

CHAPTER II

LITERATURE REVIEW

This chapter contained materials based on journals and related studies that can support the course of making this website English learning media. This material consists of an explanation of previous research on English learning,, both in general and the role of English in Indonesia, including English proficiency test exercises such as TOEFL, an in-depth explanation of website media, CEFR levels, and other relevant supporting data.

2.1 Previous Studies

The conclusions of relevant studies on English, internet media for English language learning, and the English language proficiency level of CEFR A2 are explained in this sub-chapter. Hafizah Rifiyanti (2023) implemented the first study, which addressed the application of the CEFR in English language instruction. The overall goal of this study is to assess how well an action-based strategy that makes use of the CEFR can enhance students' or learners' English language proficiency. According to the study, there appears to be relevant discussion regarding the significant difficulties that Indonesian students face when studying English, including a decline in motivation and the identification of their needs in terms of suitable teaching and learning strategies. As well as the role of the CEFR in the reference framework for assessing the level of proficiency in English, as well as the implementation in various countries.

The establishment of a website as a study tool for the TOEFL exam with an Indonesian foundation is examined in the second research by Putra, Suryono, and Darmini (2009). The primary goal of this research is to overcome the barriers to TOEFL learning, including those posed by books, computer programs, and English language classes. Focusing on the discussion of TOEFL, this research has an objective in designing a website for TOEFL test learning with presentations in Indonesian that can make it easier for students to learn in preparation for the test. Then this research contributes to overcoming learning obstacles by using

Indonesian content on English learning websites, utilizing internet technology as an intermediary link for website media learning, as well as practical implications, which are expected to be an alternative media that can be reached by utilizing information technology.

Because it is essential to academic language use, reading comprehension was selected as the primary subject of this study. Reading comprehension is fundamental to all learning activities and is necessary for academic success in all subject areas, as noted by Auta et al. (2023). Students who lack sufficient reading skills may find it difficult to succeed in language classes as well as other areas that call on comprehension of written materials. Reading is one of the abilities assessed on the TOEFL ITP and is frequently regarded as a prerequisite for knowledge access, particularly in higher education, since the majority of the learning materials are written in English. For many students, especially those who are not majoring in English, reading becomes both a challenge and a crucial component of achieving the required level of English proficiency. Gaining proficiency in reading enables students to comprehend texts more fully and critically apply information. In order to help pupils lay a solid foundation for future language development, a platform that supports reading at the A2 level specifically should be developed.

Based on the two relevant research sources above, a relationship or relevance has been found with the research conducted in this study, in terms of research objectives and discussion, as well as implementation. The two studies are mutually sustainable, with a discussion of the implementation of information and communication media for learning English for TOEFL preparation through websites and an explanation of supporting material regarding CEFR levels in the world of English.

2.2 English as a Foreign Language

English has become one of the international languages that connects communication between countries. Based on the opinion of Tamrin & Yanti (2019), English is a language that has many speakers. English is now the second most spoken language in the world, behind Mandarin and Spanish, according to UN

figures. English became a second language to learn or an international language. As a result of the British Empire and political sway, English became one of the languages that expanded around the world. According to research by the English language organization EF (Education First), English became the language widely accepted by many countries as the main language for international communication in 2015. English is currently a fundamental language that all students must learn in order to succeed in the business, communication, diplomatic, entertainment, and other fields.

The spread of English learning has become wide and in high demand, so that English is not just an international communication or destination but has become a local communication in everyday life. Although the international use of English has shifted from native-speaking countries to a wider scale, such as the global community. According to Nealer and Runde (2017), English has become a crucial element for the success of society in the modern era and has become the most widely spoken language and has become a global language, or *lingua franca*, in the modern era. EMI, or English Medium Instruction, which is English-based learning, is defined in a broad academic sense as the use of language outside of English subjects in countries or regions where the majority of the population does not use English as the primary language (Macaro, 2020).

Not to mention that many educational institutions worldwide use English as their primary language of instruction. The idea advanced by Protacio (2023) states that the learning process is positively impacted when English is used as the language of instruction in the classroom. Despite being an extremely challenging language to learn and teach, English is essential to language competency and education.

2.3 The Role of English in Indonesia

One of the several foreign languages that is now required in Indonesian schools is English. Hamdan, A. R. (2011); Lauder, A. (2008); Mattarima, K. The fact that English is now one of the languages that facilitates business transactions and communication in other nations, particularly in nearby nations like Malaysia,

Singapore, Thailand, India, etc., clearly contributes to English's status as a language that will never be forgotten (Lauder, 2008; Mattarima and Hamdan, 2011). strongly believes that English will become a language that people will never forget (Lauder, 2008). In Indonesia, English continues to be considered as one of the more challenging and unlikely languages to acquire; even among the younger generation, there is a persistent belief that studying English is not worthwhile. The fact that learning English is one of the requirements for conscious communication, particularly in the globalized world, is also known to some of them.

In Indonesia itself, the fact that proficiency is contained in the data according to the EF English Proficiency Index (EPI) 2024, the country ranked 80th in the world and 12th out of 23 regions in Asia with an average global score of 477, which is still quite low, however, stagnant (<https://www.ef.com/wwen/epi/>). The geographical scale score in Indonesia shows that the highest-ranked province in Indonesia with a low proficiency level with a score of 492 is on the island of Java, and the highest-ranked city with a medium proficiency level with a score of 539 is in the city of Surabaya, with the lowest ranking being in Jambi City in Maluku Province with an average score of 421 (city scale) and 402 (province scale).



Diagram 2. 1 Indonesia's World Proficiency Rank (Resource: English First 2024)

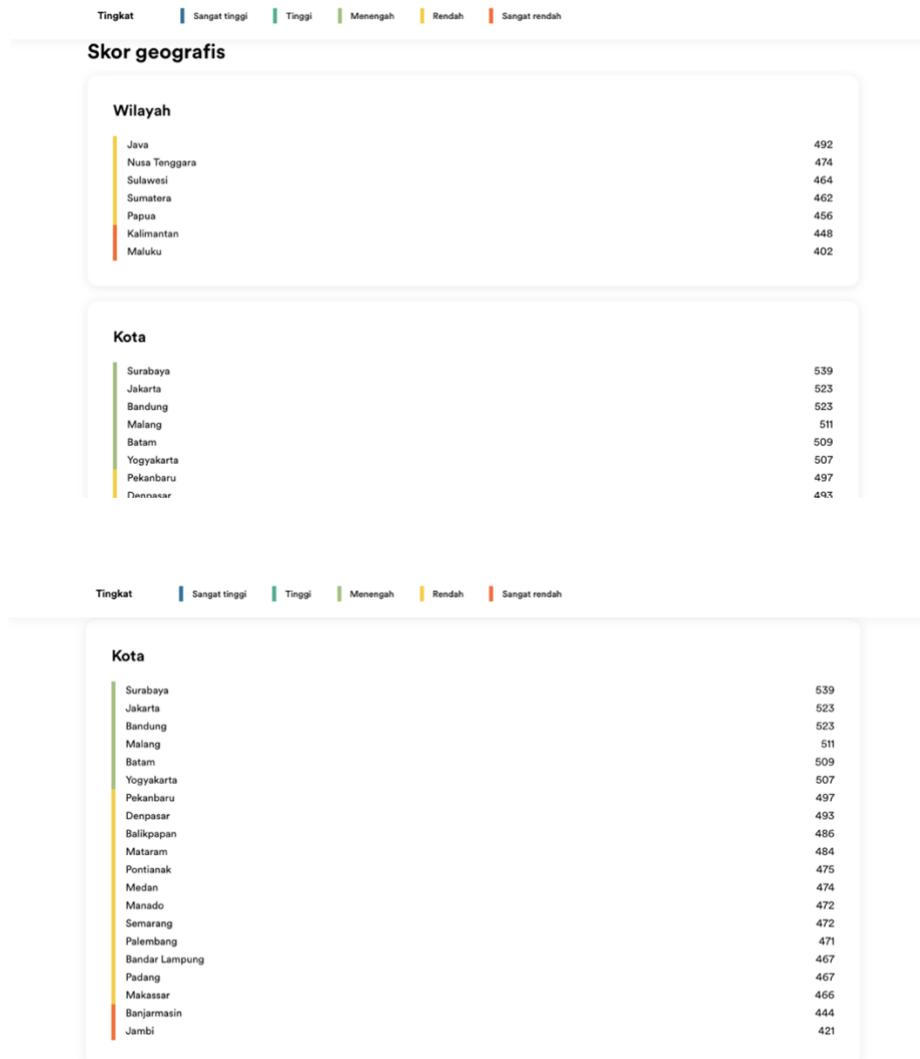


Figure 2. 1 English Proficiency Level of City and Province (Resource: EF 2024)

According to the evidence provided above, English plays a wide variety of roles in Indonesia, particularly in academic contexts. English is used in Indonesian business in addition to educational institutions, according to Nasution (2018). The fact that a large number of foreign visitors and migrants visit Indonesia over time and speak English is inextricably linked to it. English has gained popularity and established itself as a foundation in Indonesia due to this feature, particularly in the commercial sector. English is used to train communication in a corporate group through marketing, according to Rahayu (2018). According to Penttinen et al. (2022), given the globalization era and its numerous problems, learning English can

also be accomplished more readily online, particularly through websites. English can impact and improve the quality of the learner as well as utilize the use of digital technology in expanding knowledge in foreign languages (Mehta, A., Patel, B., & Sharma, C. (2023).

2.4 TOEFL ITP Style Exercises

As in previous studies, the TOEFL test is one of the English language proficiency tests with legal certification that is recognized and can be used for graduation requirements, applying for university or jobs abroad, etc. Often, people feel that the TOEFL test, especially in the context of TOEFL ITP, tends to be difficult to obtain a score that meets the standards for fulfilling a requirement. The TOEFL test is divided into several sections, including Structure and Written Expression, Reading, and Listening. In each section of the training, there are three types of training. The first is Structure and Written Expression, which covers foundational skills where participants are required to understand English grammar patterns such as tenses, subject-verb agreement, noun clauses, parallel structure, etc. The second is reading, which tests comprehension of English texts by assessing participants' ability to find information, identify messages, and draw conclusions, with question structures ranging from easy to more difficult levels. Finally, the listening section assesses English comprehension through listening to spoken English, typically in the form of audio texts discussing information, issues, and everyday conversations (Silfia et al., 2021).

It cannot be denied that, of the three test materials, reading comprehension is the most difficult test, with fairly complex reading texts that require time to translate the language imaginatively before finally being able to grasp the reading text as a whole to answer the questions, supported by the opinion of Meladina et al. (2020), who state that many students face obstacles in understanding the meaning and message contained in each paragraph of the reading text, thereby experiencing difficulties and limited ability in comprehending the information and meaning within the text, as well as the constraint of vocabulary in interpreting the context of the reading comprehension text in the TOEFL ITP.

2.5 Reading Comprehension in English Learning

As a language competence, reading itself is something that language classes need to teach. The ability to comprehend literature, particularly in English in this circumstance, is demanded of the students. The majority of pupils read for enjoyment or as a hobby, despite the fact that it is crucial for knowledge acquisition when learning a new language. When the reader finds themselves intrigued by the topic, they are more likely to stay focused on the reading and research than to become sidetracked by other distractions. Reading a text or topic that is engaging makes it easier for the reader or learner to assimilate the language knowledge they are acquiring, which facilitates good language acquisition. Moreover, for example, reading a text can provide opportunities for learners to learn the stages of language learning, such as vocabulary, grammar, pronunciation, accent adjustment, and writing paragraphs and essays. Harmer, J. (2005).

When learning a language, reading comprehension skills are not inherently linked to proficiency in the language. Every person engages in complicated tasks that encompass reading comprehension. For instance, when reading, people require a method to comprehend the context and content being read, as well as to recognize phonological pictures, semantic elements, and orthography when reading. Additionally, the capacity to comprehend the reading's deeper meaning by connecting words through syntactic rules (Perfetti & Stafura, 2014). Readers process information to comprehend meaning, recognize textual structures, and apply related prior knowledge (Graeser, 2015). This results in a mental representation that projects the meaning of the whole text being read, referred to as a "situation model" (Kintsch & van Dijk, 1978). As part of the context of reading comprehension, the ability to make conclusions or inferences that refer to information obtained during the reading process and utilize memory in solving or complementing information explicitly contained in the reading text (Elbro & Buch-Iversen, 2013). It is a fact that the ability of individuals to make conclusions is one of the unique and substantial explanatory predictions of a reader's comprehension (Barth et al., 2015).

Specifically, how do we learn to draw conclusions? The answer is that each person's ability to draw conclusions starts before formal reading is introduced (P. W. van den Broek, 1990). During Bauer's (2007) study, for instance, he found that young toddlers, at least two years old, could project or draw conclusions from the sequential events of what they read. The reader's own knowledge is the most important component in their comprehension of what they read; when they possess both, they can draw conclusions from sequential memories and thus comprehend the text more rapidly. Similarly, individuals can train their reading comprehension skills over time by reading more, even when solving problems, such as when learning a new language.

2.6 Level A2 CEFR

According to theoretical research by the Council of Europe (2001), the Common European Framework of Reference (CEFR) has emerged as one of the reference levels of English proficiency. It states that case studies and other evidence about the CEFR offer an efficient scheme in giving an overview of the learning needs and outcomes of language learners. Comprehensive guidance on the competencies that English language learners must master is provided by the CEFR framework itself. The emphasis is not just on communication skills but also on gaining the knowledge and useful abilities required to engage effectively in a range of situations.

Teachers or lecturers can more easily assess language learners at every stage of their learning with the help of this framework, which is based on the Council of Europe (2001) document and offers a clear system of language competence levels. Many experts, like North et al. (2010), claim that the CEFR levels are widely accepted as the primary standard for language instruction, particularly in English. Competency statements, which are descriptive indicators used in this assessment approach, allow for a clear mapping of learners' abilities based on their accomplishments at each learning level (North, 2007).

The language proficiency assessment framework categorizes learner ability into six levels, beginning with the basic or beginner level (level A1-A2), followed

by the intermediate level (level B1-B2), and finally the advanced level (level C1-C2), expressing the CEFR as a skill that can be developed and improved. Speaking ability, writing ability, audible comprehension, written comprehension, and conversational interaction are the five facets of language competency that are evaluated in this classification. The system's conception or design was based on actual language achievement and aimed to develop an internationally standardized assessment instrument that prioritizes learner requirements (North 2007). In the context of TOEFL ITP score conversion according to the ETS (2025), the TOEFL ITP score interpretation consists of 4 CEFR levels, including A2, B1, B2, and C1.

CEFR Levels	Total Cut Score	Listening Comprehension	Structure and Written Expression	Reading Comprehension
C1	620	62	64	60
B2	543	55	53	55
B1	433	46	43	41
A2	343	38	32	33

Figure 2. 2 ETS Conversion Table to CEFR

2.7 Website as an Instrument for English Learning

This section will discuss and contain supporting data about website media, which consists of an understanding of websites, supporting reasons for creating learning media through websites, and advantages and disadvantages in using website media as a support for learning English online.

2.7.1 Website

A website is a collection of digital pages that are accessible via the internet using a browser and contain interconnected text, image, audio, and video content. The evolution of technology has transformed the website from an inanimate information source to a dynamic platform that can be used for a variety of purposes, including educational purposes. According to Ally (2019), learning website products are digital platforms created especially to aid in the learning process through interactive material, assessment tools, and learning management systems. According to Hockly (2021), websites serve as a medium for language learning that

integrates text, audio, images, and structured exercises to enhance particular skills like reading.

2.7.2 Website Creation Factors

The use of technology and digital learning is essential in the digital age, when the world is changing quickly, particularly when it comes to enhancing foreign language proficiency. Additionally, learning English online may be engaging and create an exciting atmosphere for learning. Furthermore, the use of digital technology has become a new invention and habit as a result of its effectiveness as a learning tool during the COVID-19 pandemic, which lasted from mid-2019 to its peak in 2022. Thus, by developing an English learning website centered on reading comprehension level A2 in accordance with the CEFR, the author hopes to take advantage of digital technology.

Benefits of using this website's English learning resources include the ability to learn on their own, the ability to use digital technology to enhance foreign language proficiency, and the opportunity to practice answering questions that allow them to test their observation, comprehension, and accuracy skills. Additionally, online learning is regarded as effective since it allows for flexibility in learning from any location and is not constrained by time, geography, or distance (Astuti, Apriani, and Khotimah, 2019).

2.7.3 The Advantages and Disadvantages of Websites as a Learning Medium

In regard to utilizing learning website media, there are several advantages and disadvantages that need to be considered, as follows:

1. Advantages of Website
 1. High accessibility that can be reached anytime
 2. Provides interesting interactive features
 3. Learning materials can be adjusted to the needs
 4. Efficiency in terms of costs in the long run
 5. Increase user digital literacy
3. Weakness of Website

- A. Dependence on a stable internet connection
- B. Vulnerable to technical problems
- C. Potential to cause learning distractions

2.8 Academic Regulations by the Rector of Diponegoro University

The development of English learning media using the website was made to assist in training and learning reading comprehension with a focus on level A2, especially for Diponegoro University students. In addition, the making of website learning media and the preparation of this report were also written by quoting from previous research sources, questions and story content contained on the TOEFL ITP practice questions website, and academic provisions or regulations from the rector of Diponegoro University with the following regulations below:

- BAB VII
KEMAMPUAN BERBAHASA INGGRIS
- Pasal 13
- (1) Mahasiswa Sekolah Vokasi dipersyaratkan memiliki kemampuan berbahasa Inggris yang dibuktikan dengan sertifikat *Test of English as a Foreign Language* (TOEFL) atau tes lain yang setara dengan skor tertentu yang dikeluarkan oleh lembaga resmi yang diakui oleh Undip.
 - (2) Besaran skor TOEFL atau tes lain yang setara dari lembaga resmi yang diakui oleh Undip sebagaimana dimaksud pada ayat (1) ditetapkan oleh Rektor.
 - (3) Dekan dapat menambahkan persyaratan kemampuan Bahasa Inggris sebagai syarat kelulusan.

Figure 2. 3 Vocational College Academic Regulation by the Rector of Diponegoro University No. 22 Year 2024

- BAB VII
KEMAMPUAN BERBAHASA INGGRIS
- Pasal 16
- (1) Mahasiswa Program Sarjana dipersyaratkan memiliki kemampuan berbahasa Inggris yang dibuktikan dengan sertifikat *Test of English as a Foreign Language* (TOEFL) dengan skor tertentu yang dikeluarkan oleh lembaga resmi yang diakui oleh Undip.
 - (2) Besaran skor TOEFL dan lembaga resmi yang diakui oleh Undip sebagaimana dimaksud pada ayat (1) ditetapkan oleh Rektor.

Figure 2. 4 Undergraduate Academic Regulation by the Rector of Diponegoro University No. 7 Year 2024

BAB VI
KEMAMPUAN BERBAHASA INGGRIS

Pasal 20

Mahasiswa program sarjana dipersyaratkan memiliki kemampuan berbahasa Inggris yang dibuktikan dengan sertifikat *Test of English as a Foreign Language* (TOEFL) dengan skor paling sedikit 400 (empat ratus), atau yang setara, yang dikeluarkan oleh lembaga resmi yang diakui oleh universitas.

Figure 2. 5 Undergraduate Academic Regulation by the Rector of Diponegoro University No. 4 Year 2020

As explained in the academic regulations from Diponegoro University for the Applied Bachelor education program (Rector's Regulation No. 22 of 2024) and undergraduate education (Rector's Regulation No. 7 of 2024; Rector's Regulation No. 4 of 2020), which discusses English language skills, it is explained that undergraduate students are required to have English language skills, which are at least proven by official certificates, one of which is TOEFL with a score of at least 400 (Diponegoro University, 2020, 2024a, 2024b).

Then, as stated in chapter XXII, article 43, and chapter XX, article 51, point number 3 (g) about graduation requirements, the graduation requirements for Diponegoro University students include submitting an official TOEFL English language proficiency certificate with a score of 400 or equivalent. This regulation supports the course of research and serves as a reference or foundation in making English learning website products with a focus on reading skills for CEFR A2 level.

BAB XXII
KELULUSAN

Pasal 43

- (1) Mahasiswa dinyatakan lulus studi berdasarkan penetapan kelulusan di Sekolah Vokasi.
- (2) Penetapan kelulusan sebagaimana dimaksud pada ayat (1) dapat diselenggarakan melalui Yudisium Kelulusan di tingkat Program Studi.
- (3) Mahasiswa dinyatakan lulus sebagaimana dimaksud pada ayat (1) apabila memenuhi persyaratan sebagai berikut:
 - a. telah lulus ujian Tugas Akhir;
 - b. berstatus sebagai mahasiswa aktif pada Semester tersebut;
 - c. menyelesaikan semua kewajiban administratif antara lain mengembalikan semua koleksi perpustakaan, Laboratorium yang dipinjam;
 - d. telah menyelesaikan semua kewajiban dalam Masa Studi dan/atau tugas yang dibebankan sesuai dengan Kurikulum yang ditetapkan Program Studi;
 - e. telah lulus semua mata kuliah;
 - f. telah mengunggah ringkasan Tugas Akhir pada *repository* Undip; dan
 - g. memiliki kemampuan berbahasa Inggris sesuai ketentuan.

Figure 2. 6 Graduation Requirement in Vocational Academic Regulation

BAB XX
KELULUSAN

Pasal 51

- (1) Mahasiswa dinyatakan lulus studi berdasarkan penetapan kelulusan di fakultas.
- (2) Penetapan kelulusan dapat diselenggarakan melalui yudisium di tingkat program studi.
- (3) Mahasiswa dinyatakan lulus apabila memenuhi persyaratan sebagai berikut:
 - a. telah lulus ujian tugas akhir/skripsi di depan penguji atau tim penguji;
 - b. telah menyerahkan revisi tugas akhir/skripsi yang lolos dari deteksi anti plagiarisme dengan aplikasi tertentu;
 - c. berstatus sebagai mahasiswa aktif pada semester tersebut dan tidak melampaui masa studi maksimum yang ditetapkan universitas;
 - d. menyelesaikan semua kewajiban administratif termasuk mengembalikan semua koleksi perpustakaan/laboratorium yang dipinjam;
 - e. telah menyelesaikan semua kewajiban dalam masa studi dan/atau tugas yang dibebankan sesuai dengan kurikulum yang ditetapkan untuk program studi (termasuk tugas akhir yang telah diperbaiki);
 - f. telah mengunggah ringkasan dari tugas akhir/skripsi pada *repository* Undip;
 - g. memiliki kemampuan berbahasa Inggris yang dibuktikan dengan sertifikat TOEFL dengan skor 400 atau yang disetarakan.

Figure 2. 7 Graduation Requirement in Undergraduate Regulation