

## THE STUDENTS' ABILITY IN UNDERSTANDING LISTENING QUESTION RESPONSE IN TOEIC TEST

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**Abstract:** *The purpose of this research was to determine the extent of students' skills in listening comprehension in response to a question on the seventh semester student of the Faculty of Teaching and Education English Lancang Kuning University Pekanbaru. The importance of these tests is to megidentifikasi readiness of students in mastering the English language to be used in the working world of international working environment. This research was conducted by survey method as a design. Participants in this study were fifty-two students, an instrument that researchers use in this research is to give thirty-question multiple-choice questions about the response. The results of this study showed that fifty-two students can be seen that the total overall value is 3040, the value of recurring middle value 53.3 and 60. Values range from low to high at 23.3 from 93.3. After calculation, the average student's ability to respond to questions is 58.46. In other words, the ability of students to understand listening to respond to questions categorized as low.*

**Keywords:** *Question Response, TOEIC Test.*

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana kemampuan siswa dalam pemahaman mendengarkan dalam merespon pertanyaan pada siswa semester tujuh Fakultas Keguruan dan Ilmu Pendidikan bahasa Inggris Universitas Lancang Kuning Pekanbaru. Pentingnya tes ini untuk megidentifikasi sejauh mana kesiapan siswa dalam menguasai bahasa inggris yang akan digunakan pada dunia kerja dilingkungan kerja internasional. Penelitian ini dilakukan dengan metoda survei sebagai desainnya. Partisipan dalam penelitian ini ada lima puluh dua siswa, instrumen yang peneliti gunakan dalam penelitian ini adalah dengan memberi tiga puluh pertanyaan pilihan ganda tentang question respons. Hasil penelitian ini menunjukkan bahwa dari lima puluh dua siswa dapat dilihat bahwa total nilai keseluruhan yaitu 3040, nilai yang sering muncul 53,3 dan nilai tengahnya 60. Nilai berkisar dari rendah ke tinggi yaitu 23,3 dari 93,3. Setelah dilakukan perhitungan maka rata-rata kemampuan siswa dalam merespon pertanyaan adalah 58,46. Dengan kata lain, kemampuan siswa dalam memahami mendengarkan merespon pertanyaan dikategorikan rendah

**Kata kunci:** TOEIC Test, Question Response

## 1. INTRODUCTION

The Test of English for International Communication (TOEIC) is an English language test designed specifically to measure the everyday English skill of people working in an international environment. It is a multiple-choice test of English for adults, nonnative speakers of the language.

This course TOEIC in English Department Faculty of Education and Teacher's Training Lancang Kuning University Pekanbaru, provides the students with knowledge in using English for communication for science and technology with the skill to teach types of language for science and technology. It provides the students with competence of using English in specific fields of knowledge, science, and technology at the advance level; design curriculum, use approaches, methods and techniques in advanced ESP and developed materials for syllabus: types of authentic scientific writing, grammatical features, vocabulary building and Principles in ESP. Based on the lecturer, Mrs.Vina Fathira M.Hum, as TOEIC Lecture in english Education Department of Lancang Kuning University. "Listening skill is enough difficult to be mastered by students of English Education Department of Lancang Kuning University.

However, the second part of question form and answered actually, the students' ability in listening comprehension are still in low level. Therefore, the research want know how well the student's ability of English department in listening comprehension especially in Question Response of TOEIC test.

In Question Response session, you must choose the response that the best answer the question. You will hear and each response once. There is a potential trap with grammar or similar sound of word. You will hear different types of question. Question, yes/no question and tag question. When you hear yes or/no or tag question, you may assume that the response well begin with yes/no. in the TOEIC test, as in real life. In the response may answer the question indirectly instead. For example: Is this your coat?

A. Yes I saw the net.

B. No, it is mine

C. Yes, this one needs a new coat of paint.

The answer (B), is the correct option. The respondent doesn't answer with yes/no as would be expected. However, it is known the answer is no, because the respondent "it" is not mine.

Based on TOEIC syllabus in English Education Department Faculty of Education and Teachers' Training Lancang Kuning University Pekanbaru, where in

seventh semester students' have studied TOEIC in the Sixth semester. Caused the TOEIC test consist of two part of skill; listening and reading, all of the item are multiple-choice of questions with three or four possible answers. In listening section tests the ability to understand spoken english.

The reading section tests is the knowledge of grammar and usage and the ability to read and understand short passages. The focused of TOEIC that reseacher will take in this research is Listening comprehension in Question Response. The students are expected not only to understand what they listen, but also to understand the implicational meaning from the Question Response.

Caused the students' background above, According to Rogers (2006) showed that many businessees require people to tak the TOEIC prior to being hired, prior to being considered for promotions, or prior to being allowed to travel overseas. People who work for large international corporations, for airlines, for hotels, for banks, and for goverment organizations may be asked to take the TOEIC.

In this research, Reseacher want to determine the students' ability in TOIEC test Especially in Question Respons part of TOEIC test. According to the premise and explanation above, I am as researcher is

going to conduct a Survey Research Design to know the students' ability to understanding Question Responses at the seventh semester students' untitled **“The Students' Ability in Understanding Questions Responses of TOEIC Test at the Seventh Semester Students of English Education Department Lancang Kuning University Pekanbaru”**.

## **2. REVIEW OF RELATED LITERATURE AND FINDINGS.**

### **2.1 Review of Related Literature.**

#### **2.1.1 TOEIC Tests**

##### ***2.1.1.1 Definiton of TOEIC Test***

English is an international language. In order to college students to be competitive in the world career market. They must able to havE adequate english skill. To face this challenge, many countries was develop technical college students' through a TOEIC Training Course. According to Longman (1989:12) The Test of English for International Communication (TOEIC) is a multiple-choice test of English for adults, nonnative speakers of the Language. It consist of two sections: Listening Comprehension and Reading. Each section contains 100 questions.

In addition, Oxford (2000:4) defines that The Test of English for International Communication (TOEIC) was originally designed to test the English

proficiency levels of people engaged in international business. It consists of 200 questions, multiple choices, divided into two parts of 100 questions each, 100 for listening comprehension and 100 for reading comprehension. However, the TOEIC test has proven to be such a reliable measure of a test-taker's English Language skills that it is now used for academic admissions, for placement purposes, and for measuring achievement. Over 1,500,000 people take the TOEIC test each year.

#### ***2.1.1.2 Advantages of Taking TOEIC Tests***

In every year, more than two million people take the TOEIC tests, with over 8,000 companies worldwide using the TOEIC to determine an employee's English ability. Based on information from the Educational Testing Service (ETS) website, more than five million TOEIC tests were administered in 2008. Along for 30 years, TOEIC test scores have helped thousands of corporations, educational institutions and governments throughout the world recruit, hire and promote the most qualified candidates. According to Rogers (2006) said that many businesses require people to take the TOEIC prior to being hired, prior to being allowed to travel overseas. People who work for large international corporations, for airlines, for hotels, for banks, and for government

organizations may be asked to take the TOEIC tests. Occupations of the tests taker include managers, marketing experts, sales representatives, technicians, customers service workers, flight attendants, and hotels employees. In fact, almost anyone whose first language is not English can benefit from taking the TOEIC. The TOEIC test is designed to test your proficiency in English. The test covers the English language as it is used internationally in business, commerce, and industry. You do not need to have specialized knowledge or know specialized vocabulary for business situations.

People who take the TOEIC test more than once may believe that one test was easier or more difficult than another. While every effort is made to develop tests that are of equal difficulty, it is not possible to develop tests that are exactly equivalent. For the TOEIC test, any difference in difficulty between forms of the test is eliminated statistically. This means that a score on one form of the test is equivalent to the same score on any other form of the test.

### **2.1.2 Listening Comprehension Section in TOEIC Tests**

#### ***2.1.2.1 Definition of Listening***

A language learner often faces problems in listening when she/he attempts to listen to a new language. The greatest of

which with listening comprehension is the special characteristics of the spoken language which is represented by sound. The mayor difficulties in listening comprehension of English native speaker natuaesl speech include spoken English features, English culture, and the speed of listening delivery.

Concerning the features of spoken English, it is essential to note that spoken English has specific feature. Nord (1980) statedthat English oral speech, unlike the written mode, contains ungrammatical, reduced or incomplete forms. It alsohas hesitations, false starts, repetitions, fillers (e.g uh, oh, emm, yeah, I mean, I think) and paused. These characteristics make up 30-50% informal conversation. Moreover, spoken English is characterized by pace, volume, pitch, and intonation. Even rhythm and stress contain distinctive features that could make comprehension difficult for non-native speakers. Listeners need to be able to interpret words in both stressed and unstressed forms or they may not understand the message (Richards:1987). These common features of English spoken language can causeddifficulty for listers in their attemp to understand the meaning of heard strings. Foreign language learners such as Thai students whose firts language is based on a different phonological system, rhytm, and tone in paritcular, may experience an even

higher degree of difficulty. They often have difficulties in listening when people use English in communication, either in not understanding or misunderstanding what is said to them (sakda:2000). It was noted that not only the characteristics of English spoken language and the differences of culture hinder listening comprehension but also the speed of delivery could be an important factor causing difficulties to listening comprehension which leads to learners' insufficient listening ability.

#### ***2.1.2.2 Listening Comprehension Process***

There are so many defenition about listening comprehension. According to Chastain (1971) he defined listening comprehension as the ability to understand the speech of native speakers at normal speed in listening situations. Similarly with Saricoban (1999) noted that listening comprehension is the ability to identify and understand what others are saying. This involves understanding as speakers' accent or pronunciation, his or her grammar and vocabulary and grasphing the meaning conveyed. Listening comprehension can also be defined broadly as human processing which mediates between sounds and the construction of meaning.

In other to understand how listeners understan spoken language, it is

essential to understand the listening comprehension process. There are three distinct stages in the aural reception of an utterance (Underwood:1989). The sounds go into a sensory store to be organized into meaningful units based on the listeners' existing knowledge of the language. While the sound remains in this stage for foreign language learners, leading to the listener has trouble understanding what is heard especially for foreign language learners.

### **2.1.2.3 Listening in TOEIC Tests**

In this first section of the TOEIC test, you will have the chance to show how well you understand spoken English. There are four parts to this section:

Part I	Picture
Part II	Question-Response
Part III	Short Conversations
Part IV	Short Talks

In this Part of the *Introductory Course for the TOEIC Test*, you will learn strategies to help you on the Listening Comprehension section. Each part begins with activities to help you develop these strategies. Each part ends with listening comprehension questions similar to those on the TOEIC tests.

You will need the appropriate audiotape for the activities and for the Listening Comprehension Review. The TOEIC directions for each part of the

TOEIC test will be given at the beginning of the section. When you have done the exercises for each part, go back and read the directions again to be sure you understand them.

According to Longman (1989:17) Listening part I Picture, This section will teach you how to look at photographs. You will improve your vocabulary, you will study more grammar, you will sharpen your listening skills.

The TOEIC test is designed to test your proficiency in English. The test covers the English language as it is used internationally in business, commerce, and industry. You do not need to have specialized knowledge or know specialized vocabulary for business situations.

## **2.2 Review of Related Finding**

There are the researcher finds the related finding that some researchers have been done before which also relate to the title that the researcher write.

First, The researcher was conducted by Li, Chiung-Li & Haggard, Sandy (2010) entitled, "A study of Fostering Technical College Students' English Proficiency through a TOEIC Training Score." The sample of this study was 42 technical college students at Meiho University. The Researcher found that the TOEIC training course did not effectively

increase the subject English proficiency as much as the researcher expected.

Second, the researcher was conducted by Hiroshi Tanabe (2010) entitled, "Improving TOEIC Training Program of Tokyo Polytechnic University". This research was introduced the total appearance of the program for the preparation for the TOEIC test of Tokyo Polytechnic University since the introduction on the TOEIC test in 2002.

Third, Pardede (2010) This descriptive qualitative design research was conducted to discover barriers in listening comprehension among Secondary School students and find out some strategies to overcome the barriers. The subjects were 40 students of Grade IX Methodist-7 Secondary School. The data in listening comprehension was taken by collecting the data from TOEIC (Test of English for International Communication: 2002) test and making a list of statements in the questionnaire and interview.

Fourth, the research was conducted by Lestari (2010) the objective of this thesis is to describe the process of teaching listening and learning for listening through qualitative approach for the second year student of SMK during the second semester in academic year 2007-2008. The subjects of this research in the second year students of SMKN 1 Slawi, there are 37 students.

Fifth, the research was conducted by Yi-chun Pan (2012) the research entitled, "Effects of Multi-Faceted Lexical Instruction on the TOEIC Listening Performance of Taiwanese EFL College Students." The researcher found this research clearly indicate that the TOEIC aural performance of Taiwanese technological college students generally improved as a result of such instruction. This study also discussed unexplored issues to offer suggestions for future researchers. Based on research, This study successfully and can provide suggestions for the next researcher.

Sixth, Nguyen Van Han & Henriette van Rensburg (2013) conducted a research entitled "The Effect of Computer Assisted Language Learning (CALL) on performance in the Test of English for International Communication (TOEIC) listening module." This research was including into true-experimental research. The result of this research were the students in the treatment group used listening strategies more effectively than the students in the control groups CALL instruction and teaching and teaching method increased the student's TOEIC listening scores significantly.

Seventh, Dwi Settya Mahaputri (2013) conducted the research entitled, "Improving Sophomore Listening Ability by Using TOEIC and TOEFL Exercises at

STKIP Abdi Pendidikan Payakumbuh.” This Research was Classroom Action Research (CAR) in academic year 2012/2013. Based on research, This research successfully, and The role of listening skills in EFL learning is very crucial not only for academic purpose but also for daily communication.

### **3. METHOD OF THE RESEARCH**

The design of this research was survey descriptive study. According to Creswell (2005:354) Survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinion, behaviors, or characteristics of the population.

The survey design has two kinds; the first is “at one point in time” (Cross sectional), and the second, “ Study over time” (longitudinal). In this research, the researcher will conduct “at the point in time (Cross sectional)”. Creswell (2005:536) states that cross-sectional designs consist of particularly type. Type that matches to this research is related to program evaluation. Program evaluation is a survey that provides useful information to decision makers. In this study, the performance of the students’ ability in understanding listening Question Response TOEIC a case of all students seventh

semester of the English Education Department Lancang Kuning University Pekanbaru in the Academic Year 2015/2016.

In conducting this research, the researcher will apply quantitative research. According to Creswell (2005:39) “ A quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyzes these number using statistics, and conducts the inquiry in an unbiased, objective manner”.

Furthermore, the researcher use descriptive statistics test to measure students’ ability in using Short talks in TOEIC test. Creswell (2005:183) states that, “Descriptive statistic will help you summarize the overall trends or tendencies in your data. Provide insight into where one score might be, and provide in sight into where one score stands in comparison with others. These three ideas from descriptive statistic are the central tendency, variability, and relative standing”. Descriptive statistic can be used in analyzing data statically, which in short the data is gained from test.

#### **3.1 Setting of the Research**

The researcher conducted this research at the seventh semesters students



of English Education Department of the Lancang Kuning University Pekanbaru on January 2016.

### 3.2 Population and Sample

Population is a group of individuals who have the same characteristic (Creswell 2012:142). The population of this research all of the students seventh semester of English Department Education of Lancang Kuning University in academic year 2015/2016.

**Table 3.1**  
**The Population of the Research**

No	Class	Students
1	VII A	20
2	VII B	16
3	VII C	21
4	VII D	40
<b>Total</b>		<b>97</b>

According to Creswell 2012:142) sample is a subgroup of the target population that plans to study for generalizing about the target of population. Researcher used stratified random sampling as technique to collect sample. This sample of the research is 50% of population. There are 50% students as sample according to Creswell (2012:144) "Sampling procedures of survey research design is that accurate of a population's character." researcher were take 52 students of students at seventh grade of the school. Population of the sample is 97 students.

Since population of the students is less than 100, the researcher was taken more than 50% of population as sample by random sampling.

### 3.3 Instrument of the Research

The researcher used the test as instrument of this research. the test was multiple choices test, especially in the listening test Question Respons in TOEIC test in the seventh semester of English Education department Lancang Kuning University Pekanbaru. The students replied thirty questions of TOEIC Test.

### 3.4 Data Collection Technique

In this research, the researcher use a listening test as the instrument to get data about the students ability in understanding listening comprehension of TOEIC test.

### 3.5 Technique of Analysis the Data

The data collected from the test analyzed quantitatively to know the students ability in writing a school announcement on short functional text. The data gained from test analyzed simultaneously with quantitative data by using formula of descriptive statistic.

The first step, the researcher analyzed the central tendency. Central tendency is summary numbers that represent a single value in a distribution of score. They are expressed as an average

score (the mean), the middle of a set of scores (the median), or the most frequently occurring score (the mode). A mean is the total of the scores divided by the number of scores. To calculate mean, the researcher summed all of scores and then divided the sum by the number of scores. The median is score divided the score, rank order from top to bottom, in half. Fifty percent of the scores lied above the median and 50% lied below the median. The mode is the score that appears most frequently in a list of scores. It used when the researcher want to know the most common score in an array of scores on a variable. To get it, the researcher calculated in term below:

$$M = \frac{\sum fx}{N}$$

**M** : Mean score

**$\sum fx$**  : Total score of the students

**N** : The number of the students

The next step was variability. Variability is to indicate the spread of the scores in a distribution. Range, variance, and standard deviation all indicate the amount of variability in a distribution of scores. Range of score is the different between the highest and the lowest scores to items on an instrument. The variance indicated the dispersion of scores around the mean. Standard deviation provided the useful information, and looked on it as an

indicator of the dispersion or spread of the score.

$$\text{Variance (SD}^2) = \frac{\sum (\text{raw score} - M)^2}{N-1}$$

$$Sd = \sqrt{sd^2}$$

The last step was relative standing, relative standing is statistic that describe one score relative to a group of score. Two frequently used statistics were percentile rank and Z score. A percentile rank of a particular score is the percentage of participants in the distribution with scores at or below a particular. A z score is a popular form of the standard score, and it had a mean of zero and a standard deviation of one. The procedure was to take a score subtract it from the mean of all scores, and divided it by the standard deviation. This result a z-score or standard score that had the advantage of enabling to compare scores from one instrument to scores from another instrument. Using standardized scores was also central to calculating many statistic.

After doing all the calculation above, the researcher finally referred to the course range score of at the seventh semester students of English Education Department of the University of Lancang Kuning

**Table 3.2**  
**The Range Score and Classification of**  
**Mastery**

No	Range of Score	Value		Level
		Number	Letter	
1	80 – 100	6	A	Very Good
2	70 – 79	8	B	Good
3	60 – 69	10	C	Fair
4	50 – 59	13	D	Poor
5	≤ 49	15	E	Bad

## 4. FINDINGS AND DISCUSSION

### 4.1 Findings

The researcher has done the test to 52 students at the seventh semester students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru on to find out the students' ability in understanding listening question response of TOEIC Tests. The test has been given to answer the research question in this research. The question was "What is the students' ability in understanding listening Question Respons of TOEIC Tests at the Seventh Semester Students of English Department Lancang Kuning University?". In order to answer this question, the researcher gave 30 items of multiple-choice for test about question response.

The kind of test was listened the question response each 30 question. After giving the test, the researcher calculated

the score of the students from individual correct answer. The more the correct answer they made, the higher their scores would be. On the other hand, the fewer the correct answer they made, the lower their scores would be.

### 4.2 Discussion

As explained previously, this research was carried out in three classes and the samples of the research were 52 students. This research was conducted at seventh semester students of the English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru. The classes were chosen due to listening comprehension problems in TOEIC test especially in listening question response. The purpose of this research was to identify the students' ability in understanding Question Respons of TOEIC Tests at seventh semester students the of english Department Lancang Kuning University. According to the data analysis done during this research, the researcher found that the Students' ability in understanding listening question response is on fair categories.

Based on the presentation and analysis of the research data above, the finding of the whole participants (52 students) led the researcher to infer that the

ability of the seventh semester students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru in understanding question response was categorized into poor.

Based on the aims of survey design research, the findings of this research have purpose to give information or input for the TOEIC lecturer such as evaluation in teaching especially in understanding question response. According to the curriculum target of the English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru. The findings of this research were hoped to develop the students' achievement in learning English especially in Understanding listening question response. The findings of this research can be seen that the mean score of the students' ability in understanding question response is 58.46. In other words, the students' ability in understanding listening question response is categorized into fair. In short, this research aims to dedicate for TOEIC lecturer at the English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru.

According to Oxford University (2005:4) You will hear a question and three possible responses. You must choose the response that best answer the question.

You will hear the question and each response once. The question may ask about people, location, time, an activity, an event, emotions, reasons, or opinions. In short, the question could be on almost any subject.

The traps of question-response, as in part I, words may sound similar or be used out of context. Words from the question may be repeated in the response, but be used inaccurately. In addition, there is a potential trap with grammar. You will hear different types of questions: *wh*-questions (*who, what, when, where, why, and how*), *yes/no* questions and tag questions. When you hear a *yes/no* or tag questions, you may assume that the response will begin with *Yes* or *No*. In the TOEIC test, as in real life. The response may answer the question indirectly instead. For example:

*Is there any cake left?*

*(A) I ate the last piece.*

*(B) Yes, the lake is on the left.*

*(C) No, I left early.*

The answer (A) is the correct option. The respondent doesn't answer with *yes/no* as would be expected. However, we know the answer *is* no, because the respondent ate the *last piece*.

The strategies of question-response, You will have a exercise your short-term, memory. You must remember the question until you have picked the appropriate response. If you really don't know the

answer, then guess. Choose the response that sounds most natural to you, don't leave any questions unanswered.

## **5. CONCLUSIONS AND SUGGESTIONS**

### **5.1 Conclusions**

Based on the data analysis explains in chapter IV, the researcher describes some conclusions as in the following:

There were 52 students of the seventh semester students of the English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru who participated in this research. From these 52 students can be seen that the total of the students' scores in descriptive test was 3040, mode of the students' scores was 53.3, median of the students' score was 60, variance of the students' score was 229.62, and standard deviation was 15.15. The scores range from a low of 23.3 to high of 93.3, a range of 70 points. The average score of the students' ability in understanding listening question response was 58.46. It means that the students' ability in understanding listening question response is categorized into poor.

### **5.2 Suggestions**

Concerning the above conclusions, it was necessary for the researcher to give some suggestions as in the following:

1. The students of the English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru expected to increase their knowledge, particularly in understanding listening question response of TOEIC Test
2. The students should concern on listening TOEIC test especially in listening question response
3. The students should do more practice in listening in order to make them easier in listening comprehension and able to understand the information or message in conversation or question that they listen.
4. The lecturer should be creative and find out some strategies to increase students' ability in understanding listening question response of TOEIC Test
5. It also hoped that all findings, conclusions, and suggestions of this research will give a valuable contribution to both lecturer and students especially the students of the seventh semester at the English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru.
6. It is better for the next researchers to take some references in this research to be used in their research.

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