English Grammar Book). Furthermore, these resources are very helpful in achieving maximum results on the TOEFL exam.

Despite its potential, research on the effectiveness of YouTube as a CALL tool for TOEFL preparation remains limited. Previous studies, such as Nadara (2024) and Mildah (2023), have explored digital resources for TOEFL learning but did not focus specifically on Yanto Tanjung’s YouTube channel. Nadara examined students’ perceptions of the channel’s usefulness, while Mildah analyzed various digital materials for TOEFL preparation. Both studies found that free digital platforms like YouTube can be highly beneficial for TOEFL learners. However, the specific effectiveness of Yanto Tanjung’s YouTube channel as a CALL tool has not been extensively investigated.

Due to the facts above, the researcher interested in doing research on the effectiveness of Yanto Tanjung YouTube Channel as a computer Assisted language learning tool for TOEFL preparation.

1.2 Research Questions

According to the previous explanations, the research questions are as follows:

1. How do learners perceive the effectiveness of Yanto Tanjung's YouTube channel as a Computer Assisted Language Learning tool for TOEFL preparation?
2. What factors contribute to the effectiveness of Yanto Tanjung's YouTube channel as a Computer Assisted Language Learning tool for TOEFL preparation?

1.3 Research Objective

The objectives of this research are twofold. First, it aims to explore learners' perceptions of the effectiveness of Yanto Tanjung's YouTube channel as a tool for TOEFL preparation. This objective seeks to understand how learners evaluate the channel's role in their preparation process. Second, the study aims to identify and analyze the factors that contribute to the effectiveness of Yanto Tanjung's YouTube channel for TOEFL preparation. This objective will examine the specific elements of the channel, such as the content quality, teaching methods, and accessibility that make it a valuable resource for learners preparing for the TOEFL exam

independently. Through these objectives, the study seeks to provide insights into how the channel supports learners in achieving their TOEFL goals.

1.4 Limitation of Research

The study is limited by its focus on a specific group of learners who have used Yanto Tanjung's YouTube channel for TOEFL preparation. This focus may not capture the experiences of all TOEFL learners, particularly those who rely on other preparation methods or platforms. This research focuses on their perceptions of using Yanto Tanjung's YouTube channel as a tool for independent TOEFL preparation. Second, the research examines a case study of learners who have taken the TOEFL ITP test.

1.5 Research Significance

The results of this study are expected to give theoretical and practical.

1. Theoretical Significance

The outcomes of this research are expected to enhance students' understanding of the advantages of using YouTube as a tool for TOEFL preparation. Additionally, it may serve as a valuable reference for students as they prepare for the TOEFL exam.

2. Practical Significance

This study's findings aim to be beneficial for students, both in traditional classrooms and as part of online learning resources. The research explores students' perceptions of how this YouTube channel supports TOEFL preparation, suggesting it can be effectively incorporated into learning settings. It is hoped that

students will identify effective strategies for improving their TOEFL scores through the channel's content.

1.6 Definition of Key Terms

To avoid ambiguity and misunderstanding regarding this research, the researcher has defined the key terms as follows:

- **YouTube**

According to Tasdelen (2019), YouTube is a social media platform that focuses on online videos; it has a repository of over 7 billion videos that are easily accessible to the general public and free to watch.

- **Computer Assisted Language Learning**

Computer-Assisted Language Learning (Call) is defined as “the search for and study of applications of the computer in language teaching and learning. (levy, 1997:1).

- **TOEFL**

According to Bai (2016), TOEFL is a test to measure the English proficiency of non-native speakers of English.¹⁵ Educational Testing Service (ETS) conducted the test of English as a foreign Language (TOEFL). TOEFL is used in academic and non-academic.

- **Case Study**

According to Creswell (2014), a case study is an in-depth examination of a single individual, entity, or event. It involves analyzing

various aspects of the subject's past and present to identify patterns and reasons behind their actions.