



SNAP TO READ

BEST PRACTICE OF TOEIC LISTENING COURSE FOR ADULT LEARNERS AT ENGLISH INSTITUTE IN PARE KEDIRI

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Abstract:

Concerns of job applicants have in meeting the requirements for the test of English International Communication (TOEIC). This research aims to analyze the preparation, implementation, evaluation, and obstacle of teaching listening for TOEIC at Merry Institute. The research used descriptive qualitative research, meaning the data obtained are described qualitatively. There were 18 students as the subject in this study. The results of observations, interviews, and documentation, as well as interviews with teachers that the teaching and learning process in the classroom has been going well, but some things, such as lesson plans, are not used in the listening for TOEIC program. In the teaching and learning process, the teacher prepares the material well and explains the material using the drilling method to increase the student's grades weekly. Furthermore, the evaluation carried out on listening for TOEIC is to take students' scores on the test simulation every week, and the teacher will evaluate it by discussion after the simulation test if the students do not have an increase in the TOEIC score. Students can use them to improve their scores in understanding the topic of discussion. Further research may be needed to explore Reading comprehension to complement best practices in the test of English international communication.

Keywords: *Adult learner, learning strategies, TOEIC listening*

INTRODUCTION

In this era, international jobs have become something that teenagers often look for, such as in aviation, hotels, banks, shipping and working abroad (Wahyudi et al., 2019). The website Batam Tribune (2020, July 28) also supports it, which contains information on job vacancies at Bank BCA through official sources PT Bank Danamon Indonesia Tbk. One of the requirements for job vacancies at Bank BCA is to have good English skills with a minimum total TOEIC score of 550. Moreover, there is also research on TOEIC at Taiwan's University Exit Test Ensures Higher Work Rates by Pan & In'na mi (2017). They examined 399 engineering students, 116 alums, and 100 workers with a TOEIC test score 555. The data came from the number of participants from alums and workers from various Local companies, foreign companies, local and foreign companies, Manufacturing, Trade, Services, Banking, Communications, Government, Retail, Education, Insurance, and Professional Medical. From these various data, TOEIC is needed in international jobs in Indonesia and abroad. On the side of the aviation field, there is research that the only English language test that all flight attendants in Thailand are recruited, Required to take is the Test of English for International Communication (TOEIC). It is a common practice among most airlines worldwide because the score range for those who can apply for this position is quite high, from 600 to 990 points (Sirikanjanawong & Wasanasomsithi, 2018).

From various jobs in the international field in Indonesia and other countries, TOEIC is needed as one of the requirements for applying for a job because companies want to measure a person's ability to communicate in international languages. Therefore, job applicants need to improve their skills in the TOEIC test using various sources, including Baron's TOEIC (Umar, 2017), one of the reference books in intermediate-level TOEIC preparation, and can use technological media in several ways. Computer applications for vocational students

in the article of (Setiawa et al., 2023) stated that students must improve their skills in Listening and reading because these will often be used in international work.

The international test has many criteria: TOEFL, TOEIC, IELTS, GMAT, and SAT. Of the various tests that have standardized skills in the field of work, TOEIC, according to Young and Jiwong (2018), TOEIC is an English language test to measure the everyday business English skills of foreigners working in an international environment. Employers can use the results to make hiring, promotion, or transfer decisions depending on the job seeker's English proficiency." It can be concluded that the TOEIC is a test to determine the ability to apply for a job. On the other hand, TOEIC is a multiple-choice test of English for adults and non-native speakers of the language (Lougheed, 2007). From sources, Lougheed TOEIC has two abilities in answering questions, namely in the form of Listening and Reading. Listening has a very important role, such as when learning, communicating, exchanging information, etc. We must listen to communicate well (Meilinda & Yuliah, 2019).

Listening comprehension has the biggest impact on communication because conversation takes the form of a topic of discussion, and it needs listening well. In this study, Listening was chosen to learn how to improve students' ability to understand the topic of discussion using various strategies and media used in learning. Thus, the researcher wants to know the strategy used by an institution that can potentially improve listening comprehension skills. Even though there are strategies and ways to answer the questions in listening comprehension, students cannot be separated from their names when they have difficulty doing the listening test.

Listening has test criteria in the form of listening to native speaker's conversations. While English is the second language of Indonesian people, therefore it is difficult for most students to focus

on listening. From several theories about the difficulties in listening to native speakers Meilinda & Yuliah (2019) in this study, it was found that students had difficulty understanding much information in a short time, interpreting discourse, understanding the text that was listened to in a short time, understanding the fast voice of native speakers, concentrate for a long time, understand every word and catch the voice of a native English speaker. According to Nguyen et al. (2020), research in Vietnam showed that the obstacles students experienced were vocabulary, pronunciation, background knowledge, psychology, and some difficulties regarding topics in each part of the TOEIC listening test. Some of these difficulties can be used to overcome obstacles in listening to TOEIC questions, including research on strategies for listening to TOEIC (Meyly & Rotua, 2019; Setyaningrum, 2020). This research provides important information for respondents about the main problems that made them answer the wrong choice of Lack of Vocabulary (Top-Down) or Speech Rate (Bottom-Up), so they had to make an extra effort to memorize more vocabulary and practice listening at different speaking rates.

Therefore, even though students have difficulty listening to native speakers, it can be overcome with strategies such as top-down and bottom-up. These strategies can address students' characteristics of certain texts and information on certain topics. Furthermore, it can also assist in the knowledge of the elements of the text, namely certain sounds, words, sentences, and utterances that can be analyzed until the meaning of the text is understood. This theory can be supported in TOEIC listening preparation training, which is also supported by teaching listening theory in the Bottom-Up strategy. This strategy can be used in listening learning to discover the details of the conversation content and include vocabulary about synonyms. Listening in the Top-Down strategy is listening to understand the importance of what you listen to in the TOEIC test. It requires both listening skills (Maliwan,

2020).

Research on TOEIC listening discusses the problems of obstacles or problems experienced by students (Melinda & Yuliah, 2019; Nguyen & Tran, 2020), and this makes other researchers use several strategies to overcome these problems, one of which is top-down and bottom-up strategies in TOEIC Listening (Meyly & Rotua, 2019; Setyaningrum, 2020; Maliwan, 2020) on the other hand, not only strategies are used in overcoming obstacles in TOEIC Listening, but several other researchers use learning media in improving students' listening skills in TOEIC such as Barron's preparation media, technology and applications (Umar, 2017; Karmiati, & Kurniawati, 2018; Setiawa et al., 2023).

More in-depth research is still needed to answer the best TOEIC listening questions in the strategy used at the English Institute in the Pare Kediri area because one of the centers for learning English is Pare Kediri, especially on international-based test preparation. By understanding more deeply in the TOEIC listening strategy, it will have a positive impact on students, including that students can overcome obstacles in understanding native speakers, students are more confident in working on questions, students understand more details in the topic of discussion, and understand idioms or expressions in vocabulary in audio Listening. This research can also help researchers and teachers learn strategies for overcoming listening comprehension problems.

There are many obstacles experienced by students and teachers in preparing for the TOEIC listening test, such as obstacles in the media or the need for students' knowledge related to international job topics. They must still understand the culture or language in international work (Melinda & Yuliah, 2019; Nguyen & Tran, 2020; Kurniawan, 2016). Therefore, this study aims to reveal the strategies used in preparing for the TOEIC listening at the English Institute Pare Kediri within a certain time, and also other reasons in terms of this research choosing

an international test on the TOEIC because this test is one of the needs of workers or adults in looking for work as one of the requirements in work. Furthermore, this research will focus on Listening because Listening is more often used in interactions with someone, and there are still many students who cannot understand the topic of conversation from native speakers. On the other hand, in TOEIC comprehension, Listening has a higher score than the reading test.

This study assumes that listening comprehension is one of the students' problems in understanding native speakers. The next assumption is that TOEIC is an international-based test standard that focuses on employment, and international workers must have a TOEIC certificate as a benchmark for student's ability to speak English. The last assumption is to reveal strategies to prepare for the TOEIC listening test, which can assist in problematic learning.

The purpose of this research is to describe the strategies used in preparation for TOEIC Listening and to find out how to achieve the score desired by students according to the standards of job requirements. More specifically, this research will answer three questions. First, How is the preparation for teaching TOEIC listening for adult learners? Second, How is the implementation of teaching TOEIC listening for adult learners? Third, How is the Evaluation of teaching TOEIC listening for adult learners? Furthermore, last, What is the obstacle to teaching TOEIC listening to adult learners?

METHOD

This research on the Best Practice Of TOEIC Listening Course For Adult Learners used qualitative descriptive design because Qualitative research is a scientific approach that expresses certain social situations by describing reality correctly, formed by words based on techniques for collecting analysis of relevant data obtained from natural situations (Moleong, 2018). This study describes in learning

detail the preparation, learning strategies, evaluation, and obstacles in Listening to TOEIC for adults.

Respondents

This research was conducted at Merry English, Pare, Kediri. This course had four programs: general English, TOEIC, TOEFL, and IELTS. This research was conducted in the TOEIC listening program at Merry English because the program had a high score increase in a few months. The class consisted of 18 students, 11 male and 7 female. In this study, he wanted to get information from the four resource persons: first, the director of the Merry institution to find out how to improve Listening comprehension scores and which books are used in TOEIC comprehension. Second, managers were asked about learning objectives and teaching strategies. Third, tutors were asked about the effectiveness of learning methods and the obstacles to increasing scores. And the last, several students were asked about the implementation and obstacles of TOEC Listening.

Instruments

In this study, the researcher used several tools to collect data. It was observation, interview, and documentation. The instrument designed can be used as a measuring tool to obtain valid data as a detailed triangulation. In conducting interviews using a tool as a recorder, there were 17 questions divided into 4 topics; the first asked about the preparation asked to the manager, who discussed the syllabus, lesson plan, and assessment. The second asked about the implementation of teaching TOEIC listening to the teacher that discussed learning strategies, materials, delivery, media, and assignments. The third asked about the evaluation to the director of Merry English, that discussed concepts, processes, and data to be evaluated. The fourth asked about obstacles in learning TOEIC Listening to students that discussed difficulties in listening, how to

answer, and factor. In carrying out observations, researchers used observation checklists tools to find out the implementation of learning in the class, such as in the opening to find out motivation, reflection, learning activities such as delivery of material, strategy, media, and closing. And documentation focused on the preparation of teaching Listening for TOEIC, such as student scores, syllabus, assessment papers, and learning photos.

Procedures

The procedures to collect the data of interviews, observation, and documentation. The first author took interviewed several people, students, managers, teachers, and directors, and conducted three times of observations. Before conducting an interview, the author explained the nature of the research and all interviews conducted at Merry's office. Furthermore, the researcher talked about strengthening friendships in English, such as through introductions, and discussed Merry English. The second, the author observed and took videos of learning TOEIC Listening. Furthermore, while learning occurs, the researcher observes the student's response to the teacher. And the third documentation instrument is supporting data to strengthen the data taken in the Listening TOEIC program, and a manager asked for it after conducting an observation.

Data analysis

Miles and Huberman (1984) said that qualitative data analysis activities were carried out interactively and continued until completion. It encompassed three processes data reduction, data presentation, and conclusion. In analyzing the data, the researcher reduced the interview results on the research focus on teaching Listening for TOEIC at Merry. Furthermore, the researcher summarized the interview data and connected the observation and documentation. In the last, the researcher took the conclusion of every data summarized and connected.

FINDINGS

The researcher discusses the research finding, which consists of the preparation of teaching listening for TOEIC, the implementation of teaching listening for TOEIC, the evaluation of teaching listening for TOEIC, and the obstacle of teaching listening for TOEIC at Merry Institute .

1. Preparation for teaching listening for TOEIC at Merry Institute

Observations and documentation also support the interview results; some strategies are prepared by the institution in the syllabus, lesson plans, and assessment. It was answered by teachers, managers, directors, and students in the Listening TOEIC program at Merry Institute.

a. Syllabus

The syllabus at Merry Institute has several sub-points, namely subject matter, learning points (competence standards), targets (indicators), and time allocation. The syllabus used a task-based syllabus as a learning program. It is shown that the teacher gives an exercise every meeting and discusses it in the learning of listening TOEIC, referred to the interview result.

“Merry Institute uses a syllabus, but Merry English has another name for learning targets as a reference for teaching materials. So the application of learning target teaching materials is that the manager discusses with the tutor after the learning program takes place, and the manager asks the tutor whether it has been implemented following the points on the learning target. And managers discuss with tutors the obstacles that occur in learning TOEIC listening (Interview with Manager).”

“Merry Institute uses the syllabus as an indicator of the material. Each meeting has a learning achievement target (Interview with Director).”

“Merry Institute has a syllabus, but the name is learning target; the tutors are given sheet paper in the form of learning targets by the manager. So the design of the learning target is in the form of

learning material objectives (Interview with teacher)."

The learning plan on a material (syllabus) used at the Merry Institute has another name, namely the learning target as a reference for teaching TOEIC listening teaching; the design of the learning target is in the form of learning material objectives that will be discussed in classes,

b. Lesson Plan :

Lesson plans are an important part of learning; teachers can follow the goals and methods of lesson plans, while Merry Institute does not use lesson plans as a reference for learning; data from several interviews show that teachers do not use lesson plans because teachers only focus on learning targets. and teachers can use learning strategies according to the problems they face because the targets in the institution only focus on increasing student scores, referred to the interview result.

"In teaching international tests on the TOEIC program, the Merry Institute does not use lesson plans in learning because the international test teaching model focuses on increasing student scores because teaching in listening for TOEIC is semi-private. (Interview with Manager)."

"Merry English does not use RPP because the implementation of teaching listening is based on target because the TOEIC listening program uses a semi-private system. Merry Institution uses semi-private because the TOEIC listening program will focus on increasing scores so that each new learning period will find different student abilities (Interview with Director)."

"There is no lesson plan on listening for TOEIC at the Merry Institute because the manager of Merry Institute says that the teaching steps must be from each teacher to find out the flat teaching model because learning to listen for TOEIC will face students' different abilities in understanding the material(Interview with teacher)."

The merry institution teaching listening for TOEIC does not use lesson plans because the listening for TOEIC teaching system is

semi-private to increase student scores simultaneously. Maximum and Merry Institute does not use lesson plans so that teachers are not monotonous in teaching on the list for TOEIC.

c. Assessment

The TOEIC listening assessment has ten questions at each meeting, and the simulation test has 50 questions per week. The type of assessment used in the Listening TOEIC at Merry's Institute is a multiple choice test; students give 15 questions every meeting and discuss the topic context. The second uses a Diagnostic assessment, which is used to measure students' abilities before learning, and the third uses a summative assessment that is used at the end of the month.

“As far as students know, before learning TOEIC, a tutor gives students a test at the beginning of the meeting in the form of 200 questions (Interview with student).”

“In determining student scores, there is a test to determine the extent to which students understand Listening TOEIC, the name is the pre-test, and the test has already been done in the first meeting (Interview with Manager).”

“There are several test models used in the TOEIC program, namely the pre-test, so before learning, there will be a placement test to measure students' abilities. Secondly, weekly simulations measure students' understanding of the material every week. In the final stage, there will be tests in the form of a post-test, the final score for each level (Interview with Director).”

“To determine the student's ability, the tutor is given students a test; the tutor sees the progress of students directly through pre-tests, namely the scores of students whose tests have four discussions, namely photographs, question-response, short conversation, and short talks (Interview with teacher).”

In determining the ability of a student to learn TOEIC, the Merry Institute conducts a test called at the beginning of the meeting, which is called the pre-test; this test is carried out to determine the student's ability and to what extent the student knows about TOEIC. Secondly,

weekly simulations measure students' understanding of the material every week. In the final stage, there will be tests in the form of a post-test, the final score for each level.

2. The implementation of teaching listening for TOEIC at Merry Institute

The results of the interview are supported by observations and documentation as well. It was answered by teachers, managers, directors, and students of the TOEIC program at Merry Institute. The questions are about the implementation of TOEIC listening learning focused on TOEIC Listening materials in a month, TOEIC Listening teaching methods and reasons for choosing them, TOEIC listening learning media

a. Materials

The material in Listening TOEIC is carried out at this institution in the form of culture in the work environment, such as business conversations, flight attendance, public transportation, hotels, and many others related to work environment culture. Furthermore, the teacher provides tips and tricks for answering questions in the work environment by focusing on place, time, person, subject, and reason. "The materials taught of listening for TOEIC are in the form of photographs, question-responses, short conversations, and short monologues. When the tutor explained the material, the tutor asked the students to imagine what happened to the listening TOEIC material for each question (Interview with teacher)."

"The material on listening for TOEIC is photographs, question responses, short conversations, and short monologues. After that, the tutor explains the Listening TOEIC material by giving tricks and answer tips according to the discussion material, then applies them to the assessment or practice questions. At the end of the lesson, the tutor will provide a solution or the correct answer to each question (Interview with Manager)."

"The materials studied in Listening TOEIC are photographic response

questions, short conversations, and short monologues. In explaining the material and giving tricks for each chapter of the discussion, you are followed up with practice questions on the Listening TOEIC assessment at every meeting (Interview with student)."

The materials for listening for TOEIC are photographs, response questions, short conversations, and short monologues. For each material, the tutor explains tips and tricks to answer questions, and the teacher asks students to understand the context of the conversation on each question.

b. Strategies

The strategy used in Listening TOEIC in Merry English is to focus on keywords from topic information discussed in the work environment, students are trained in memorizing keywords using the drilling method, and teachers train to understand the Western culture in the work environment using movies or podcast media, these methods used in increasing vocabulary and also the topic of discussion.

"The methods used by the tutors are drilling the tricks and the tips and familiarizing students with listening to native speakers through films or videos. How to apply this method by training students to remember trips and tricks followed by understanding audio and culture in discussing topics in the world of work; the teacher also provides vocabulary students do not understand (Interview with teacher)."

"The Listening TOEIC learning method uses drilling tricks and tips for each discussion material. Furthermore, giving an understanding of culture in job discussions. Further teacher gives a synonym for vocabulary (Interview with Manager)."

"As far as students know, the learning method is studying tricks and explaining the questions on the assessment (Interview with student)."

The method used in the listening for TOEIC program is memorizing tricks and tips for each discussion material. This method

is very simple and effective for students to understand in listening to TOEIC questions. On the other hand, the teacher provides an understanding of vocabulary and topic discussion in audio about the culture of the job.

c. Media

Learning media greatly influences students in understanding the topic of discussion in Listening TOEIC. The media used in this institution uses sound systems and laptops for tutors to provide Listening TOEIC audio files. The book media used is in the form of Listening Practice and Tactics in TOEIC Preparation by Grant Trew and others. Furthermore, other media are videos about the work environment, such as conversations about business in airport hotels, transportation, and movies. It can be concluded that the learning media used are modules, computers, sound systems, audio listening, and film or video.

3. The evaluation of teaching listening for TOEIC at Merry Institute.

An interview answered this section to evaluate the TOEIC teaching listening program at the Merry Institute. It was answered by teachers, managers, directors, and students of the TOEIC program at Merry Institute. The questions about evaluating TOEIC listening learning focus on 1. The concept of evaluating TOEIC listening learning, 2. The evaluation process used in TOEIC listening learning, 3. Data taken for evaluating TOEIC listening learning and interview questions to students will focus on evaluating TOEIC listening learning at Merry in a month as follows:

a. Concept:

Evaluating concepts is a crucial part of acquiring listening skills for the TOEIC. It entails evaluating your grasp of several concepts connected to listening comprehension, such as identifying student scores, comprehending details, recognizing particular information or

obstacles, and giving feedback in discussion. It can be concluded that the evaluation of teaching Listening TOEIC at Merry Institute with the concept of seeing student scores if there is a decrease or no increase in each test, there will be a discussion of questions at the next meeting where there are errors.

b. Process

The evaluation process in learning TOEIC listening is an important step to see the progress and understanding of English listening skills. The evaluation process data found at this institution is to analyze test results; the evaluator focuses on areas that need improvement. Identify information difficulties in detail, and provide a solution in discussion in the next period. It can be concluded that tutors and managers evaluated teaching listening for TOEIC after a weekly test that discusses student grades.

c. Data evaluation

This evaluation data can assist in understanding students' progress in TOEIC listening skills, identifying areas for improvement, and planning strategies to improve performance in the future. The data related to the evaluation of listening learning for the TOEIC in the form of student scores on the pre-test and simulation test. Documentation data in photos were taken after the simulation test on Friday. Student scores explained that the results of pre-test simulations and tests increased by 30% every week.

It can be concluded that the data taken for the evaluation material for teaching listening for TOEIC are the scores of students on the weekly test who get low scores Listening TOEIC in the Merry Institute teaching evaluation with the concept of looking at student scores, if there is a decrease or no increase in each weekly test, at the next meeting there will be a discussion of questions that have errors in each question. The evaluation process for teaching listening for

TOEIC is carried out by tutors and administrators after weekly tests that discuss student scores to find the best solution at the next meeting. The data taken for evaluating the TOEIC listening learning material is the student scores on weekly tests that get low scores.

4. The obstacle of teaching listening for TOEIC at Merry Institute.

This section was taken by interview and answered by teachers, managers, directors, and students of the TOEIC program at Merry Institute. questions about obstacles in teaching TOEIC listening focused on 1. Difficulties in teaching TOEIC listening, 2. Factors of difficulty in teaching TOEIC listening, and 3. Tutors provided solutions for students' problems in teaching TOEIC listening at Merry institutions as follows :

a. Difficulty

Every student will find difficulties in learning. In preparation for the Listening TOEIC test at the Merry English Institute, students find it challenging to understand the culture of the work environment, so students do not know the topic of discussion. Students also still lack vocabulary in the form of phrases or idioms used by native speakers. And students do not focus on listening to native speakers quickly. It can be concluded that the obstacles that occur in teaching TOEIC listening are in the form of a lack of knowledge in the world of work or different student background experiences that make it difficult for students to imagine the content in the audio, and the lack of learning in vocabulary so that students do not understand the audio content. These problems and obstacles from the learning place cause students to be less focused on listening to TOEIC.

b. Factors

It is essential to recognize the factors of difficulty in Listening and overcome difficulties so that the evaluator can analyze what is happening to the students. The data found in the Listening TOEIC

factor is the student's background. Even though most of the students are adults, the student's English proficiency is still low. Low or categorized as fundamental and only know the basics in English, another factor is that students need more vocabulary in idioms or expressions. Hence, students need help understanding the topic of discussion. The difficulty of teaching TOEIC listening is that students cannot imagine the context in audio listening because students do not have vocabulary about international work.

c. The Solution

As a teacher, it is mandatory to provide solutions to the obstacles experienced by students, and the data found from the interview below explains that the teacher has a habit of doing Listening TOEIC every day. The teacher gives 15 TOEIC listening questions and their discussion. The teacher also provides idioms and expressions used in the work environment, and the teacher explains work experience. Another solution is that students are asked to imagine events in the topic of discussion.

It can be concluded that the way to overcome barriers to teaching listening for TOEIC in Merry Institute is to have a tutor advising to always watch English videos or films about international work. The obstacles in teaching TOEIC listening at Merry Institute are the lack of knowledge in the world of work experience. The different backgrounds of students make it difficult for students to imagine the content in the audio, the lack of learning in vocabulary so that students do not understand the audio content, and the constraints of learning places make students less focused on TOEIC listening. So the way to overcome the obstacles in teaching listening for TOEIC at the Merry Institute is for the tutor to give advice always to watch videos or films in English about international works.

DISCUSSION

The researcher discussed a comparison between the theories of experts and the statements of teachers, directors, managers, and Merry Institute students, which consisted of TOEIC listening teaching preparation, TOEIC listening teaching strategies, evaluation of TOEIC listening teaching, and TOEIC listening constraints.

How are the best practices in preparing for teaching listening for TOEIC

Merry Institute uses learning targets as a reference in Learning Listening TOEIC; the learning objectives and design are similar to the syllabus, such as basic skills, learning materials, strategies, and learning activities. The type of syllabus used is like a task-based syllabus as a learning program, and it is shown that the teacher gives an exercise every meeting and discusses it in the learning of listening TOEIC. This study shows similarities in evaluating the listening and speaking curriculum studies of Mohammad & Itoo (2016). The results indicated that the syllabus met its objectives to some extent, but not quite, and was classified in the moderate category based on key elements of the syllabus. This study has similar aspects in the syllabus category, but it can be said that the syllabus needs to be revised according to the competency criteria.

Furthermore, related the theory of Kunandar (2013) States that A syllabus is a learning plan for a certain group of subjects/themes, which includes competency standards, basic competencies, subject matter/learning, learning activities, competency achievement indicators for assessment, assessment, time allocation, and learning resources. However, in Merry Institute, which is not on the TOEIC listening syllabus with Kunandar's theory, is an assessment because all assessments on all TOEIC listening material that will be taken at each meeting are written tests in the form of 10 questions, and this is not in the document results.

The Merry Institute does not employ lesson plans as learning activities while instructing students in listening for the TOEIC because the learning targets have evolved into the program's primary goals and since the program operates on a semi-private structure. Due to the TOEIC listening program's emphasis on raising scores and the fact that each new learning period will uncover different student abilities, the Merry institution uses semi-private. Irianti (2019), which reveals that the lesson plan has less impact on students' learning goals, supports a different notion that the lesson plan should be examined. The kids wanted more from the teaching strategy. Lesson plans were still used as learning objectives in this study, although they could have been more successful. Time constraints and respondents became the areas for improvement in this research. Meanwhile, the findings from Fujii (2016) stated that the planning meetings began with a lesson plan already written by the teachers, and most of the time was spent discussing the flow of the research lesson, and it was found that the teachers designed and adapted the task for the lesson.

The TOEIC program uses various exam types, including the pre-test (which measures student aptitude), weekly simulations (which measure students' retention of the content), and the post-test, which serves as the level's concluding evaluation. Lee & Sawaki (2009) identified a similar context: The study has shown that it is possible to classify examinees' talents into those they possess and those they do not possess according to their mastery or non-mastery of the targeted listening and reading abilities. Further to the theories, Baht (2019) conducted Formative and Summative Evaluation Techniques for the Improvement of the Learning Process; this result shows that formative assessment can serve as practice for our students, much like a meaningful homework assignment. On the other hand, Summative assessments can serve as a guide to improving teaching methods. It has similarities with Bath's theory, formative is a weekly simulation,

and summative is a pre-test and post-test. Furthermore, another theory has a similar context. However, a different participant from Hagen et al. (2022) in this research demonstrated that listening comprehension assessment could serve as an index of young children's language skills that are valid and reliable in a sample of children with weaker language skills.

Another related result from Utami (2020) stated that the teacher made a test in summative assessment for Higher Order Thinking Skills. How are the best practices in Implementing teaching listening for TOEIC The findings of this study include TOEIC listening material in the form of photographs, questions and answers, short conversations, and short monologues. The tutor gives techniques and tricks for answering questions for each content, and the teacher asks pupils to understand the context of the dialogue on each question. Types of questions and short conversations in the Listening TOEIC, as the findings of this study revealed by Nasta (2023) show that the number of questions in this Listening session is 100 questions which are divided into four parts (part 1 photo, part 2 questions responses, part 3 short conversations, and part 4 short dialog). And it has similarities to the material (Agoestyowati et al., 2022). This research purpose for offline TOEIC training activities is to improve student's English skills in preparation for the world of work. Every TOEIC test has the same topic because most use a reference (Young & Jiwong, 2018; Loughed, 2007; Umar, 2017).

The strategies used in listening to TOEIC learning are learning the best practices for each discussion topic and selecting this approach because it makes it easy for students to comprehend the TOEIC questions they face. On the other hand, the teacher offers a vocabulary explanation and topic conversation in audio about the workplace culture. This approach is intended to help kids with difficulties with listening comprehension. This research is similar to research from Putra (2019). This finding shows that using the drilling technique can improve students' memory in vocabulary in listening skills.

Furthermore, research from Maliwan (2020) shows that students are satisfied with the teaching by using Bottom-Up and Top-down Processing for listening strategies to increase the potential of the TOEIC test on listening skills at a high level. The findings of this study revealed Maliwan about strategies in explaining job culture and synonym words.

In other methods, a study used communicative language teaching, and this research shows that students had a chance to practice the things they learned in a context similar to the test and the real-life situation, which resulted in score improvement. Some of the theories above show that each study or location has its strategy for overcoming problems in the TOEIC listening class because, in each situation, students have different constraints. This research shows they have similarities in the drilling method in delivering material and continuing to use Bottom-Up and Top-down when solving a problem in listening to the audio.

The Merry Institute uses modules, computers, sound systems, audio listening, films, and videos as learning tools to teach listening for the TOEIC. According to Pratama et al. (2020), five different types of learning media enhance English listening skills: video learning media, music, movies, podcasts, and audio learning recordings. The learning media for TOEIC listening learning at the Merry Institute are similar to the media used in Pratama's research to improve listening skills: film, video, and audio listening. The Merry Institute does not use audio music and audio podcasts because the Listening material only focuses on the international world of work topics. Further finding similar findings in Asri et al. (2022) using low-cost videos to increase the understanding of culture and to make habits in understanding the topic in listening to TOEIC; it can be said that the findings are all similar to the research only different in the music because the international test of TOEIC discusses the culture of the job.

How are the best practices in Evaluating teaching listening for TOEIC

The next meeting will discuss the questions in which each test has errors as part of the Merry Institute's review of teaching the TOEIC listening component, with the idea of looking at student scores to see if there is a drop or no growth in each weekly exam. That is relevant to the theory from Beeby (1977) that systematic collection implies that whatever information is collected must be obtained in a systematic and planned manner with a certain level of accuracy. Further, tutors and administrators evaluate listening for TOEIC teaching after weekly tests that discuss student scores to find the best solution at the next meeting. This result relates to the evaluation of the research by Baht (2019). This paper is to highlight the effect of formative and summative evaluation techniques on the behavior of students on the one hand. Also, it tests the teaching of the teacher on the other. It can be said that assessment can be used for evaluation to measure the problem and effectiveness of learning. It is similar to giving assessments to students to evaluate their learning progress.

Nevertheless, it is different from evaluating students' behavior because it only focuses on increasing the score. Furthermore, the data for evaluating TOEIC listening learning materials are student scores on weekly tests that get low scores. Meanwhile, the results are different from Sutarto et al. (2020), who found that evaluation activities are carried out not only to measure the level of progress and development of students after following the learning process but also to evaluate the effectiveness of methods, media, learning strategies applied by teachers, to increase student interest and motivation. It has differences because the objective learning of TOEIC only focuses on answering questions. Sutarto's research must learn targets on the material and evaluate the aspects of the learning process.

The common obstacles and solution in teaching were listening for TOEIC

At Merry Institute, barriers to teaching TOEIC listening include needing more work-related information or expertise. Students' diverse experiences make it difficult for them to imagine the audio content, a lack of vocabulary learning causes students to misunderstand the audio content, and the limits of where to study cause students to focus less on TOEIC listening. This result has similarities to the research of Nguyen et al. (2020) This study was conducted in Vietnam in flight major, and it was found that the barriers experienced by students were vocabulary, pronunciation, background knowledge, psychology, and some difficulties regarding the topic in each section of the TOEIC listening test.

Whereas the research from Tugrul (2014) is not related to the finding of the obstacles students face in the listening process. That is from the Quality of recorded and recorded Cultural material differences, and Speaker accents, Unknown vocabulary. When listening material consists of familiar words, it is easier for the learner to understand them and the length and pace of listening. Because the participant background is a deep study, most already have a base in Language English or the middle-level category. And research from Tugrul (2014) is similar (Meilinda & Yuliah, 2019). Further to Zahruni et al. (2020), it is found that the obstacles faced by students taking the TOEIC test are perceptions of difficulties in vocabulary, grammar, limited time, and the internet. And it has different problems because mostly the problems from Zahruni's results are found in reading comprehension, but this research focuses on listening.

CONCLUSION

Based on the findings and discussion, it can be concluded the best practice of TOEIC Listening course for adult learners at English

Institute in Pare Kediri show that the preparations in the syllabus use a task-based syllabus as a learning program and for assessment used the pre-test, weekly simulations, and the post-test. Merry institutions are not complete according to the preparations carried out in formal schools that do not have a lesson plan as a reference for the learning process. The implementation of teaching listening TOEIC at Merry is discussing the culture in the work environment, such as business conversations, flight attendance, public transportation, hotels, and many others. further, students can increase student scores because the method used in teaching listening for TOEIC is the drilling method which makes it easier for students to master tricks and tips for answering questions.

Furthermore, the evaluation process was carried out by the teacher of Merry Institute in the TOEIC program the process is carried out every week to measure students' ability to understand TOEIC listening material. The data taken for the evaluation material for teaching listening for TOEIC is the student's score on the weekly test that does not increase by more than 50 scores. And the last, the difficulties teaching listening for TOEIC at Merry Institute have several obstacle points that are cultural differences, Unknown Vocabulary, and some other obstacles do not occur at the Merry Institute because the students' background already has basic English, so students can overcome some of the obstacles, for The way to overcome the obstacle is tutors give advice to always watch English videos or films about international work.

For recommendations, because this study found several points that underlie the implementation of best practices in teaching Listening TOEIC, such as making lesson plans, giving motivation and experiences of answering the test, furthermore this research is expected to give them information and references in doing the same kind of research. Then they can improve this research to be complete and better.

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