



TOEIC Training and Guidance for Teachers and Students of Vocational High School 1 Kota Serang

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Abstract. This study aims to improve the English communication skills of teachers and students of SMK N 1 Serang through TOEIC English language test training as an effort to develop teacher competence and professionalism. The method of implementing this activity is carried out by providing training in the form of material delivery, discussion, and TOEIC test simulation, including listening and reading skills. This activity was attended by 20 students and 5 teachers of SMK N 1 Serang. The results of the activity showed an increase in the knowledge and competence of teachers and students regarding the TOEIC test. This can be seen from the questionnaire and the TOEIC test scores of teachers and students after being taught and trained in the activity. The results of the questionnaire showed an increase in the participants' knowledge regarding the TOEIC test, with a percentage of 84%. The increase in English language skills of teachers and students from the results of the TOEIC test simulation (Pre-test) and TOEIC test (Post-test) scores, after the activity was carried out, showed that the average of the pre-test was 263.4, while the post-test obtained 454.64. The result of evaluation reveals that Sig. (2-tailed) of post-test value was 0.000, meaning that Sig. (2-tailed) $0.000 < 0.05$. The TOEIC training program can significantly encourage the TOEIC participants to learn and understand effectively the tips and tricks of answering the TOEIC test, and increase the participants' listening and reading skills.

Keywords: English Communication; Language Skills; Teacher Competence; TOEIC Test; TOEIC Training.

1. INTRODUCTION

To boost the competitiveness of vocational school graduates in the global workforce, Presidential Instruction No. 9 of 2016 concerning the Revitalization of Vocational Schools was issued, which requires the Ministry of Education and Culture to prepare vocational school graduates with high competitiveness in the workforce. One of the cross-vocational competencies that is always demanded in the era of globalization is the ability of vocational school graduates to communicate in English. English language training for students is crucial for improving their competencies and preparing them to face competition and change in the era of globalization. Through training, students will be guided and taught to acquire knowledge and skills that will help improve their spoken and written English skills (Juliana, 2021). Therefore, since 2016, the Directorate of Vocational School Development has conducted mapping of English language skills of students (prospective graduates) of vocational schools in Indonesia using TOEIC. The TOEIC® is one of the vocational competency tests meant for class XII (3-year vocational school program) and class XIII (4-year vocational school program), according to the Ministry of Education and Culture's Regulation No. 1 of 2018 concerning technical instructions for school operational assistance (BOS Funds).

TOEIC stands for Test of English for International Communication. TOEIC was developed by the Educational Testing Service (ETS), headquartered in Princeton, New Jersey. ETS is a non-profit organization that administers tests such as TOEFL and GRE. The TOEIC was specifically designed as a test to measure English language proficiency in the context of the international workplace. A standardized test named the Test of English for International Communication (TOEIC) (Listening & Reading) is used to assess non-native speakers' English proficiency, with an emphasis on reading and listening skills (Nae, 2023). The TOEIC is a standardized test intended to measure an individual's ability to comprehend, use, and communicate in English. The TOEIC test has been used by numerous companies, government organizations, educational institutions, and businesses worldwide to determine if an individual is eligible to join, stay, or advance within their organization (PHAN et al., 2020). Since 1979, the TOEIC has been the standard for assessing the English language proficiency of workers who use English as a foreign language. Today, more than 1.5 million TOEIC tests are administered around the world each year (www.ets.org). The TOEIC was developed especially to assess individuals working in a global setting on their everyday English proficiency (Sumartana et al., 2023). The TOEIC test is a paper-and-pencil test and consists of 200 multiple-choice questions divided into two parts, namely the Listening Section and the Reading Section. Each part has a separate time allocation, namely 45 minutes for the Listening Section and 75 minutes for the Reading Section. Institutional TOEIC training for students is one of the language proficiency tests to improve students' ability in spoken and written English skills (Satria, 2020). The TOEIC test evaluates a person's daily spoken English competency in a global context. The outcomes show how efficiently a person can communicate in English for business, industry, and commerce. The two-hour multiple-choice TOEIC exam consists of 200 questions divided into two sections: reading (100 questions, total time: 40 minutes) and listening (100 questions, total time: 45 minutes) (Saputra & Rionaldi, 2022).

Listening Section

The Listening Section is the first section of the TOEIC test, which measures the ability to understand spoken English as used in North America. The material and questions are recorded by North American English standards, while the answer choices are printed on the test sheet. The Listening Section consists of 100 questions using audio cassettes. There are 4 (four) parts in the Listening Section:

- 1) Part I: Photographs - 20 questions - 4 answer choices.
- 2) Part II: Question-Response - 30 questions - 3 answer choices.
- 3) Part III: Short Conversations - 30 questions - 4 answer choices.

- 4) Part IV: Short Talks - 20 questions - 4 answer choices.

Reading Section

The Reading section is the second part of the TOEIC test, consisting of 100 questions printed on the test sheet. In this section, TOEIC test takers must try to understand various readings or texts according to their ability and speed. The Reading section is divided into the following parts:

- 1) Part V: Incomplete Sentences - 40 questions - 4 answer choices.
- 2) Part VI: Error Recognition - 20 questions - 4 answer choices.
- 3) Part VII: Reading Section - 40 questions - 4 answer choices.

The written and spoken languages of several countries where English is used in the workplace are used to create the TOEIC test questions, which are designed to satisfy the demands of the working world. The TOEIC test questions cover a wide range of workplace atmospheres and situations, such as:

- 1) General business - contracts, agreements, marketing, sales, business planning, conferences.
- 2) Manufacturing - plant management, assembly lines, quality control.
- 3) Finance and budgeting - banking, investment, taxation, accounting, and billing.
- 4) Corporate development - research, product development.
- 5) Offices - meetings, committees, correspondence, memoranda, telephone, fax, e-mail messages, office equipment and supplies, office procedures.
- 6) Personnel - hiring, assignments, retirement, salaries, promotions, job applications, advertising.
- 7) Purchasing - shopping, ordering, shipping, billing.
- 8) Technical areas - electronics, technology, specifications, machine maintenance, rentals, electrical, and gas services.
- 9) Travel - trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations, delays, and postponements

Although the language used in the TOEIC test focuses on the workplace, test takers are not required to have specialized business vocabulary or technical knowledge to perform well. The TOEIC test is suitable for use in any environment where English is used as a second or foreign language. Regarding TOEIC scores, there are six levels in the TOEIC:

- 1) Level 0/0+ Novice (score 10-250)
- 2) Level 1 Elementary (score 255-400)
- 3) Level 1+ Intermediate (score 405-600)

- 4) Level 2 Basic Working Proficiency (score 605-780)
- 5) Level 2+ Advanced Working Proficiency (score 785-900)
- 6) Level 3/3+ General Professional Proficiency (score 905-990).

Students are required to correctly answer multiple-choice questions on the TOEIC Reading and Listening test by completing sentences using the correct grammar and vocabulary (Almusharraf & Bailey, 2023). Especially for vocational school students, the graduation requirement is a TOEIC score of 400, which is at the intermediate level. According to information gathered from informal interviews with two English teachers at SMK N 1 Serang city, one of the vocational schools in Serang, all grade XII students were sent to take the VIERA test in 2024 (an evaluation that measures a person's level of preparedness for the TOEIC), but only a small percentage of the students who took the test passed. The two teachers gave some reasons why the vocational high school student did not pass the 2024 VIERA test. The first was that the students who took the test in 2024 were in the 12th grade and had never been trained for the TOEIC. As a result, even though they studied English-language books to prepare, their scores were below 400. The second one is that teachers' time is already spent on teaching and administrative tasks, leaving them with little time to prepare to discuss TOEIC questions with students. Students also have limited time due to the tight class schedule and the large number of subjects they must study. Accordingly, the 2014 global TOEIC report on test takers found that Indonesia's listening performance ranked 42nd out of 44 countries, with an average score of 234, which is below the overall TOEIC listening score average of 500. As a result, Indonesian students continue to demonstrate quite poor listening skills (Jaya, 2018). Since vocational high school students are ready to enter the workforce, the curriculum and class time are very focused on integrating theory and practice. A TOEIC score is also necessary for active teachers to be admitted to an International Standard School (SBI). In line with that, one of the international standardized tests used in Thailand to assess students' proficiency in English is the TOEIC (Province & Chunsuwimol, 2025). In addition to assessing students' prospects of finding work after graduation, TOEIC results can be used to assess their general English proficiency and CEFR level (Boyes, 2021.)

Teachers must be able to teach in English and/or other foreign languages used in international forums for certain subjects/fields of study, except Indonesian, Religious Education, Civic Education, History Education, and local content, under the 1978-2009 Ministerial Regulation concerning the Implementation of International Standard Schools at the Elementary and Secondary Education Levels. In line with that, the higher education in Japan has already decided that the TOEIC listening and reading test has been used as a key

performance indicator (Richard, 2017). For individuals whose first language is not English, there is an English language competence test. It was developed to evaluate the reading and listening comprehension of the English language, which are essential in the job and daily life. A person's ability to interact with others in English in a professional context is shown by their TOEIC Listening and Reading tests (Nakai & Townsend-nakai, 2025). It demonstrates that the TOEIC is used as an outcome standard by many educational institutions and as a criterion for hiring by business organizations. As a result, an increasing number of students enroll in TOEIC-focused English language classes to fulfill the graduation and hiring requirements (Tran & Nguyen, 2023). Teachers must also be competent in other foreign languages that are designated as the language of instruction at the relevant SBI, or have a TOEFL score of at least 7.5 or higher (TOEIC score 450). Dealing with that, Teachers often require a variety of abilities and interdisciplinary knowledge to effectively manage their classrooms and give their students proficient instruction (Dos Santos, 2022).

Teachers and students at SMK N 1 Serang city will need TOEIC training and mentoring so that they can get a good preparation for the TOEIC test. Students can raise their TOEIC results by receiving training before the test. They can practice their language abilities before the test by using several TOEIC programs (Setiawan et al., 2023). Students can enhance their ability to understand and become more familiar with real-world situations by using authentic reading materials for practice before the TOEIC test. For instance, by providing an email, product catalogue, corporate website, and business article. The instructors increase the students' familiarity with texts commonly used in TOEIC by assigning them reading material of this type (Utari et al., 2024). Students who participate in this program will gain a comprehensive understanding of the language abilities or components examined in the TOEIC, as well as their corresponding sections and strategies for answering the test questions. In line with the need for a language proficiency test, TOEIC for reading and listening has been a requirement for graduation at the Civil Aviation Polytechnic of Surabaya for over three years, and it has become the subject of the study. Speaking and writing are less common than the TOEIC listening and reading competence test. Scores on this paper-based exam range from 10 to 990, and it can be given in a testing facility. Each section accounts for half of the overall score, demonstrating the balance of the English reading and listening abilities (Fatmawati et al., 2023).

2. LITERATURE REVIEW

The Test of English for International Communication (TOEIC) has become a globally recognized benchmark for assessing English proficiency in workplace and vocational contexts. For Vocational High School (VHS) students, whose education is explicitly oriented toward employment and specific industrial sectors, TOEIC scores are increasingly used as a graduation requirement, a hiring criterion by employers, and an indicator of program quality (Knight, 2015). This literature review synthesizes existing research on TOEIC preparation within the VHS context, focusing on the dual need for effective student training and specialized teacher development. It explores the pedagogical approaches, challenges, and strategic guidance necessary to align vocational education with the demands of globalized industries.

Theoretical Foundations: ESP and Competency-Based Education

TOEIC preparation in VHS falls under the umbrella of English for Specific Purposes (ESP), particularly English for Occupational Purposes (EOP). Unlike general English, ESP focuses on the linguistic skills, vocabulary, and communication tasks required in specific professional settings (Hutchinson & Waters, 1987). The TOEIC test itself is designed to measure everyday English skills in a business environment, making it a natural fit for vocational education.

This aligns closely with the competency-based education (CBE) model central to VHS curricula. CBE emphasizes the attainment of specific, measurable skills needed for workplace performance (Richards & Rodgers, 2014). Effective TOEIC training, therefore, must move beyond rote test-taking strategies to develop functional language competencies—such as understanding workplace announcements, interpreting business documents, and engaging in basic professional conversations—that are directly transferable to students' future careers in fields like hospitality, technology, mechanics, and business administration.

Teacher Preparedness and Professional Development

A significant theme in the literature is the gap in teacher readiness. Many VHS English teachers are trained in general English pedagogy and may lack experience with (a) the specific content and format of the TOEIC, and (b) the integration of vocational content with language teaching.

- 1) Pedagogical Content Knowledge (PCK): Teachers require specialized PCK for TOEIC. This includes understanding the test's structure (Listening & Reading, and increasingly, Speaking & Writing), its scoring system, and the types of linguistic traps commonly set (Matsuno, 2016). Research by Kim (2018) indicates that teachers who undergo targeted TOEIC training programs

demonstrate greater confidence and employ more varied, context-specific teaching strategies, leading to better student outcomes.

- 2) **Needs Analysis and Material Development:** Effective guidance for teachers emphasizes conducting needs analyses that bridge generic TOEIC materials with the specific vocational domain of their students (e.g., engineering manuals for mechanics, service dialogues for hospitality). Teachers must be skilled in adapting or creating materials that are both authentic to the workplace and relevant to the test (Nation & Macalister, 2010).
- 3) **Collaborative Models:** Studies suggest successful models involve collaboration between English teachers and vocational subject teachers to create integrated learning modules, fostering language acquisition in authentic technical contexts (Cheng, 2017).

Student Challenges and Effective Learning Strategies

VHS students often face unique challenges in TOEIC preparation, including generally lower baseline English proficiency, higher anxiety, and sometimes weaker motivation for academic-style testing compared to their general high school counterparts (Chen, 2020).

- 1) **Vocabulary Acquisition:** Research consistently identifies technical and high-frequency business vocabulary as a major hurdle. Effective interventions focus on systematic, thematic vocabulary instruction (e.g., finance, marketing, manufacturing) using flashcards, spaced repetition software, and contextualized practice rather than memorization of word lists (Schmitt, 2008).
- 2) **Listening Comprehension:** The TOEIC listening section features a variety of accents (American, British, Canadian, Australian) and fast-paced dialogues. Studies show that explicit instruction in phonological features (e.g., linking, reduction) and extensive practice with authentic audio materials—such as business meetings, airport announcements, and telephone conversations—are critical (Buck, 2001).
- 3) **Strategic Test-Taking:** While communicative competence is the ultimate goal, students benefit from explicit instruction in test-taking strategies, such as time management, skimming and scanning for reading comprehension, and identifying question types (e.g., main idea, detail, inference) (Amer, 2016). However, the literature cautions against an overemphasis on "tricks," which can undermine genuine language development.
- 4) **Motivation and Autonomy:** Integrating TOEIC preparation with project-based learning (e.g., simulating a business startup, planning a hotel event) and using digital tools

(language learning apps, online practice tests) can increase student engagement and foster learner autonomy, which is crucial for sustained improvement (Dörnyei & Ushioda, 2011).

3. METHOD

The implementation method of this activity is carried out in the form of interactive training and seminars, including presentation activities, lectures, discussions, questions and answers, games, and TOEIC test simulations. The TOEIC test simulation consists of listening and reading skills related to the theme of the activity, namely TOEIC training in improving the English language competency of teachers and students of SMK N 1 Serang, which also contributes to the success and smoothness of the learning process in bilingual classes that use English as a means of communication. In line with that, in EFL contexts, airline service majors have had difficulty improving their TOEIC scores in order to establish their competence in the labor market. Instead of emphasizing the English language for airline services, they usually concentrate on TOEIC preparation (Kim, 2022). The figure below illustrates the process of research implementation in general.

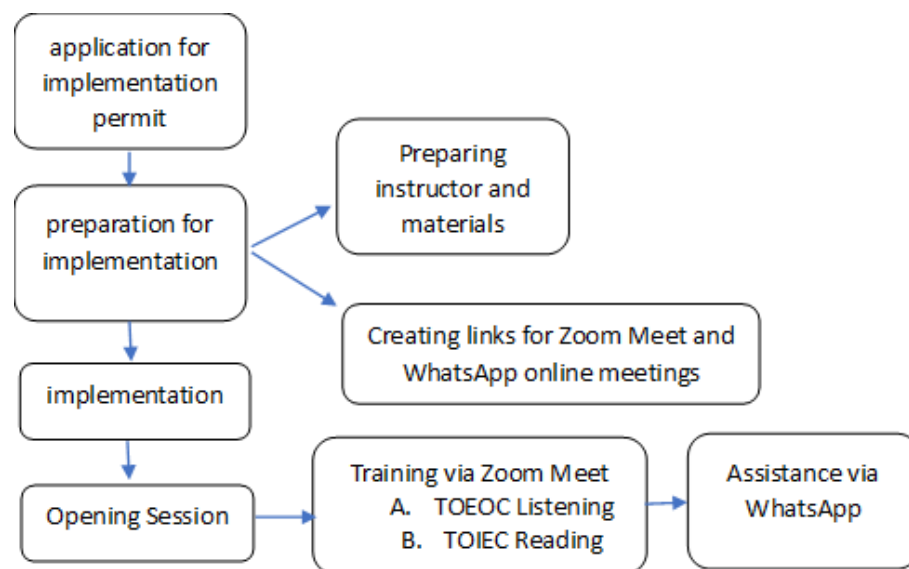


Figure 1. Research Implementation.

The image above shows that this research activity includes: permit application, preparation, implementation, and mentoring. The training methods include lectures, Q&A sessions, and online learning exercises. Online learning offers a variety of benefits that make it an attractive option for students and teachers. Flexibility, accessibility, and cost-efficiency are some of the key factors driving the adoption of online learning. However, it is essential to

acknowledge that online learning also presents some challenges, including the need for adequate technological infrastructure and proficient digital skills. The materials for each two-hour meeting are presented below.

Table 1. The Implementation of Training.

| Sessions | Training Activities |
|-----------------|--|
| 1 st | Opening, TOEIC Overview, and Listening Section |
| 2 nd | Reading section |
| 3 rd | Listening Section Practice |
| 4 th | Reading Section Practice |
| 5 th | TOEIC test, Training Evaluation, and Closing |

As shown in the table above, the material was provided on days 1 and 2, followed by practice on days 3 and 4, and then the post-test and evaluation. The program, procedure, and outcome are the three components of evaluation (see table below). These three evaluation components are carried out both during and after the activity. Specifically, the aspects, techniques, instruments, and evaluation criteria used can be presented in the following table.

Table 2. Evaluation Plan for Implementation.

| No | Evaluation Aspect | Technique/ Method Description | Instrument | Criteria |
|----|-------------------|-----------------------------------|---------------------------------------|--|
| 1 | Program | Questionnaire and test simulation | Questionnaire and pre-test | If >85% of training participants state that the program content and objectives are relevant, the program is considered highly relevant. If 60%-84%: relevant category <60%: less relevant category |
| 2 | Process | Observation | Attendance list and observation sheet | Attendance and participation of participants reaching more than: > 85% = very good 60%-85% = good <60% = poor |
| 3 | Outcome | Post-test | TOEIC Test | The participants' TOEIC scores reached the ideal score, namely 400 for students and 450 for teachers. |

4. RESULTS AND DISCUSSION

Using Zoom Meet and WhatsApp, the training and mentoring activities took place over five days on March 4, 7, 11, 14, and 18, 2025. The first two meetings were held via Zoom, and the last three were conducted through WhatsApp. On the first day, Tuesday, March 4, 2025,

the opening ceremony was attended by all participants and committee members. In the first session, the participants of the TOEIC preparation test participated in the training program enthusiastically. They are given the materials about the TOEIC overview, and discuss what, why, and how the TOEIC test is. A general overview regarding the TOEIC, including its definition, its significance for aspiring industrial workers, the number of questions in each section, and the importance of TOEIC scores, was covered at the beginning of the presentation. The presenting atmosphere can be seen in the picture below.

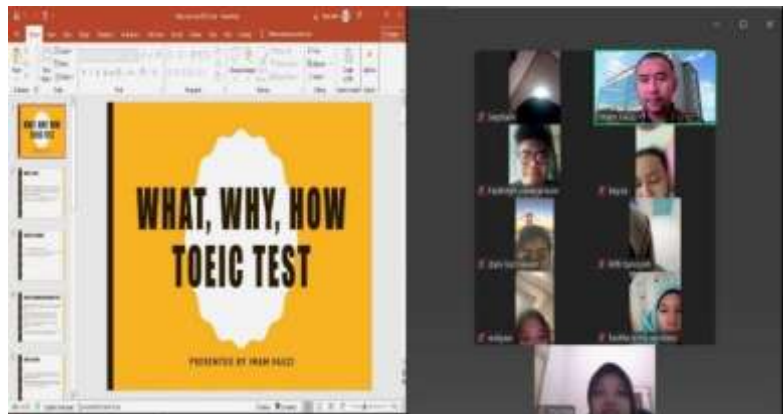


Figure 2. TOEIC Overview.

After closing the opening ceremony, Mr. Imam Fauzi provided training activities with the TOEIC Listening material. The first section of the material provides some general information regarding the TOEIC, including its definition, its significance for prospective industrial workers, the number of questions in each section, and the significance of TOEIC results. The TOEIC Listening format from Parts 1–4 is presented at the beginning of the listening material, along with the number of questions in each section and the expected responses from the test taker. Following that, it offers tips on how to respond to TOEIC listening questions from each section and goes on to activities, as shown in the slide picture below.



Figure 3. Listening Comprehension.

All participants rejoined the training and mentorship sessions on Friday, July 7, 2025, and continued receiving the TOEIC reading materials. The atmosphere of the second day of training can be seen in the picture below.

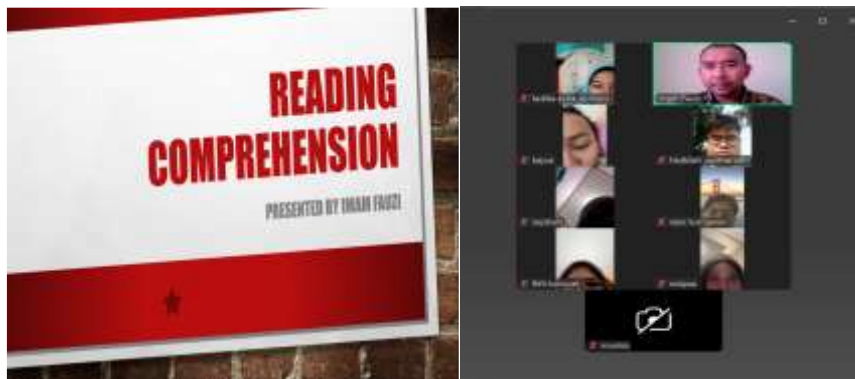


Figure 4. Reading Comprehension.

The material begins with a comprehensive TOEIC Reading format, from Parts 5 to 7, explaining the number of questions in each section and the expected answers. This is followed by tips for answering TOEIC Listening questions for each section, followed by practice reading. Students and teachers are then asked to answer practice questions provided by the instructor. On the third and fourth days, TOEIC Listening and Reading exercises were provided, in the form of Google Form links shared in a previously established WhatsApp group. Participants were given 25 questions for each of the Listening and Reading sections, and their scores were then emailed back. Participants could view their scores for each item they answered and identify any errors in the practice questions. On the final day, a post-test was administered. Examples of practice questions can be seen in the image from the Google Form below.

TOEIC CBT (COMPUTER BASED TEST)
READING COMPREHENSION

amorfasi@siswa.ac.id
Tahap 4/2025

*Menyatakan pertanyaan yang wajib diisi

PERHATIAN

1. KERJAKAN SOAL LISTENING DAN READING SECTIONS SESUAI ALAMAT LINK YANG SUDAH DISEDIAKAN
2. KERJAKAN DENGAN BAKU DAN LENGKAP SETIAP SOAL (DARI ALAMAT LINK LISTENING DAN READING YANG SUDAH DISEDIAKAN OLEH GURU ATAU PAKSI) SEKELAH
3. JIKA SUDAH MENJAWAB SESUAI SOAL, DENGAN LENGKAP SALAHKAN KLIK TOMBOL "KIRIM"
4. PASTIKAN CUKUP SEKALI SALAH MENJAWAB DAN MENDIRIKAN FORM SOAL READING (TIDAK BOLEH DI ULANGI)
5. SELAMAT MENGERJAKAN DAN SEMOGA SUKSES!

Figure 5. Reading Comprehension Practice.

Based on the results of questionnaire, the training delivered excellent results. A program evaluation conducted by distributing a questionnaire on the relevance of the activity content and program objectives revealed the following:

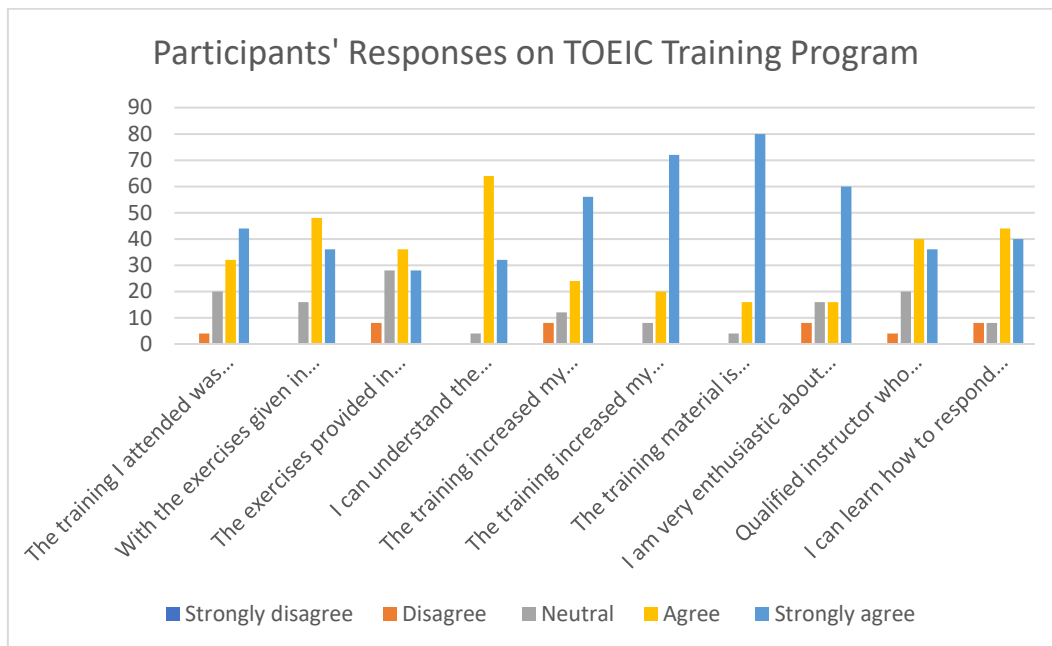


Figure 6. The Participants' Responses on the TOEIC Training Program.

The questionnaire that was given to the participants after they had participated in the TOEIC preparation program revealed that the participants were engaged enthusiastically in the TOEIC training sessions. It can be seen that 44% of TOEIC participants who have attended the TOEIC training found it useful. 84% of TOEIC test takers can understand the TOEIC sections, and 96% of them are interested in the topics that are presented in TOEIC training. TOEIC program stimulated the participants' awareness that TOEIC results can be very useful in their future work career so that they can take into account in the global competitiveness. The way of presenting the training materials is interactive and interesting, which can make the training participants actively involved in the TOEIC training sessions. It is proven that 76% of TOEIC participants said the training instructor was qualified. Doing some questions of the TOEIC simulation test is challenging, as it has been proven that 84% of the TOEIC training participants can practice responding to the questions of the TOEIC test. In line with that, the students' overall English proficiency improved as a result of the Coursera lecture activities, according to their pre- and post-training TOEIC scores (Hiroyuki Obari, 2013).

Based on the data described in Figure 6, it can be seen that all participants chose a response of at least agree, and most chose a response of strongly agree. This means that all participants agreed with all statements about the relevance and usefulness of the training. This response was confirmed by qualitative data, which consisted of participants' responses to open-

ended questions distributed by the researchers about their opinions and suggestions regarding the training. Several comments from participants indicated that the TOEIC training was enjoyable and very helpful in their learning, that the material was presented well, and that some participants hoped the training would continue. As a result, the program evaluation outcomes are good. Results from the process evaluation were likewise quite similar. The first and second days of the sessions were attended by all 25 invited participants, and 92% of them were present on the third, fourth, and fifth days. Furthermore, based on observations, all participants appeared enthusiastic and engaged in answering the exercises during the Zoom meeting. This indicates that the process evaluation was rated very good.

The last is the final evaluation, namely the evaluation of the results. This evaluation of the results is the final part of the training, where participants are given a post-test. The pre-test was given at the beginning of activities before the participants of TOEIC training were given the intensive training, while the post-test is a TOEIC test taken from the commercially available TOEIC book, Barron's TOEIC Test 4th Edition (Lougheed, 2006), consisting of 200 questions (100 questions for each Listening and Reading section). The time allotted is 45 minutes for listening and 75 minutes for Reading. Participants are given a Zoom meeting link and asked to submit responses within the allocated time. Each participant scores 1 if correct, and then the scores are added up. The raw scores are then adjusted to the TOEIC scale, thus obtaining results for each TOEIC Listening and Reading section. This research used a one-sample test to analyze the results of the pre-test and post-test, which can be seen in the following table:

Table 3. The Results of Pre-Test and Post-Test of TOEIC Participants.

| One-Sample Statistics | | | | | | |
|-----------------------|----|----------|----------------|-----------------|--|--|
| | N | Mean | Std. Deviation | Std. Error Mean | | |
| PRETEST | 25 | 263.4000 | 75.55131 | 15.11026 | | |
| POSTTEST | 25 | 454.6400 | 46.14549 | 9.22910 | | |

| One-Sample Test | | | | | | |
|-----------------|----------------|----|-----------------|-----------------|---|----------|
| | Test Value = 0 | | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | t | df | | | Lower | Upper |
| PRETEST | 17.432 | 24 | .000 | 263.40000 | 232.2140 | 294.5860 |
| POSTTEST | 49.262 | 24 | .000 | 454.64000 | 435.5921 | 473.6879 |

Based on the table above, it is explained that the results of the TOEIC program evaluation test after intensive training were processed with a one-sample t-test. The Sig. (2-tailed) result of the post-test value was 0.000. Sig. (2-tailed) <0.05, so H₀ is rejected and H_a is accepted. It can be concluded that there is a significant difference in the TOEIC score results of TOEIC training participants who effectively participated in the TOEIC training program by

utilizing the Zoom meeting application, online TOEIC materials that can be easily accessed, and WhatsApp for intensive interaction with TOEIC training instructors.

The analysis data shows that the TOEIC participants are actively engaged in the TOEIC training program. They found that the TOEIC training program can improve teachers' and students' TOEIC skills, including listening comprehension and reading comprehension. The training involves applying effective tips and tricks to answer each section of the TOEIC test. This training aims to assess both spoken and written English language skills, including listening to spoken texts and reading texts. In the Listening Comprehension session, teachers and students are trained and guided to apply several effective tips and tricks for answering listening comprehension questions. The first tip and trick for answering listening comprehension questions is to make predictions based on the picture questions. This prediction trick is done by looking at nonverbal markers, such as pictures, graphs, activities, and so on. The use of verbal discourse markers can also be used to predict the meaning of a text. The second tip and trick is to pay attention to stressed words. In spoken English, some stressed words in a sentence usually contain important information, for example, nouns, verbs, and adjectives. Other words are merely grammatical sentence complements, such as the articles *a* and *the*, pronouns, prepositions, conjunctions, and auxiliary verbs. The third tip and trick is to understand the use of formal and informal English.

In the Reading Comprehension session, teachers and students are trained and guided to apply tips and tricks in answering Reading Comprehension questions. The first tip and trick is to answer questions based on the content of the reading. When working on the reading, allocate about 40 minutes to complete incomplete sentences and look for grammatical errors, and the remaining 30 minutes to answer the rest of the reading questions. The second tip and trick is to try to read the questions and answers quickly before reading the text. Don't read the entire text to save time. The third tip and trick is to match the answers to everything related in the text when answering the questions.

Based on the TOEIC score level, it can be said that the scores of teachers and students of SMK N 1 Serang have increased from the basic ability level with a score range of around 150-380 before the activity was carried out and increased with a score range of around 400-540 or the intermediate ability level after the activity was completed. It can be concluded that there is an increase in the competence and professionalism of English language teachers and students of SMK N 1 Serang, which contributes to the success and smoothness of the learning process in bilingual classes that use English as a means of communication for teachers and students.

5. CONCLUSION

From this activity, it can be concluded that (1) there is an increase in the knowledge and understanding of teachers and students of SMKN 1 Serang regarding the TOEIC test, including (a) the number of questions on the TOEIC test, (b) how to work on each part of the TOEIC test (c) the time to work on the TOEIC test, (d) the two abilities tested on the TOEIC test, and (e) tips and tricks for answering TOEIC questions. (2) There is an increase in the listening and reading abilities of teachers and students by applying tips and tricks for answering questions correctly and precisely.

This enhanced comprehension translates directly into practical testing advantages. Understanding the test's structure, such as the specific number of questions and strict time allocation for each section, allows participants to approach the exam with greater strategic awareness and reduced anxiety. The targeted strategies for tackling different question types—from photograph descriptions to in-depth reading comprehension—empower them to navigate the exam more efficiently, potentially converting knowledge into a higher score.

The benefits of this initiative extend beyond the testing environment into the broader educational context. For educators, mastering these techniques is not merely for personal certification but is a vital component for delivering effective bilingual instruction. The improved listening and reading proficiency gained directly supports their ability to utilize authentic English-language materials, comprehend pedagogical resources, and model accurate language use for their students, thereby elevating the quality of classroom interaction and subject matter delivery.

Considering the great benefits of this research activity, teachers who have been taught tips and tricks for answering TOEIC questions correctly need to apply these tips and tricks when taking the TOEIC test and applying English language skills in teaching bilingual classes for the success and professionalism of teaching performance. To ensure the sustainability of these gains, it is recommended that the school foster a community of practice where teachers can collaboratively refine these strategies and share experiences from their bilingual classrooms. Furthermore, integrating periodic, simulated TOEIC practice into the student curriculum could help solidify their skills and maintain readiness.

And, for other educators, it is hoped that similar training related to the TOEIC test will be held with different and more in-depth strategies or methods. Future iterations could benefit from a differentiated approach, offering foundational modules for newcomers and advanced workshops focusing on high-score tactics, grammatical nuances, and accelerated vocabulary acquisition. Expanding the training to include a speaking and writing component, in alignment

with the TOEIC Speaking and Writing tests, would provide a more comprehensive framework for assessing and improving overall communicative competence in professional settings.

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