

**THE EFFECT OF PRACTICING TOEIC STRATEGY ON THE
STUDENTS' LISTENING COMPREHENSION OF THE ELEVENTH
GRADE AT SMKN 2 NGANJUK ACADEMIC YEAR 2014/2015**

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, June 10, 2015

The Advisors,

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Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd

First Examiner : Drs. ABD. RAHMAN, M.Pd.

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ABSTRACT

Listening is one of the language skills that has to be mastered by SMK students in learning English. However, the students often encounter a problem in listening comprehension. Developing students' listening comprehension needs a good strategy. TOEIC strategy is considered to be appropriate to be applied to improve the students' listening comprehension. And the purpose of this research is to find out whether there is any effect of practicing TOEIC strategy on the students' listening comprehension of the eleventh grade. This experimental research employs the pre- and post-test one group design participated by 30 students of grade eleventh of SMKN 2 Nganjuk. Using T-test, the result shows that t-score is 5,8685 in which the degree of freedom (d.f) = $N-1 = 29$, and the t-table is 2,045 at the level of significance of 5% and 2,756 at the level of significant of 1%. It can be seen that t-score is higher than t-table in significant 1% and 5%. There was such significant effect of practicing TOEIC strategy on the students' listening comprehension of the eleventh grade at SMK Negeri 2 Nganjuk academic year 2014/2015.

Key Words: Effect, TOEIC, Listening Comprehension.

I. INTRODUCTION

Listening is a part of language skills that is taught in vocational high school (SMK). SMK has some departments where English is one of the subjects taught and listening is also the skill that the students have to master. Listening is the oral skill that is important to study for the vocational high school students in order to make effective communication and to prepare them for their career after graduating from their school. Listening also has an important role because it is examined in the national examination.

Buck (2001:1) states that listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works. An understanding of what we are trying to measure is the starting point for test construction. The thing we are trying to measure is called a construct, and the test will be useful and valid only if it measured the right construct. Thus, the first task of the test developer is to understand the construct.

Students often encounter a problem in listening comprehension. It can be proved when they are given some English listening tasks. They still have trouble catching the actual sounds of the foreign language. They have to understand the meaning of every key word. They can understand if the speakers speak slowly, they can't understand fast natural native-sounding speech. They need to hear things more than once in order to understand. If the listening goes on a long time, they get tired and find it more difficult to concentrate. Therefore, they need some strategies to be better at listening comprehension.

According to ETS (2008:2) the TOEIC (Test of English for International Communication) test is an English-language proficiency test for people whose native language is not English. It measures the everyday English skills of people working in an international environment which is also given to the students of vocational high school (SMK) to know their proficiency and how well they can communicate in English.

Listening in the TOEIC Test has four parts which are Photographs, Question and Response, Short Conversations and Short Talks. And every part has its own strategy. Lougheed (2009:3-52) states that there are some skills in TOEIC strategy in TOEIC Listening Comprehension Test. The strategies in Photographs are 1.) Analyzing the Photo, 2.) Distinguishing Similar Sounds, and 3.) Making Inferences. The strategies in Question and Response are 1.) Distinguishing *Wh-* and Yes/No Questions, 2.) Identifying Homophones, and 3.) Recognizing Negative Meaning. The Strategies in Short Conversations are 1.) Listening for the Main Idea, 2.) Understanding *Wh- Questions*, and 3.) Understanding Modal Verbs. The strategies in Short Talks are 1.) Listening for Answer to *Wh- Questions*, 2.) Following the Questions Chronologically, and 3.) Making Inferences. Arbogast (2001:47-92) also states some strategies in TOEIC Listening Comprehension. The strategies in Photographs are 1.) Take a quick look at the photograph before you hear the four statements, 2.) Pay attention to similar-sounding words with different meanings, and 3.) Listen carefully to each complete statement about the photograph. The strategies in Question and Response are 1.) Focus on the purpose of the question, 2.) Listen for question words, 3.) Pay close attention to words that sound alike. The Strategies in Short Conversations are 1.) Read the question first, 2.) Try to imagine the setting of the conversation and who is speaking, 3.) Look at all four choices carefully before answering. The strategies in Short Talks are 1.) Read the question first, 2.) Listen to the whole talk before trying to answer the questions, 3.) Pay special attention to the introduction and the first part of the talk.

Pan (2010) conducted a research about the use of TOEIC related to the students' communicative competency and test-taking. And the result of the research, TOEIC material was able to increase the students' communicative competency and test-taking significantly.

Based on the background above, the researcher would like to know whether there is any effect of practicing TOEIC strategy on the students' listening comprehension of eleventh grade at SMKN 2 Nganjuk in academic year 2014/2015.

Relating to the problems faced by the students of SMKN 2 Nganjuk above, TOEIC strategy will be appropriate to be applied to improve the students' listening comprehension. Furthermore, this strategy will help the students to prepare them to face national examination, the TOEIC Test, and any other listening tasks. From the condition above, the researcher conducts a study towards the eleventh grade students of SMKN 2 Nganjuk to know the effect of practicing TOEIC strategy and listening comprehension of the students.

II. RESEARCH METHOD

The research design in this study was quantitative research. According to Muijs (2004:1), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). The research approach used in this study was experimental approach. To seek and measure whether the strategy has any effect on the students' listening comprehension, the writer used the one group pre-test post-test design.

The research was conducted at SMK Negeri 2 Nganjuk which is located on Jln. Lawu, Kramat-Nganjuk. It was conducted from February 2015 until July 2015. The population of this research was eleventh grade students of SMKN 2 Nganjuk in academic year 2014/2015. The sample of this research was students of XI Office Administration Department 1. This class consists of 30 students.

The technique of data analysis used by the writer was t-test. This technique was used to prove the hypothesis based on the writer said in previous chapter. From this process, the writer wanted know whether the research was significant or not by looking at the result of pre-test and post-test. The formula of t-test

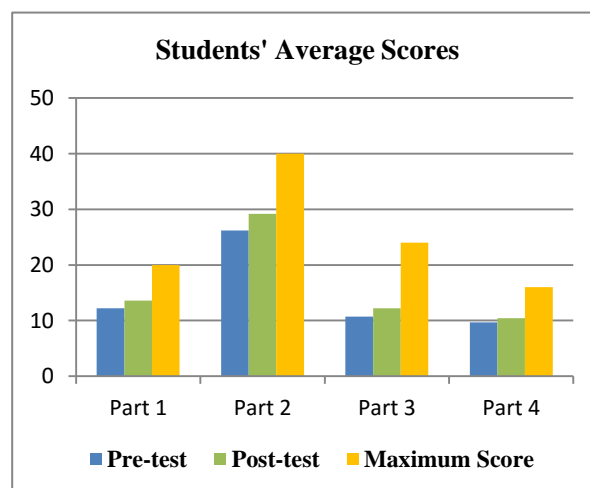
using the pre-test post-test one group design on dependent variable is following:

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{N(N-1)}}$$

III. RESEARCH FINDING AND DISCUSSION

In order to figure out whether the objectives of the research could be achieved or not, the writer analyzed the test result of the pre-test and the post-test. The writer conducted pre-test in order to find out the previous students' ability in listening. The pre-test was administrated on May 21, 2015 in Class XI Office Administration 1. The post-test was administrated on May 25, 2015. The writer conducted the post-test in order to find out their development in listening ability and also to make sure that TOEIC strategy can be used to develop the students' listening comprehension.

The students' scores in the pre-test and post-test are presented in the following figure.



Notes

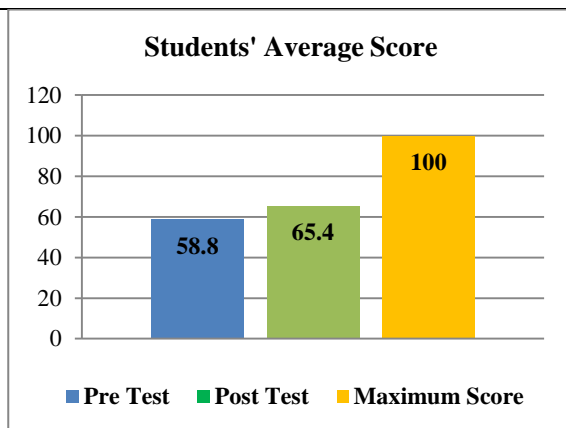
Part 1 : Pictures

Part 2 : Question and Response

Part 3 : Short Dialogues

Part 4 : Short Talks

The figure above shows the comparison of the pre-test score and the post-test score. They are part 1 (1,4%), part 2 (3%), part 3 (1,5%), part 4 (0,7%). The following figure will show the students' score in general.



The figure above shows the score of the students before being given the treatment (58,8) and after being given the treatment (65,4). The mean of deviation of the pre-test and post-test is 6,6 and the t-score is 5,8685 in which the degree of freedom (d.f) = $N-1 = 29$. The t-table is 2,045 at the level of significance of 5% and 2,756 at the level of significant of 1%. It can be seen that t-score is higher than t-table in significant 1% and 5%.

The data shows that t-score is higher than t-table. It can be concluded that the TOEIC strategy can improve the students' listening ability. There was such significant effect of practicing TOEIC strategy on the students' listening comprehension of the eleventh grade at SMK Negeri 2 Nganjuk academic year 2014/2015.

The result of the research shows that TOEIC Strategy is able to improve the students' listening comprehension. This research supports the previous research done by Pan. The result of the research also shows that it works a line with the TOEIC strategy from Loughed. It can be proved by the improvement of the students' listening comprehension score, so TOEIC Strategies give beneficial impact to the students of SMKN 2 Nganjuk to improve their listening comprehension.

IV. CONCLUSION

A review from the result of the research found that there was an increase of the students' scores in each part after being given the treatment. In part 1 (pictures), there was an increase 1,4% from 12,2% (pre-test) to 13,6%. There was an increase 3% from 26,2% (pre-test) to 29,2 (post-test) in part 2

(question and response). In part 3 (short dialogues) there was an increase 1,5% (pre-test) from 10,7% to 12,2% (post-test). And there was an increase 0,7% from 9,7% (pre-test) to 10,4% (post-test) in part 4 (short talks).

In this research, the writer found that the mean score of the post-test (65,4) is higher than the mean score of the pre-test (58,8). The score after being given treatment increased 6,6% and it was found that t-score (5,8685) is higher than t-table at the significant level 5% (2,045) and 1% (2,756). It can be concluded that the implementation of TOEIC strategy can improve the students' listening comprehension.

According to the result of this research, it states that there is significant effect of practicing TOEIC Strategies on the students' listening comprehension. That is why the use of TOEIC Strategies in academic purpose especially in listening should not be neglected. To create a comfortable environment in teaching, the writer suggests that the teacher be selective in applying suitable technique in listening as the students need to be ready in doing listening test and the readiness can be obtained when they feel comfortable. The students also should not be busy with their own business during the learning process when they are not familiar or do not like with the material or the technique used. In contrary, they should be able to adapt with the new techniques and materials used as fast as possible to reach better achievement.

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