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THE IMPLEMENTATION OF LOW-COST EDUCATIONAL VIDEOS TO IMPROVE STUDENTS' PERFORMANCE IN TOEIC PREPARATION TEST

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Abstract: This paper was aimed to improve Information Technology students' performance in the TOEIC International test by using low-cost videos. The test was held by the State Polytechnic of Malang together with the International Test Center (ITC) to compete in this 4.0 industrial era. Due to the pandemic condition, the research was conducted online using the Learning Management System (LMS) and the Zoom application. The subjects in the study were a class consisting of 28 final year students of the Informatics Management Study Program. In this research, we applied Class Action Research (CAR) in 2 cycles, the first cycle was six meetings and the second cycle was two meetings. This study was said to be successful if at least 70% of the students got a score above 450 points. Next, TOEIC pre-test and post-test scores were analyzed using the T-test. In addition, this study also analyzed students' perceptions of the learning model. From the results of the T-test analysis from the pre-test, post-test 1, and post-test 2, it can be concluded that this learning model could increase TOEIC scores. Based on the results of the questionnaire and observations, it showed that students responded mostly positive feedback and improved students' performance in TOEIC scores.
Keywords: *video; low-cost educational video; TOEIC preparation.*

INTRODUCTION

Since COVID-19 strikes in the first quarter of 2020, the education system has been forcibly shifted to online. Over 180 countries got the impact of the pandemic, it affects around 88% of total students all over the globe (UNESCO, 2022) Students and teachers are also challenged in the use of technology since all teaching and learning activities should be conducted online. Most of them are not prepared to sign up for it.

The application of technology in education has rapidly grown. Due to the pandemic, face-to-face interaction is reduced, and faculties must find a suitable solution. Bozkurt and Sharma (2020) stated this condition as an emergency remote teaching, a circumstance when teachers have no other options but to do education using a sudden emergency condition. This circumstance is also considered as an interim solution during the crisis (Golden, 2020).

In an emergency, teachers are forced to adapt and adjust the method and techniques in teaching the students. Lynch (2020) proposed seven main points to take into action during teaching and learning in an education crisis, namely 1) knowing the students, 2) setting expectations for teachers and students, 3) audio conferencing, 4) educational television, 5) joining lessons on digital skills and literacy, 6) web-conferencing, and 7) asynchronous video learning. Specifically, on web-conferencing and asynchronous video learning, there are some of the eligible methods that can be applied for online learning in a crisis.

Emergency online learning has speedily developed since the pandemic all over the world.

Masters, Taylor-Guy, Fraillon, and Chase (2020) reported that the impact of pandemic creates a vulnerable feeling to the children in Australia. Another case can be found in Favale, Soro, Trevisan, Drago, and Mellia (2020) who showed that students face too high internet traffic and suffer online learning gaps due to several network problems. Meanwhile in Indonesia, the Ministry of Education and Culture launched 'Rumah Belajar'. It is a program that can help students do independent study and is accessible through mobile and computer devices (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020).

From several studies above, the usage of remote teaching and the application of ICT must be interdependent and support each other. ICT is one of the major points to consider in online emergency learning. Jatileni and Jatileni (2018) discussed that ICT influences teachers to enhance their teaching and learning process. Students are also able to be more engaged and motivated in accomplishing tasks.

The implementation of video usage in learning has been applied in various ways in education. Riyanto and Yunani (2020) found that tutorial video is quite effective as a teaching media to improve students' speaking skills, especially giving a speech. Furthermore, as the solutions to the pandemic, one of which is conducted by Prayudha (2021) that revealed that video has been proven to effectively help teachers facilitate their students in learning and provide a better understanding of the materials during online learning.

Meanwhile, Suhayati and Haryati (2021) investigate the students' perspectives on the use of screen recording video to facilitate them to learn during the pandemic. The results show that the students have quite positive responses on the use of video recording in online learning.

In other words, online videos offer flexibility for students to learn at their pace and at a time that is convenient to them (Tukiman Khalid, Onn, Foong, & Amran, 2020). It is supported by the results of the study by Foong, Ismail & Tukiman (2021) which showed that the students make the use of recorded teaching videos provided by the lecturer as digital files which enable them to pause, playback, forward, and repeat. From the study, most of the students are found to prefer short videos, less than 15 minutes, and their lecturer's voice to computer narration in teaching videos.

Furthermore, Metruk (2018) revealed that video using subtitles could improve students' performance. From the results, it can be concluded that the listening test scores are not significantly different among the three groups. In other words, it shows the use of L1 and L2 subtitles does not affect the students' listening comprehension skills. On the other hand, watching videos with English subtitles is likely more favorable to improve students' reading comprehension skills than those with Slovak subtitles.

In relation to this study, the researchers also find few previous studies related to teaching TOEIC. First, Nguyen & Gu (2020) investigated the impact of TOEIC Listening and Reading as a University Exit Test in Vietnam. The results of the study show that the older and more experienced the teachers, the less they teach the test, and the more communicative their teaching approach is. Furthermore, the more they perceive that the test assess the tested skills, the more they teach to the test and the more traditional they are.

TOEIC, indeed, is quite happening and widely used as standardized English proficiency test in Vietnam. Despite the previous study described, Nguyen, Phan, Huynh (2020) conducted a study on Difficulties in Studying TOEIC Listening Comprehension of Non–English Majored Freshmen. The results show that students often got confused with similar sound words, speed, and duration of the listening test also makes them tired and unable to concentrate.

Furthermore, there are studies on TOEIC conducted at Vocational High Schools in Indonesia. First, it was conducted by Zahruni, Fahmi, & Pratolo (2020) which aimed at the readiness and the problems faced by Indonesians Vocational Students in doing TOIEC to help them find better methods in teaching it. Furthermore, the results show that students were not ready for the test and the listening part of the test was found more difficult than the reading part.

Another study was conducted by Setiawan, Sunardi, Gunarhadi, & Asrowi (2020). This study was aimed at investigating the vocational high school graduates' perspectives on the use of technology in language learning such as iPad, PDA, computer tablet, and smartphone to do the test. The results of the study show that the graduates have positive responses to the use of implemented mobile learning to help them prepare for the test.

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Based on the previous studies, it inspired the researchers to conduct the study about the video usage for teaching TOEIC preparation for IT Department students at State Polytechnic of Malang. This study is done as fast responses to overcome the problems when the running semester, where offline class conducted, had to be shifted to online class because of the sudden outbreak in the middle of 2020. In addition, the State Polytechnic of Malang facilitated the final year students to enroll in an international standardized TOEIC test at the end of their study.

To create videos for facilitating the students in learning TOEIC preparation to solve the problems faced during the outbreak without any decent preparation. Thus, the researchers follow the method proposed by Moussiades, Kazanidis, Iliopoulou (2019) on a low-cost educational video. The low cost-educational video as described by Simo, Fernandez, Algaba, Salan, Enache, Albareda-Sambola, Bravo, Suñe, Garcia-Almiñana, Amante, & Rajadel (2010) is a short demonstration stream video which has a very specific goal, has been created in a very short period with few resources.

Based on the reasons above, the researchers would like to investigate the application of low-cost video in teaching TOEIC preparation through emergency online learning. In light of the background, the current research aimed to answer two research questions: (1) How is the implementation on the use of Low-Cost Educational Videos in TOEIC Preparation Learning in improving the TOEIC score of final year students of the Information Technology Department? (2) How do students perceive the use of Low-Cost Educational Video in preparation for the TOEIC test?

METHOD

The procedure of this research is Class Action Research (CAR) which includes four stages, namely the preparation stage, implementation stage, observation stage, and reflection stage. The following figure shows the CAR cycle process.

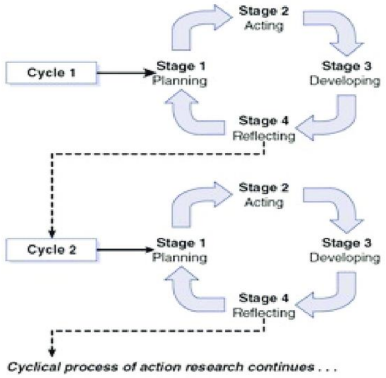

Figure 1. *CAR cycle process*

Preparation stage

In this stage, the author works with a collaborator to select one of the classes from the Informatics Management Study Program. The class consists of 28 students. Then, the TOEIC Preparation materials were made into a video based on the Listening and Reading parts. In addition, video-making equipment is also prepared, including lights, a green screen, free software, and a low-budget web camera. The author also prepares criteria for success or criteria of success. Research is said to be successful if 70% of students experience an increase in TOEIC scores and at least the average TOEIC score is at least more than or equal to 450

Implementation stage

At the implementation stage, this is carried out before the lecture enters the TOEIC Preparation topic and begins with the process of making and or editing the existing videos themselves following the stages carried out by Moussiades et al. (2019). The stages are: (1) Determination of general learning objectives. Before making a video, the General Learning Outcomes must first be determined. In this case, the general learning objective for making this video is that students can understand tips and tricks on doing the TOEIC test. (2) Determination of specific learning objectives. (3) At this stage, the expected Specific Learning Outcomes are determined. The Specific Learning Outcomes for each Listening and Reading section can be seen in Table 1 below:

Table 1. *Specific learning outcomes*

Parts	Topic	Specific Learning Outcomes
	(Meeting 1)	
	● Intro to TOEIC and General Strategies	At the end of learning students are able to: ● know and understand the TOEIC test and general strategies in doing it.

Listening	● Photographs ● Questions-Responses (Meeting-2)	● know and understand the tips in doing the first part of Listening, namely Photographs. ● identify the answer that best fits the description of the photo displayed through the audio that is listened to. ● know and understand the tips in doing the first part of Listening, namely Questions-Responses ● identify the correct answer choices for the questions listened to.
	● Conversations ● Talks (Meeting 3)	At the end of learning students are able to: ● Understand the tips in working on the third and fourth parts of Listening, namely Conversations and Talks. ● Identify information, both implicit and explicit, as well as answers from conversations and presentations.
Reading	● Incomplete Sentence ● Text Completion (Meeting-4&5)	At the end of the learning, students are able to: ● Understand the tips in doing the first and second parts of Reading, namely Incomplete Sentence and Text Completion. ● Identify and choose the right grammatical form to complete sentences in the Incomplete Sentence and Text Completion sections.
	● Reading Comprehension	At the end of learning, students are able to: ● Understand the tips in working on the third part of Reading, namely Reading Comprehension. ● Identify information, both implicit and explicit as well as answers to reading questions.

Video construction

In this part, the production and editing videos were made using Camtasia, Adobe Premiere Pro, and Web Animaker. The researchers were assisted by two students of the Informatics Engineering D4 Study Program who have the ability in video editing. Their jobs were to make the video more comprehensible and applicable.

In the preliminary study, the duration of the videos was too long and not communicative. Thus, the video was then edited, and added into several sub videos (a total of 28 videos) which can be accessed at this link https://bit.ly/VideoPembelajaranTOEIC2021 along with supporting materials. The content includes Power Point slides and practice questions before the "face-to-face" meeting on Zoom takes place. As an illustration, the following table 2 shows the number of videos that have been created and edited for this research.

Table 2. *Detailed description of the created videos*

	Topics	Total Videos	Details
Listening	Intro to TOEIC and General Strategies	2	
	Photographs	2	1 tip and 1 mini test
	Questions-Responses	3	1 tip, 1 exercise, 1 mini test
	Conversations	5	4 tips 1 mini test
	Talks	4	3 tips, 1 mini test
Reading	Incomplete Sentence	5	7 tips, 2 mini tests
	Text Completion	5	10 tips, 3 mini tests
	Reading Comprehension	2	6 tips, 2 mini tests
Total: 28 Video			

Evaluation

At this stage, an evaluation is carried out whether the video was successfully understood by students by asking questions about the material or discussing the exercise during class (via Zoom), or by looking at the results of the exercise. The shortcomings of this video will be noted to be used as material for the next video editing process.

Reformation

The video editing process will be carried out according to the notes during the discussion of the material and the results of the exercise. The results of the re-edited is used as TOEIC Preparation learning media in the following semesters.

Results

The subjects of this study were 28 final year students of the Informatics Management of D3 Study Program, Information Technology Department, State Polytechnic of Malang. This research consists of two cycles. The first cycle consisted of six meetings and the second cycle consisted of two meetings. The data of this study were obtained from TOEIC scores on pre-test and post-test, questionnaire results, and observations of collaborators and authors. From the research instruments above, the data used in this study were a.) Student' TOEIC pretest scores, b.) Students' TOEIC post test scores, c.) Questionnaire results, d.) Observation results by the researchers.

The implementation of using low-cost educational in TOEIC preparation learning to improve IT students' scores

The results of pre-test and posttest in the first cycle

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The study began with giving a pre-and it was given through the author's LMS to be done by students according to the lecture schedule. This test consists of 50 listening questions and 50 reading questions. For the Listening section, the author plays the audio file directly during a "face-to-face" meeting via Zoom and for the Reading section, students work independently and are given a time limit (75 minutes). The results of the pre-test can be seen in Table 3 below:

Table 3. *Pre-test results (Cycle 1)*

No.	Name	Listening	Reading	Listening Score	Reading Score	TOTAL
1	AMAP	30	31	125	130	255
2	AK	20	29	75	120	195
3	ABD	29	25	120	100	220
4	BDR	30	25	125	100	225
5	DCS	27	25	110	100	210
6	DRD	18	29	65	120	185
7	DEA	27	28	110	115	225
8	FAFF	23	18	90	65	155
9	FAS	25	17	100	60	160
10	FAL	21	24	80	95	175
11	GCA	27	27	110	110	220
12	IFA	30	32	125	135	260
13	IW	19	19	70	70	140
14	IDP	33	28	140	115	255
15	LA	34	31	145	130	275
16	LME	22	25	85	100	185
17	MIA	14	21	45	80	125
18	MAPP	20	24	75	95	170
19	MGZ	30	29	125	120	245
20	MMU	23	27	90	110	200
21	NY	36	35	165	160	325
22	NAM	28	41	115	190	305
23	OMB	38	25	175	100	275
24	RO	28	26	115	105	220
25	RA	17	26	60	105	165
26	SA	30	29	125	120	245
27	UY	24	22	95	85	180
28	YSI	18	26	65	105	170

After the pre-test, students are given links to the TOEIC Preparation learning per week (there are a total of 28), because this course is given every week, along with modules and additional materials provided in LMS. Then, during face-to-face meetings via Zoom, the teacher provided comprehension check questions or to find out whether students have understood the material. In addition, students also did exercises and mini tests at home so that during meetings via Zoom, the teacher only needed to discuss the exercises and mini tests.

The last meeting in the first cycle ended after post-test 1. For post-test 1, it was a different scenario compared to pre-test 1, there were 100 questions for the Listening section and 100 questions for the Reading section. The audio file for Listening section is played during meetings via Zoom and Reading were done by students independently. The results of post-test 1 can be seen in table 4 below.

Table 4. *Post-test results 1*

NO	Name	Score Listening	Score Reading	TOTAL
1	AMAP	5	5	10
2	AK	315	340	655
3	ABD	290	495	785
4	BDR	345	215	560
5	DCS	295	495	790
6	DRD	190	140	330
7	DEA	360	320	680
8	FAFF	380	215	595
9	FAS	280	280	560
10	FAL	190	325	515
11	GCA	200	255	455
12	IFA	310	330	640
13	IW	180	170	350
14	IDP	395	340	735
15	LA	400	450	850
16	LME	245	200	445
17	MIA	210	210	420
18	MAPP	380	260	640
19	MGZ	395	390	785
20	MMU	175	245	420
21	NY	430	350	780
22	NAM	410	425	835
23	OMB	405	365	770
24	RO	345	295	640
25	RA	165	405	570
26	SA	320	490	810
27	UY	190	280	470
28	YSI	245	425	670

After the post-test score 1 was obtained, the writer then compared it with the pre-test score. First, the authors enter their respective scores into the student data of the class. The recap of pre-test and post-test 1 scores can be seen in table 5 below:

Table 5. *Comparison of pre-test and post-test (cycle 1)*

No.	Name	Pre-Test	Post Test
1	AMAP	255	10
2	AK	195	655
3	ABD	220	785
4	BDR	225	560
5	DCS	210	790
6	DRD	185	330
7	DEA	225	680
8	FAFF	155	595
9	FAS	160	560
10	FAL	175	515
11	GCA	220	455
12	IFA	260	640
13	IW	140	350
14	IDP	255	735
15	LA	275	850
16	LME	185	445

17	MIA	125	420
18	MAPP	170	640
19	MGZ	245	785
20	MMU	200	420
21	NY	325	780
22	NAM	305	835
23	OMB	275	770
24	RO	220	640
25	RA	165	570
26	SA	245	810
27	UY	180	470
28	YSI	170	670

After that, the average TOEIC score in pre-test and post-test 1 was calculated. Table 6 provides the presented data.

Table 6. *Pre-test and post-test average scores of the first cycle*

Tests	N (total students)	Average	Standard deviation
Pre-Test	28	226,7857	17,89190
Post-Test 1	27	620,5556	29,88860

Since the total questions in the pretest and post-test were different, it must be calculated using T-Test. The results of the analysis can be seen in Table 7.

Table 7. *Calculation results of t-test 1 using SPSS*

T-Test Group Statistics

Category	N	Mean	Standard Deviation	Standard Error Mean
Score 1	28	226.7857	94.67502	17.89190
Score 2	27	620.5556	155.30574	29.88860

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
								Lower	Upper
Score Equal variances assumed	12.349	.001	-11.400	53	.000	-393.769	34.54015	-463.048	-324.491
Equal variances not assumed			-11.304	42.693	.000	-393.769	34.83459	-464.035	-323.504

Before knowing whether there is a difference in the average student learning outcomes in pre-test and post-test 1, the following hypothesis is formulated:

h0 = there is no significant difference between the average student learning outcomes in the pre-test and post-test 1

h1 = there is a significant difference between the average student learning outcomes in the pre-test and post-test 1

Based on the calculations using SPSS, the Levene test value (Sign.) is 0.001 < 0.05, which means that the pre-test and post-test 1 data are inhomogeneous data, or the data variants are different, therefore the decision-making results of the T-test look at the output table Equal variances not assumed. The value of Sig, (2-tailed) in the table is 0.000 < 0.05, which means rejecting and accepting. So, it can be concluded that there is a significant difference between the average student learning outcomes in the pre-test and post-test 1.

Students' perceptions in learning using low-cost for TOEIC preparation

Questionnaire results

After the first cycle was completed, the next step is to distribute the questionnaire using the Google Forms. It consists of 13 items: 8 closed statements in students' perceptions during the implementation of low-cost video in TOEIC Preparation learning and 5 open-ended questions. This questionnaire is intended to answer the second research question, namely *"How are students' perceptions of the use of Low-Cost Educational Video in preparation for the TOEIC test?"*.

From the results of the questionnaire, it can be concluded that the perception of the students' majority responded positively to the use of low-cost video in learning English. However, it is necessary to improve the quality of video graphics and add more material or exercises to make students more prepared. Especially in grammar and listening problems, since it requires additional time and understanding of the text. Next, an additional point that needs to be considered in future research is the use of short and more interactive video sets.

Reflection results of the first cycle

Based on the results of the analysis of pre-test and post-test 1 data, questionnaire, and observations, it

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can be concluded that the research in cycle 1 is successful. It obtains significant results based on the comparative analysis between the average scores of pre-test and post-test 1. In other words, the use of as TOEIC Preparation learning media by a teacher of the Job Preparation English course succeeded in increasing students' TOEIC scores from an average of 227 to 670 as shown in table 7 above. It also confirms that there is a significant difference between pre-test and post-test 1.

From the results of the questionnaire, it can be concluded that students gave a good response to the use of video in TOEIC learning, but when asked whether they were ready to face the International TOEIC exam more than 50% answered not ready. This causes the writer to decide to do the second cycle. According to Pardede (2019), an Action Research study rarely achieves the maximum results achieved in a simple cycle (cycle 1), so cycle 2 is needed. In other words, research using this design requires a minimum of 2 cycles. Besides that, it is conducted to minimize the different total questions in the first cycle based on the pretest and post-test.

Implementation of the second cycle

The second cycle consisted of two TOEIC debriefing meetings held by UPT Bahasa of State Polytechnic of Malang to prepare final year students for the International TOEIC test. This meeting was held one week after the end of the 2020/2021 even semester final exam. So, it can be said that the research was resumed when the TOEIC debriefing activity was carried out. In these two meetings, for 90 minutes each, the author asked specifically to be scheduled to provide briefing in the class and discuss the material contained in the .

The post-test 2 of the second cycle was carried out at the end of the teaching. After that, students were given a post-test link 2, which is basically the same questions as pre-test and post-test 1 and post-test 2. In addition, students also need to be motivated to be confident in facing the International TOEIC test.

The results of pre-test and post test in the first cycle

After getting the debriefing, students were asked to do post-test 2 which was the same as the first cycle. Similar to post-test 1, post-test 2 consists of 100 Listening questions and 100 Reading questions. The results of post-test 2 can be seen in table 8 below.

After the second post-test score was obtained, the writer then compared it with the first post-test score. Next, the authors enter their respective scores into the student data. The recap of post-test 1 and post-test 2 scores can be seen in the following table.

Table 8. *Comparison of post-test results 1 and post-test results 2*

No	Name	Score Pre-Test	Score Post Test 1	Score Post Test 2
1	AMAP	640	0	985
2	AK	195	655	800
3	ABD	220	785	0
4	BDR	225	560	880
5	DCS	210	790	990
6	DRD	185	330	985
7	DEA	225	680	710
8	FAFF	155	595	770
9	FAS	160	560	665
10	FAL	175	515	900
11	GCA	220	455	670
12	IFA	260	640	955
13	IW	140	350	940
14	IDP	255	735	820
15	LA	275	850	990
16	LME	185	445	905
17	MIA	125	420	465
18	MAPP	170	640	690
19	MGZ	245	785	920
20	MMU	200	420	805
21	NY	325	780	825
22	NAM	305	835	915
23	OMB	275	770	850
24	RO	220	640	0
25	RA	165	570	900
26	SA	245	810	990
27	UY	180	470	985
28	YSI	170	670	865

Furthermore, the average of each score is compared and calculated using the SPSS program. Descriptive data analysis of the scores of post-test 1 and post-test 2 for class 3B can be seen in table 9 below:

Table 9. *T-test using SPSS*

Tests	N (Total students)	Average	Standard deviation
Post Test 1	27	620,5556	155,30574
Post Test 2	26	852,8846	130,10129

Based on the table, it can be concluded that the average post-test score 1 is 620.5556, while the average post-test score of 2 is 852.8846. So, it shows a significant improvement from post-test 1 to post-test 2.

Table 10. *Calculation results of t-test 2 (t test) with SPSS*

Group Statistics

Category	N	Mean	Standard Deviation	Standard Error Mean
Score 1	27	620.5556	155.30574	29.88860
Score 2	26	620.8845	130.10129	25.52496

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
									Lower	Upper
Score	Equal variances assumed	1.75	.191	-5.89	51	.000	-232.32	34.430	-311.489	-153.168
	Equal variances not assumed			-5.91	50.05	.000	-232.32	39.298	-311.259	-153.398

If there is a significant difference between the average student's learning outcomes in post-test 1 and post-test 2, the following hypothesis is formulated:

h0 = there is no significant difference between the average student learning outcomes in post-test 1 and post-test 2

h1 = there is a significant difference between the average student learning outcomes in post-test 1 and post-test 2

Based on the calculations obtained using SPSS, the Levene test value (Sign.) is 0.191 > 0.05, which means that the post-test 1 and post-test 2 data are homogeneous data, or the data variants are the same. The results of the T-test results look at the output of the Equal variances assumed table. The value of Sig, (2-tailed) in the table is 0.000 < 0.05, which means rejecting and accepting. So, it can be concluded that there is a significant difference between the average student learning outcomes in post-test 1 and post-test 2.

Results of second cycle reflection

Based on the results of post-test 1 and post-test 2 data analysis, it can be concluded that there is a difference in the average TOEIC score in post-test 1 and post-test 2 which has increased from 620 to 825 as shown in table 10. This score is even higher than the average pre-test score. After the T-test was carried out, it further strengthened that the application of learning in TOEIC learning could increase the scores. There is no improvement in the learning method that has been carried out in the first cycle, the difference is in the duration of the meeting via Zoom. The first cycle is 60 minutes, but the second cycle is 90 minutes.

Discussion

Improving students' score in TOEIC preparation by

According to the results, the low-cost videos are proven to be effective in improving students' score in TOEIC preparation. The researchers provide 9 in total as an additional study for the students to learn independently. Afterwards, the posttest scores 1 & 2 are significantly higher and proven to be effective. It is in line with research by Simo et al. (2010) and Riyanto and Yunani (2020) that can be improving students' performance. However, in Riyanto's study, it is intended to Speaking skill while in this paper focuses in improving students' score. It shows that the video usages are not only applicable in certain specific skills, but also improving the Listening and Reading TOEIC tests.

This finding is also supported by the students' responses in the questionnaire that 66.7% of students agreed with the video quality in audio. Meanwhile, the score of students' perceptions on the video picture only covers 50% effectiveness. On the other hand, the response in teacher's video explanation reached 72.2% and it helps the students to learn the materials. It is in line with Suhayati and Haryati (2021), paper on the positive feedback regarding the video results.

Based on the responses, 63.8% and 63.9% students agree that they have made progress in the listening and reading after watching the video. In contrast with research by Metruk (2018), the videos in this paper do not provide any subtitles. They still a understand the tips and trick based on the practice test in the videos. As seen from the questionnaires, students show different perception on the video usage in learning. Their suggestions were based on short, clear resolution, and interaction to make them engaged in the independent learning.

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Students' problems in learning

Several answers from the respondents show that they have problems in grammar and listening parts. In listening, the students responded that the conversation is too fast, the instability of the internet connection, and lack of practice on listening questions. It is similar to Nguyen, Phan, Huynh's study (2020) that the students are hard to catch the meaning and ideas of the test.

Meanwhile, for the reading part, they tend to have problems in the grammar acquisition. The students seem do not enough time to prepare themselves in learning grammar due to the minimum time of TOEIC Preparation. They only had 6 meetings in learning all the materials.

Video length and quality

The videos used as TOEIC learning media were separated based on Reading and Listening sub-sections. By shortening the duration, can increase student concentration. Foong, Ismail & Tukiman's paper (2021) inspired the researchers to limit the video and enable them to be flexible and learn at their pace. In addition, animations and cartoons were presented to make the videos more interesting to watch. This is in accordance with Brame (2016) who states that there are three things that need to be considered in making learning, namely student's cognitive load, engagement, and active learning.

CONCLUSION

This objective of this paper was the video usage on the improvement on students' score in TOEIC preparation. It can be concluded that having two cycles of CAR method could improve the students' performance. The first cycle consisted of six meetings related to TOEIC learning by asking students to watch a video before the face-to-face interaction via zoom.

The result of the first cycle is that there is a significant difference between the average student learning outcomes in the pre-test and post-test 1. In the second cycle, the researchers taught the students again for two meetings at the official TOEIC debriefing from the campus. The results of the post-test 2 were then compared with post-test 1 using the SPSS application, and it was concluded that there was a significant difference between the average student learning outcomes in post-test 1 and post-test 2. In conclusion, TOEIC learning using low-cost video is effective in online learning.

For future researchers who would like to do research video usage in TOEIC learning, the videos should be made in short and divided into several parts. Superb video quality is also needed to make the students grasp the materials better. The videos should be straight forward, added animations, and providing the examples as well as include them in a playlist. Thus, students can comfortably and enthusiastically watch . Furthermore, the listening materials should be drilled more often, so students can follow the speaker's accent and voice.

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