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Assessing Economic Students' Expectation and Learning Outcomes of Using Audio Script to Improve Listening Skill on TOEIC Test

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Abstract— The listening skill has been a major difficulty for every language learner when it comes to learning a foreign or second language. The reasons may vary from the unfamiliar sound that the learners heard, the difference pronunciation and intonation that the speaker produced and many other reasons. The same reasons are also found when economic students are obliged to do the TOEIC (Test of English as International Communication) test as one of the passing study requirement. The Economic students' score for listening were low and it becomes serious problems as they had to repeat the test to get the minimal score. This research aims to find out; 1) What are the economic students' expectations on TOEIC listening skill scores? 2) How is the economic students' performance on the TOEIC listening score after given the audio script? 3) Did the use of audio script improve economic students' listening comprehension on the TOEIC test? This research applies descriptive quantitative research with a gap analysis of economic students' expectation with the students' performance or learning outcome. The subject of this study was 50 Economic students with a total of four weeks time period. Each period took about 35 minutes of listening practice. The students were given a questionnaire to find out their listening score expectation; whether they are poor, good, very good or excellent. After given the questionnaire, they were trained using an audio script to improve their listening skill. According to the data analysis of the data collected from the listening score and questionnaire, the positive effect of using the audio script to improve Economic students' listening comprehension on TOEIC test is revealed and above their expectation.

Keywords—listening skill, audio script, expectation, learning outcome, students' performance

I. INTRODUCTION

Learning a foreign language best begins with learning how to listen to the language before learning other skills. It is supported with the theory that before a child is able to speak, he/she will learn how to listen, then he/she will imitate then it will build his / her speaking ability. As Littlewood (1984) states that the child imitates the sounds and patterns which he hears around him and this close relationship between listening as a receptive skill, and speaking as a productive skill, is what produces verbal expression and it requires practice and exercise to build someone's listening ability.

Usually, students are learning second or foreign language starts from reading and writing, in fact, those

are the skills they learn from school or university. However, the learning of these two skills does not improve students' communication in English better. They need to learn listening skill which eventually will develop their speaking ability. Kutlu and Aslanoglu (2009) in their research stated that listening skill, which plays an important role not only in communication but also in interpersonal relationships, is, unfortunately, the skill is given the least significance in language learning. Teachers generally believe that the listening skill emerges spontaneously in time, just like breathing. However, listening skill can only be improved by hard work and repetition as it is the case in reading skill (Bostrom, 1990, Brody, 2004; Kutlu and Aslanoglu, 2008). Developing the students' listening skills is directly related to putting forward the factors that take part in the listening process. In other words, determining the factors that play a role in the listening process is of vital importance to learn a language, not only to the students but also institute that educate students.

This problem is also faced by the economic students of Wijaya Kusuma Surabaya University in learning English, especially for the TOEIC test preparation. Their listening ability is quite low and they need a strategy on how to improve their listening skill score on the TOEIC test. They need to be familiarized to the English language. Most economic students are facing difficulty in improving

their listening skill on the TOEIC test. Some of the reasons are because they do not get used with the English sounds they hear in the test, so it is very hard for them to predict the meaning or if they have to predict, it words they listened is far for their prediction. The second reason is that it has been a while for them to listen to English sentences. The economic students admitted the last time they have listening skill exercise is when they were at the Senior High School. So, it is hard work to get them used again to listen to the English dialogue and conversation.

In TOEIC test, the economic students are practiced to learn the listening skill such as picture description or photograph (the economic students are asked to match the picture they have with the sentences they heard from the audio), question and responses (the economic students are asked to match the questions and the possible responses they hear. This is considered to be the most difficult part of TOEIC listening skill because all the questions and possible responses are only available in audio. They are not printed in the question sheets or preparation handbook), short conversation (the economic students are asked to listen to the short conversation between a man and a woman discussing something and they are asked to answer three questions about the conversation. Most students got difficulty in answering the questions that deal with numbers), and the last is short talks (the economic students are asked to listen to short talk from a single speaker and they are asked to answer three questions about it.

To overcome economic students' difficulty in listening skill, the use of the audio script is used to enhance their listening ability. Levis and Pickering (2004) stated that the use of speech visualization to language learning environment dates back to 1960, however, this teaching technique is proved effective to improve students' listening skill as the students can match the words they hear with the words they read. It also gives chances to the students to learn how to sound the words in English correctly. Moreover, Wagner (2006) claims that the presence of visual support would improve the students' listening skill because they can make more valid inferences and this can lead to the improved English listening performance.

The use of audio script in listening practice for the economic students is expected to improve their listening skill, but first, the researchers need to know the economic students' expectation on their listening learning. Knowing their expectation is very useful to see how the economic students predict their listening ability, moreover to motivate them more gain better score in TOEIC listening. To see whether their learning has met their expectation, their score on the listening test is used. It is also used to find out whether their listening score improves or not after given the audio script. Each exercise is given the self-scoring to be filled by the students after doing the exercise. These scores will be used to find out the economic students' expectation. The students are doing 23 listening questions for about 35 minutes in every practice for 4 practice meeting.

The previous studies have proven that the use of visualization or audio script has helped the English language learner to perform better in doing the listening test. Some of the previous studies are The Effect of Using Audio Files on Improving Listening Comprehension by

Kamran Mohamadkhani (2012) and Investigating the Effect of Audio-Visual Materials as Warm-Up Activity in Aviation English Courses on Students' Motivation and Participation at High School Level by Sule Y.E. Secer, Mehmet Sahin and Bulent Alci (2015).

A. Statement of The Problem

This research aims to find out:

1. What are the economic students' expectations for TOEIC listening skill scores?
2. How is the economic students' performance on the TOEIC listening score after given the audio script?
3. Did the use of audio script improve economic students' listening comprehension on the TOEIC test?

B. Purpose of Study

The purpose of the study is to find out what the economic students' expectations on TOEIC listening skill scores are, how the economic students' performance on TOEIC listening score after given the audio script and whether the use of audio script improve economic students' listening comprehension on TOEIC test or not.

C. Benefit of the Study

The result of this research is expected to find out the students' expectation of their TOEIC listening test and to see how their performance. It is expected also to find out why the students cannot meet their expectation and whether they having difficulties in doing the test and also setting the best strategy to handle the students' difficulties so that the best score can be gained.

II. REVIEW OF RELATED LITERATURE

A. Listening Skill

Listening is one of the four primary skills that should be taught early in learning second or foreign language learning. It is one of the two skills that we use when communicating orally. According to Rost (1991), listening is an active process requiring participation on the part of the listener. For example, when someone listens to a speaker, he/she processes the information they hear mentally to construct an answer. During the listening process, the listener is actively engaged. In learning a foreign language, it is important to listen to what is transmitted with a great deal of attention because this helps the listener to reproduce exactly, or almost exactly, what he/she hears. Therefore listening is not an isolated skill; we listen to understand what has been heard. Moreover, the speaker and the listener must be interacting in a social context. Larsen- Freeman (1986) stated that it is through interaction between speaker and listener that meaning becomes clear. This clarity suggests an understanding of what has been heard.

But what is active listening? Active listening is the act of having the listener take part in the communication process. The listener focuses his/her attention on what the speaker is saying to confirm understanding. It is necessary that while listening to the listener has an engaged attitude, that is, he/she has to involve him/herself in communication to assure the speaker that he/she is attentive to what is said. This also demonstrates some interest to the speaker to encourage him/her to

speak. Brown (1990) states that students need to be actively involved in the learning, if they do not, it leads rapidly to boredom on their part and often, failure to learn much from the class. This also becomes a reason why listening skill learning needs to be interesting so that the students are not bored.

B. Factors Affecting Students' Difficulty in Listening Comprehension

Listening is the ability to hear attentively and to understand what others are saying. When we define listening it is necessary to consider listening components such as understanding of the accent; the way words are pronounced; grammar rules; and learning vocabulary which helps us to understand the whole meaning of what the emitter is saying in context. Effective listening depends entirely on the relationship between these components. A disconnection amongst these factors would make listening less effective. If one listens to a certain message he/she must combine such factors in context to more accurately react to what he/she is listening to. Harmer (1983) states that a good listener can process what he hears based on the context it occurs in. In this case, students need to be taught strategies in deciphering different accents and the importance of idioms and jargon including speech rhythms which will enable them to listen to the various styles of spoken English be it in conversation with a native speaker from the Anglophone Diaspora, listening to song lyrics or watching films. Willis (1981) states that students need to learn how to listen, and to get the chance to listen to different types of English, so they will be able to listen with understanding to spoken English outside the classroom.

The way words are pronounced also has implications on language comprehension because the listener should be able to discriminate the different sounds he/she hears. This ability is necessary given that there are words that have similar pronunciation.

Grammar rules were mentioned above as a factor of listening. But why is grammar important? In first language acquisition, a child acquires language mainly from repetition and in an informal way. As the child grows he/she starts to use language formally and at school is given a set of rules to express grammatically correct thoughts. Learning vocabulary is also helpful when listening for comprehension because the listener will not be able to participate in a conversation if he/she does not know the words that he/she is listening to. Learning includes the knowledge of words like homonyms, homographs and homophones. Homonyms are words that are said or spelled the same way as another word but has a different meaning, e.g.: "right" (adjective) and "write" (verb); homographs are words that have the same spelling but different in meaning, grammar or pronunciation, e.g.: "sow" (noun, female pig) and "sow" (verb, to plant seed) – the stressed syllables are underlined; homophones are words with the same sound but different in spelling and meaning, e.g.: "flower" (noun) and "flour" (noun). According to Krashen and Terrell (1988), comprehensibility is dependent directly on the ability to recognize the meaning of key elements in an utterance.

C. Teaching Listening Skill

According to Ahmed (2015), in teaching listening skill, the teacher needs to pay attention to these following aspects of listening skills. They are:

a) Predicting content

Predicting content is one of the most important things in listening skill because the students learn how to predict the listening content and the students need to understand the whole story in the listening exercise. When the students listen to words like, clouds and thunder, they can predict that the listening exercise is about the weather and the person who talks is most probably the weatherman. The students can expect to hear the words like "rainy", "sunny" or maybe the use of future tense like "It will be a shower in the afternoon" or "It will be a cold start of the day". The students can also predict from the context, for example, a news report, a university lecturer, an exchange in a supermarket – they can often predict the kind of words and style of language the speaker will use. The knowledge of the world helps them anticipate the kind of information they are likely to hear. Moreover, when the topic of a talk or a conversation is predicted, all the related vocabulary stored in the brains is 'activated' and it helps them to better understand what they are listening to.

b) Listening for gist

When listening, it is also possible to get the 'whole picture' but with one crucial difference: information comes in a sequence. And in that sequence of information, there are content words (the nouns, adjectives and verbs) that can help the students form that picture. This is often called listening for gist. For example, the words 'food', 'friends', 'fun', 'park' and 'sunny day' have their meanings, but when you hear the words in sequence, they help form the context of a picnic.

c) Detecting signpost

These words, which link ideas, help the students to understand what the speaker is talking about and where they take the story. They are particularly important in presentations and lectures. For example, if a university lecturer says: 'I am going to talk about three factors affecting global warming...' then, later on, it might be heard the phrases 'first of all', 'moving on to' and 'in summary' to indicate the next part of the talk. Other words and phrases can function similarly, for instance, to clarify ('in other words', 'to put it another way'); to give examples ('to illustrate this', 'for example'), and so on.

d) Listening for details

This time, rather than taking in the big picture, the students are looking for something specific and rejecting anything that does not match what's on the list. Similarly, when listening for details, the students are interested in a specific kind of information – perhaps a number, name or object. They can ignore anything that does not sound relevant. In this way, they can narrow down the search and get the detail they need. In a listening test, if the students are asked to find out the age of a person, listen for the words related to age ('old', 'young', 'years', 'date of birth', etc.) or a number that could represent that person's

age. If it is a conversation, they might wait to hear someone beginning a question with 'How old...?'

e) *Inferring meanings*

Inferring meaning means using clues and prior knowledge about a situation to work out the meaning of what the students hear. Similarly, the students can infer the relationship between people from the words they use, without having to find out directly. Take the following conversation:

A: Tom, did you do your homework?

B: I did, sir, but the dog ate it.

A: That's a terrible excuse. You'll never pass your exams if you don't work harder.

It can be inferred from the use of the words 'homework' and 'exams' that this is a conversation between a student and his teacher. By using contextual clues and knowledge of the world, it can be worked out what is being said, who is speaking and what is taking place.

D. *The Function of Audio Script in Listening Comprehension*

To overcome economic students' difficulty in listening skill, the use of the audio script is used to enhance their listening ability. Levis and Pickering (2004) stated that the use of speech visualization to language learning environment dates back to 1960, however, this teaching technique is proved effective to improve students' listening skill as the students can match the words they hear with the words they read. It also gives chances to the students to learn how to sound the words in English correctly. Moreover, Wagner (2006) claims that the presence of visual support would improve the students' listening skill because they can make more valid inferences and this can lead to the improved English listening performance.

E. *Expectation and Performance Theory*

Service Quality Analysis (SERVQUAL acronym) is a descriptive method to describe the level of customer satisfaction. This method was developed in 1985 by A. Parasuraman, Valarie A. Zeithaml, and Leonard L. Berry through their article in the Journal of Marketing. The methods in the journal were then revised by the article "SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality.

In 1985, in the article, they emphasize the general phenomenon that the achievement of quality in terms of products and services occupies a central position. The quality of this service for them is not yet well defined. Quality of service, according to them, is the comparison between Expectation (Performance) and Performance (Performance). By quoting Lewis and Booms 1983, they state that service quality is a measure of how well a service encounters a match with customer expectations. The delivery of service quality means consistently compromising with customer expectations. In comparing

between Expectation and Performance, a discrepancy is created. This discrepancy is called Gap. Gap 5 is the gap found in this research, gap 5 is a gap between Expected Service - Perceived Service. Concerning this gap 5, the three submitted Proposition 5, the quality that customers believe in service is a function of the magnitude and direction of the gap between expected service and service received.

III. RESEARCH METHODOLOGY

A. *Research Design*

Research can be described as a systematic and organized effort to investigate a specific problem to provide a solution (Sekaran; 2000; Burn, 1994). Consequently, its output is to add new knowledge, develop theories as well as gathering evidence to prove generalizations (Sekaran, 2000).

According to Smith et al., (1979), quantitative research employs the traditional, the positivist, the experimental, or the empiricist method to enquire into an identified problem. Quantitative is based on testing a theory, measured with numbers, and analysed using statistical techniques and it particularly emphasizes objectivity and reproducibility (Smith et al., 1979). Meanwhile, Fraenkel & Wallen (2003) argued that the goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true. Thus, quantitative research is more concerned with issues of how much, how well, or to whom that particular issue applies. Kerlinger & Lee (2000) explained that quantitative research is deductive in nature, and that researchers make inferences based on direct observations with the primary goal to describe cause and effect.

This research applies descriptive quantitative research with a gap analysis of economic students' expectation with the students' performance or learning outcome.

B. *Sampling Design*

The subject of this study was 50 Economic students both male and female students and they are chosen randomly. The students are taking the TOEIC program as one of the graduation requirement.

C. *Methods of Data Collection*

The data was collected with a total of four weeks time period. Each period took about 35 minutes of listening practice. The students were given a questionnaire to find out their listening score expectation; whether they are poor, good, very good or excellent. After given the questionnaire, they were trained using an audio script to improve their listening skill. According to the data analysis of the data collected from the listening score and questionnaire, the positive effect of using the audio script to improve Economic students' listening comprehension on the TOEIC test is revealed and above their expectation.

Before the students were given some exercise using the audio script, they were given the questionnaire to find out their expectation on each listening skill exercises (picture description, question and response, short conversation, and short talks). They were given the

exercise for about four period times, each period was about 35 minutes doing 23 listening exercise. During the exercise, the students practised listening using the audio script. They were asked to do the TOEIC listening test as usual, after they answered the whole questions, they were shown the audio scripts of the listening test. While they were shown the audio script, they were replayed the whole listening exercise once again and the teacher was making sure that the students were reading the audio script while they were listening to the audio. After doing the exercise, they are asked to fill the scoring by themselves to find out how many correct answers they have made. The gap between students listening score with their performance is measured using the following dimension:

1. Listening performance is measure with four times listening practice with the following scoring: poor – good – very good – excellent

2. Listening scoring expectation is measured from economic students' expectation based on the scoring they got during the exercise with the ones they made before they were given exercises

IV. DISCUSSION AND RESULT

A. Economic students' expectations on TOEIC listening skill scores

Economic students expecting to do the TOEIC listening test. They expect to get the highest score, however, some difficulties that they face while doing the test make them worry that they cannot gain the best score. From the questionnaire given, the students did not want to give the highest score as their expectation. With a total of 495 scores for the listening part, which is divided into four sections of the listening test, the students' expectation is around 200-290. This number might be influenced with the minimum passing grade set by the faculty that is 450 score, therefore the students did not want to expect higher than that score. This also shows that their expectation reflects their ability in doing the listening test, they thought that they were not able doing the test very well, at least the can pass the grade.

Noticing that the students having difficulties in doing the listening test, the researchers are using some approaches to help the students. The researchers gave them some treatments using the audio scripts. The aim of giving the script is to make them known the words that they hear is written because some students are having difficulties to spell or to pronounce the English words and this affects their listening ability. The treatments were given four times and the students were also given some materials on the TOEIC listening test but the numbers of the questions were lesser. For part 1 which is in the real test consists of 10 questions, were only given

5. For part 2 which in the real test consists of 30 questions, were only given 5. For part 3, which in the real test consists of 30 questions, were only given 6 and for part 4 which has 30 questions in the real test, the students were only given 6.

In doing the TOEIC listening practice, the students were also asked their expectation. Different from the real test, the students were expecting to have all the correct answer. This may be caused the number of the questions which are not too many as they usually have in the real TOEIC listening test and because of that also they felt more confident doing the test. Before they were shown the script of listening practice, the students were asked to do the listening test part as usual. After finishing the practice, then the recording was repeated and they were shown the script of the listening practice. The first time they have this kind of practice, they felt that they listening was a bit easier and after four meetings, they said were quite accustomed to listening to English sound although they were still found make some mistakes. Most of the mistakes were they misheard the words or they did not know how the words they heard were spelt.

Below is the table of the score they expected to have and the score they gained during the treatments:

Table 1. Treatment Day 1

Sis	Part 1			Part 2			Part 3			Part 4							
	A	E	G	A	E	G	A	E	G	A	E	G					
1	5	5	3	-2	5	5	2	-3	6	6	2	-4	6	6	4	-2	
2	5	5	2	-3	5	5	1	-4	6	6	3	-3	6	6	3	-3	
3	5	5	1	-4	5	5	5	0	6	6	3	-3	6	6	3	-3	
4	5	5	5	0	5	5	2	-3	6	6	4	-2	6	6	2	-4	
5	5	5	4	-1	5	5	2	-3	6	6	2	-4	6	6	6	0	
6	5	5	4	-1	5	5	3	-2	6	6	2	-4	6	6	4	-2	
7	5	5	1	-4	5	5	5	0	6	6	2	-4	6	6	3	-3	
8	5	5	5	0	5	5	5	0	6	6	3	-3	6	6	6	2	-4
9	5	5	1	-4	5	5	1	-4	6	6	6	0	6	6	6	0	
10	5	5	2	-3	5	5	2	-3	6	6	2	-4	6	6	2	-4	
11	5	5	4	-1	5	5	4	-1	6	6	4	-2	6	6	5	-1	
12	5	5	3	-2	5	5	3	-2	6	6	3	-3	6	6	1	-5	
13	5	5	5	0	5	5	3	-2	6	6	3	-3	6	6	2	-4	
14	5	5	2	-3	5	5	2	-3	6	6	2	-4	6	6	6	0	
15	5	5	5	0	5	5	1	-4	6	6	1	-5	6	6	6	2	-4
16	5	5	3	-2	5	5	5	0	6	6	6	0	6	6	3	-3	
17	5	5	5	0	5	5	2	-3	6	6	2	-4	6	6	5	-1	
18	5	5	4	-1	5	5	4	-1	6	6	3	-3	6	6	2	-4	
19	5	5	4	-1	5	5	4	-1	6	6	2	-4	6	6	3	-3	
20	5	5	2	-3	5	5	4	-1	6	6	2	-4	6	6	2	-4	
21	5	5	1	-4	5	5	4	-1	6	6	6	0	6	6	2	-4	
22	5	5	5	0	5	5	3	-2	6	6	3	-3	6	6	6	0	
23	5	5	3	-2	5	5	5	0	6	6	4	-2	6	6	3	-3	
24	5	5	4	-1	5	5	2	-3	6	6	2	-4	6	6	4	-2	
25	5	5	4	-1	5	5	1	-4	6	6	2	-4	6	6	4	-2	
26	5	5	3	-2	5	5	3	-2	6	6	3	-3	6	6	4	-2	
27	5	5	4	-1	5	5	4	-1	6	6	3	-3	6	6	5	-1	
28	5	5	1	-4	5	5	4	-1	6	6	6	0	6	6	2	-4	
29	5	5	2	-3	5	5	4	-1	6	6	3	-3	6	6	4	-2	
30	5	5	3	-2	5	5	2	-3	6	6	4	-2	6	6	3	-3	
31	5	5	5	0	5	5	2	-3	6	6	4	-2	6	6	2	-4	
32	5	5	3	-2	5	5	3	-2	6	6	3	-3	6	6	4	-2	
33	5	5	3	-2	5	5	2	-3	6	6	2	-4	6	6	6	0	
34	5	5	4	-1	5	5	2	-3	6	6	4	-2	6	6	4	-2	
35	5	5	4	-1	5	5	2	-3	6	6	6	0	6	6	3	-3	
36	5	5	2	-3	5	5	1	-4	6	6	1	-5	6	6	5	-1	
37	5	5	5	0	5	5	1	-4	6	6	2	-4	6	6	2	-4	
38	5	5	5	0	5	5	2	-3	6	6	1	-5	6	6	3	-3	
39	5	5	1	-4	5	5	2	-3	6	6	2	-4	6	6	5	-1	
40	5	5	2	-3	5	5	3	-2	6	6	2	-4	6	6	6	0	
41	5	5	2	-3	5	5	2	-3	6	6	6	0	6	6	3	-3	
42	5	5	5	0	5	5	2	-3	6	6	2	-4	6	6	2	-4	
43	5	5	2	-3	5	5	1	-4	6	6	3	-3	6	6	6	0	
44	5	5	3	-2	5	5	1	-4	6	6	2	-4	6	6	4	-2	
45	5	5	3	-2	5	5	2	-3	6	6	3	-3	6	6	3	-3	
46	5	5	5	0	5	5	3	-2	6	6	2	-4	6	6	2	-4	
47	5	5	2	-3	5	5	2	-3	6	6	2	-4	6	6	4	-2	
48	5	5	1	-4	5	5	5	0	6	6	3	-3	6	6	3	-3	
49	5	5	1	-4	5	5	1	-4	6	6	2	-4	6	6	2	-4	
50	5	5	2	-3	5	5	2	-3	6	6	2	-4	6	6	2	-4	
																	-2.5

A: all correct score

E: expected score

G: gained score

35	495	275	265	-10
36	495	260	190	-70
37	495	275	220	-55
38	495	300	215	-85
39	495	300	250	-50
40	495	250	220	-30
41	495	250	170	-80
42	495	260	195	-65
43	495	300	315	15
44	495	345	310	65
45	495	250	255	5
46	495	250	220	-30
47	495	275	280	5
48	495	265	280	15
49	495	250	220	-30
50	495	250	190	-60
Average		251.8	236.1	-15.7

As it is explained previously, the students expect only half score from the perfect score because they did not expect to get the perfect score. Their expectation was based on their listening ability and it seemed that they were not confident enough to set high expectation although they have already given the treatment using script.

The using of script indeed improve their listening skill as it can be seen from gap score which was reduced after several treatments, however, the reduced score is not significant enough. In the first and second treatment, the gaps of the first part of the text, picture description or photograph were the same -2 and then it reduced in the third and fourth meeting into -1. The second part, question and response had all the same gaps from the first to the last treatment, -2. The third section of the test, the short conversation had the same gaps in the first, second and the third meeting but it reduced in the fourth meeting, from -3 to -2. Short talk, the last section in the TOEIC test, have shown reduced gaps in the first to the third meeting. From all the number gaps showed above, it is concluded that students' listening skill is improved but not significant.

C. The use of audio script improves economic students' listening comprehension on TOEIC test

The test which using the real TOEIC listening questions also shows that the gap difference was not significant either, the average expected score was 251.8 and the average gained score was 236.1. The gap was only -15.7. It means what students were quite satisfied with the score they got as the gap was not different significantly.

From the questionnaire, it was found out that the part 2 (questions and responses) and part 3 (short conversation) are considered the most difficult test part in the TOEIC. 70% students stated that it is the difficult part in the TOEIC listening test for in part 2 both questions and responses are only available in the recording, so once the students missed the questions they will not be able to answer the questions. While part 3 (short conversation), 78% of students stated that this part of the test is difficult.

The use of audio script improves economic students' listening comprehension on the TOEIC test although it is not significant. From the result of the questionnaire, it is found out that the students stated the use of script helps them to know the written words and understand better the listening. The script also helps the students to listen better because they have already been familiar with the words they hear.

V. CONCLUSION AND SUGGESTION

A. Conclusion

TOEIC listening test is quite challenging for Economic students, however, the use of script can be the alternative way to help the students to overcome this problem. This can also improve students' expectation as it can build their confident better in TOEIC listening TOEIC test. The students' expectation shows their average ability in listening skill as they do not want to set their expectation higher. Their expectation which is around half of the total score is caused that they are not confident enough to get a higher score. The different parts of the TOEIC listening test also contribute to their expectation as they stated that TOEIC test part 2 (questions and responses) and part 3 (short conversation) are the most difficult listening part in the test.

The script of listening helps the students to understand the words they hear and how the words are written. Although the gaps did not show significant numbers, the students stated that listening script helps them to get familiar with the English words.

B. Suggestion

Having listening script after the TOEIC listening practice will surely help the students' better understanding in listening skill. Economic students also stated that the availability of better facility in the lab will also help their listening skill better and improve their confidence during the test.

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