

Preparing Prospective Healthcare Professional English Proficiency toward Global Competition: Does it matter?

Atik Ulinuha¹

Yeni Nurmala Hidayati²

Yudi Basuki³

¹²Institut Ilmu Kesehatan Bhakti Wiyata, Kediri, Jawa Timur, Indonesia

³STKIP PGRI Trenggalek, Trenggalek, Jawa Timur, Indonesia

Corresponding Author:

Atik Ulinuha

atik.ulinuha@iik.ac.id

Abstract

Today's workers in health sectors are in high demand globally due to the decreasing number of workers of a productive age in several developed countries. Thus, communicating effectively in English has become a critical skill for health workers. Accordingly, most institute of health sciences prepares their graduate by requiring them to possess a certain level of English proficiency to graduate. One of the widely administered and recognized CEFR-based standardized language tests that assess the English language proficiency of non-native speakers is TOEIC. To ensure that those prospective healthcare professionals or health students possess a good mastery of English, a preparation course is commonly prepared and designed to support those future workers. Yet, the effectiveness of this preparation course in improving students' TOEIC scores has not been further investigated, especially in Indonesia. Thus, this study employed a pre-experimental design to investigate the impact of the preparation course on students' TOEIC score improvement. This study involved 341 students from various health-related departments. They were given the treatment of the TOEIC preparation course in between the pretest (mapping test) and posttest (TOEIC). Although the results showed a statistically significant increase in scores from the mapping test ($M=277.67$, $SD=119.35$) to the TOEIC ($M=307.67$, $SD=131.46$), $t(340)=5.52$, $p<0.0001$, the effect size suggests a modest practical gain (Cohen's $d=0.30$). The online preparation course appears to have a positive but limited impact on students' TOEIC score improvement. Thus, further refinement of the course content or teaching methods is encouraged to increase its effectiveness.

Keywords: *TOEIC, prospective healthcare professional, preparation course*

Introduction

Importance of English Proficiency for Non-English Department Students

In today's globalized world, effective communication in English is a critical skill for academic and professional success, particularly for non-English department students. English serves as a prerequisite amid rising demands for English-medium instruction (Vitriyati, 2021; Yeh, 2014). This proficiency is highly valued in the global job market, where students across fields must interact with English-speaking professionals, participate in international conferences, and engage in cross-cultural collaborations, thereby enhancing competitiveness and opening career opportunities (Ekoç, 2018).

Global demand for healthcare workers is surging due to aging populations and shrinking productive-age workforce in developed countries, making English proficiency

indispensable for health professionals (Nguyen, 2024; Uras Eren et al., 2024). In healthcare education, English is the primary language for accessing cutting-edge medical literature, research, and international development (Liu et al., 2023; Uras Eren et al., 2024; Wei et al., 2025). Consequently, universities worldwide offer International Medical Programmes requiring standardized tests like IELTS or TOEFL for enrolment (Chan et al., 2022).

Strong English skills are vital for academic success among non-English department students, enabling navigation of tasks, discussions, and faculty interactions (Dang & Dang, 2021; Ellis et al., 2013). For instance, a previous study highlighted how proficiency correlates with better performance (Adi Badiozaman et al., 2019). One of the widely used standardized English proficiency tests is Test of English for International Communication or TOEIC, which assesses individuals' ability to use English in the workplace (Astuti & Revianti, 2023).

Role of TOEIC as a Standardized English Proficiency Test

The TOEIC is a widely recognized standardized test that assesses the English language proficiency of non-native speakers, both in academic and professional context (Tannenbaum & Wylie, 2008). It evaluates both listening and reading comprehension, providing a comprehensive assessment of an individual's English language abilities. The test simulates real-life situations in the international workplace, such as face-to-face communication, meetings, telephoning, and business correspondence, making it a valuable tool for evaluating the practical language skills of test-takers for both academic and professional contexts (Lee & Lee, 2018; Lertcharoenwanich, 2022). TOEIC test scores have been found to be a reliable predictor of academic success, with higher scores correlating with better performance in English-medium instruction courses and overall academic achievement. Moreover, research has demonstrated a strong correlation between TOEIC scores and other standardized English proficiency measures, such as the TOEFL, further validating its use as an assessment of language competence (DeMauro, 1992). Furthermore, similar to the other English proficiency tests such as TOEFL and IELTS, TOEIC test has been linked to the Common European Framework of Reference levels, providing a framework for understanding students' English proficiency (Tannenbaum & Wylie, 2008). Accordingly, TOEIC is often used as a prerequisite for graduating from diploma or bachelor's programs, as well as a requirement for receiving scholarships or promotions.

Accordingly, most institute of health sciences prepares their graduate by requiring them to possess a certain level of English proficiency to graduate. To ensure that those prospective healthcare professionals or health students possess a good mastery of English, a preparation course is commonly prepared and designed to support those future workers. These preparatory courses often focus on developing not just general English skills, but also English for Medical Purposes, equipping students with the specialized vocabulary and communication strategies necessary for their future careers in healthcare (Liu et al., 2023; Wei et al., 2025). In the context of English for Specific Purposes – particularly English for Medical Purposes – theoretical frameworks underscore the necessity of needs analysis to design language courses that address students' specific academic and professional requirements, such as accessing medical literature, conducting research, and providing patient care in global settings (Liu et al., 2023; Uras Eren et al., 2024; Wei et al., 2025). This tailored approach is crucial given that medical education, research dissemination, and global healthcare collaboration are

predominantly conducted in English, necessitating effective language education rooted in an understanding of students' evolving needs (Eren et al., 2024).

Purpose of TOEIC Preparation Courses in Improving Students' Scores

Since TOEIC scores are often used as a prerequisite for graduation, many educational institutions and language centers offer TOEIC preparation course to help students improve their scores. These courses are theoretically grounded in English for Specific Purposes frameworks, particularly English for Occupational Purposes, which emphasize needs analysis to tailor instruction to learners' professional communication requirements in workplace scenarios simulated by the TOEIC (Liu et al., 2023; Tannenbaum & Wylie, 2008; Uras Eren et al., 2024; Wei et al., 2025). ESP theory posits that targeted preparation enhances domain-specific competencies, such as listening and reading for business contexts, bridging general proficiency with practical skills essential for global competitiveness (Chan et al., 2022; Nguyen, 2024). TOEIC preparation courses are thus deemed effective in enhancing students' overall English proficiency, which is crucial for their academic and professional success (Im & Cheng, 2019). These courses are designed to help students develop the necessary skills and strategies to perform well on the TOEIC exam. These courses typically focus on improving students' listening and reading comprehension, as well as their understanding of the test format and question types. By providing targeted instruction and practice opportunities, the TOEIC preparation course aims to enhance students' overall English proficiency and enable them to achieve higher score on the exam. However, research suggests that while these preparation courses can positively support students' academic study, certain skills and knowledge needed for academic work may not be effectively covered (Dang & Dang, 2021).

Moreover, the effectiveness of such preparation course in improving students' TOEIC scores has not been extensively investigated, especially in Indonesia. Several studies which investigated this matter come up with diverse conclusions. While studies conducted in Japan, Vietnam, Thailand, Taiwan, and Philippines show positive progress on students achievement after the TOEIC preparation course (Chaengjaroen, 2024; Harada, 2016; Hiep et al., 2022; Lertcharoenwanich, 2022; Pan, 2012; Santos et al., 2017), other studies from Vietnam and Japan showed the otherwise (Phan et al., 2019; Robb & Ercanbrack, 2004). Even though studies conducted in Indonesia suggest the importance of preparation course prior to taking the TOEIC test (Agoestyowati et al., 2024; Zahrani et al., 2020), none of them proved the voice by presenting valid calculation or data, comparing students' achievement before and after the preparation test using the official TOEIC examination.

As one of educational institutions which employs TOEIC as a means to assess students English proficiency level is Institut Ilmu Kesehatan Bhakti Wiyata or IIK Bhakta, IIK Bhakta also provides an online TOEIC preparation course for its students from various health related majors or non-English department students. Prior to enrolling in a TOEIC preparation course, students often take a placement test to assess their current English proficiency level. The results of this placement test are then used to inform the design of a personalized study plan, ensuring that the course content and instructional methods are tailored to the specific needs and abilities of the participating students (Astuti & Revianti, 2023). This placement test is called as Mapping test at IIK Bhakta. The results of the mapping test determine which class or group can be taken by the students. By accurately placing students in the appropriate TOEIC preparation course, the Mapping Test ensures that they receive the targeted support and guidance necessary to improve

their English language skills and achieve their desired TOEIC score. Nevertheless, the mapping test plays a crucial role in determining the appropriate course placement for students, ensuring that they receive the targeted support they need to enhance their English language abilities (Rusfandi, 2014).

Significance of the Mapping Test in Determining Course Placement

By comparing the Mapping Test scores with TOEIC test results at IIK Bhakti Wiyata, this study aims to analyze the impact of TOEIC preparation courses on students' score improvement, as well as to assess the reliability of the Mapping test in predicting TOEIC performance. This study is expected not only to give the light to the effectiveness of the online preparation course at IIK Bhakta, but also to give an academic contribution by showing the importance of a preparation course in Indonesia. This research aims to provide empirical evidence regarding the efficacy of such courses in the Indonesian context, addressing a gap in the existing literature where rigorous quantitative analysis is often lacking (Chaengjaroen, 2024). Understanding novice students' experiences is fundamental for enhancing the efficacy of these preparation classes, particularly given that an increasing number of vocational higher education institutions in Indonesia have adopted TOEIC scores as a graduation requirement (Rahayu et al., 2022). This underscores the critical need for effective pedagogical approaches within these preparation programs to ensure students not only achieve benchmark scores but also develop genuine language proficiency applicable to their future careers.

Method

This study utilized a one-group pretest-posttest pre-experimental design to evaluate the effectiveness of the online TOEIC preparation course at IIK Bhakti Wiyata, without control group. While this design cannot fully control the extraneous variables or establish causality (Latief, 2012), it provides practical insights into score improvements among health-related department students, particularly when randomized controlled trials are infeasible in institutional settings (Allardt, 1990; Curchod, 2003; Goodrick, 2014; Ragin & Robinson, 2008).

Convenience sampling, a non-probability method prevalent in educational research, was employed, guided by strict inclusion and exclusion criteria to enhance representativeness (Fetzer, 2023; McElroy & Ladner, 2020; Spolarich, 2023). The target population comprised 362 novice students from health-related departments at IIK Bhakta who took the official TOEIC exam in February 2025. Of these, 21 students from the Recognition of Prior Learning Program were excluded due to their prior English exposure, yielding a final sample of 341 participants. All included students had completed both the pre-course Mapping Test and the post-course TOEIC exam.

The pretest instrument was the Mapping Test, an official TOEIC exam without certificate provided by International Testing Centre, Jakarta, designed to gauge students' baseline English proficiency (listening and reading) and predict TOEIC performance, with scores calibrated on a comparable scale out of 990 (Astuti & Revianti, 2023; Rusfandi, 2014). Meanwhile, the posttest also the official TOEIC Listening and Reading exam, complemented with certificate and administered under standardized conditions. Additional data on course attendance (recorded via online platform logs) and self-reported study hours were collected to contextualize participation levels.

Data collected included pre-course Mapping Test scores, post-course TOEIC scores, attendance, and study hours. The obtained data were analyzed using SPSS software. Descriptive statistics, including means, standard deviations, score distribution, and

Cohen's *d*. Specifically, a paired-samples *t*-test was conducted to determine statistically significant differences between pre- and post-course scores, thereby evaluating the effectiveness of the TOEIC preparation program in enhancing students' English proficiency (Chaengjaroen, 2024). This approach allows for a direct comparison of individual performance before and after intervention, offering insights into the program's immediate impact on language acquisition and test-taking strategies.

Ethical considerations such as data confidentiality, informed consent, and institutional approval were considered to ensure the integrity of the research process and protect the rights and privacy of all participants. The research also accounted for potential biases introduced by the pre-experimental design by thoroughly documenting all procedural steps and acknowledging limitations in the interpretation of causality. Descriptive statistics, including mean scores and standard deviations, were utilized to summarize the data from the language examinations (Eppendi et al., 2024).

Results

A paired-samples *t*-test was conducted to assess the effect of the TOEIC preparation course by comparing students' pre- and post-course TOEIC scores. The results revealed a statistically significant improvement from pretest ($M = 277.67$) to posttest ($M = 307.67$), $t = 5.52$, $p < .0001$, with a mean gain of 30 points. The effect size, Cohen's $d = 0.30$, indicates a small to moderate practical impact. Further details are presented in Table 1.

Table 1. Statistical evaluation of students' TOEIC score improvement

Variable	Pretest Mean (SD)	Posttest Mean (SD)	Mean Gain	<i>t</i> (340)	<i>p</i> -value	Effect Size
TOEIC Scores	277.67 (119.35)	307.67 (131.46)	30.00	5.52	< 0.0001	$d = 0.30$

This improvement can be attributed to key pedagogical elements of the course, including strategic familiarization with the TOEIC format and item types, which helped students develop effective test-taking strategies—a known contributor to score gains in standardized English proficiency tests, as score improvements are often linked to test familiarity rather than pure linguistic gains (Chaengjaroen, 2024). Additionally, increased exposure to TOEIC-aligned listening and reading tasks strengthened relevant language skills.

The statistically significant difference observed between pre-program and post-program TOEIC scores further corroborates the program's positive impact on participants' language proficiency. This findings aligns with previous research demonstrating that targeted preparation programs can significantly enhance performance on standardized language assessments (Eppendi et al., 2024; Kim & Hwa, 2022). Indeed, studies have shown that dedicated test preparation, particularly with AI-powered tools, can lead to substantial improvements in English speaking proficiency, as evidenced by enhanced fluency and clarity in experimental groups compared to control groups (Hidayatullah, 2024). This underscores the potential for specialized instructional interventions, even within a pre-experimental design to yield measurable improvements in test performance, echoing findings from studies that utilized similar statistical approaches to evaluate language learning interventions (Al-Shallakh, 2024).

Discussion

From an English for Specific Purposes perspective, the course aligned well with the professional needs of health-related department students, as TOEIC emphasizes

workplace-oriented proficiency. It thus bridged the gap between general English and the specialized language required in healthcare careers, enhancing career readiness (Hsieh, 2017). Consequently, it bridged the gap between general English instruction and specialized healthcare language demands, thereby enhancing career readiness amid Indonesia's growing TOEIC graduation requirements in vocational higher education. However, despite these gains, prior studies report mixed results on TOEIC preparation courses, with some showing no significant improvements despite paired t-tests and other analyses (Chaengjaroen, 2024)

The modest 30-point increase and Cohen's *d* of 0.30 highlight the intervention's limited practical effect, especially given the TOEIC's wide score range (10-990), as reflected in Table 1. This is common in short-term, online test-prep programs involving heterogeneous learners with varying baseline proficiencies (Trenkic & Hu, 2021). The wide standard deviations in pretest and posttest scores further reflect this variability, suggesting that a one-size-fits-all design may not fully address diverse needs (Chaengjaroen, 2024). Moreover, the brief course duration likely constrained deeper linguistic development, which requires sustained engagement (Ling et al., 2014). These findings distinguish statistical significance from substantial pedagogical impact, particularly where practical language application is key.

The online format offered strengths, such as accommodating 341 students across health-related departments, promoting accessibility, flexible pacing, and consistent TOEIC-specific exposure (Chaengjaroen, 2024). Yet, it also had limitations, including reduced interactivity, limited individualized feedback, and minimal strategic or metacognitive training—elements essential for targeting weaknesses in listening, reading, grammar, or vocabulary and maximizing score gains (Morales et al., 2022). Future approaches should incorporate dynamic feedback and personalized paths to overcome these issues and amplify impact (Chaengjaroen, 2024).

Overall, these results align with prior research showing modest gains from TOEIC preparation courses, especially in short-term settings (Jun & Yamanaka, 2025; Ling et al., 2014). This study uniquely contributes by examining a large, underrepresented sample of Indonesian health-related students amid growing TOEIC graduation requirements in vocational higher education (Hsieh, 2017; Rahayu et al., 2022). The consistent, incremental improvements reinforce the value of structured preparation, though gains are rarely transformative and call for enhanced pedagogy—particularly in EFL contexts like Indonesia, where meeting TOEIC benchmarks for graduation or careers remains challenging (Aprilliandari & Sugiharto, 2023; Asri et al., 2022; Chaengjaroen, 2024; Rahayu et al., 2022).

Conclusion

This study demonstrated that the TOEIC preparation course at IIK Bhakta significantly improved students' English proficiency, with a paired-samples t-test showing a reliable mean gain of 30 points from pre- to post-course assessments. However, the modest effect size highlights that gains primarily reflect enhanced test familiarity and strategy application rather than profound linguistic development. Thus, the course effectively supports future health professionals by familiarizing them with the test format and workplace-oriented skills, though it requires supplementary approaches like personalized feedback and sustained engagement for deeper proficiency in EFL contexts.

Limitations include the pre-experimental design without a control group, which restricts causal inferences; discrepancies between the internal Mapping Test and official

TOEIC; short course duration; and online delivery's suboptimal fit for some learners. Future research should employ robust experimental designs with control groups, examine skill-specific and department-wise gains, track scores longitudinally, and incorporate qualitative insights on students' perceptions, strategies, and motivation to refine course designs.

References

- Adi Badiozaman, I. F., Leong, H. J., & Jikus, O. (2019). Students' perception and use of English in higher education institutions. *Journal of Applied Research in Higher Education*, 11(1), 36–49. <https://doi.org/10.1108/JARHE-07-2018-0113>
- Agoestyowati, R., Makmuroh, U. H., & Widowati, R. (2024). The Significance of TOEIC Preparation Prior to Taking the TOEIC Prediction Test or the Official TOEIC Exam. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(2), 579–588.
- Al-Shallakh, M. A. I. (2024). Embedding Artificial Intelligent Applications in Higher Educational Institutions to Improve Students' Pronunciation Performance. *Theory and Practice in Language Studies*, 14(6), 1897–1906. <https://doi.org/https://doi.org/10.17507/tpls.1406.31>
- Allardt, E. (1990). Challenges for Comparative Social Research. *Acta Sociologica*, 33, 183–193. <https://api.semanticscholar.org/CorpusID:145003238>
- Aprilliandari, D. I., & Sugiharto, P. A. (2023). Toefl Preparation Training Program To Enhance Students' Toefl Score. *Jurnal Education And Development*, 11(1), 487–490. <https://doi.org/https://doi.org/10.37081/ed.v11i1.4327>
- Asri, A. N., Mubarak, F. U., & Imron, A. (2022). The Implementation Of Low-Cost Educational Videos To Improve Students' Performance In Toeic Preparation Test. *English Review: Journal of English Education*, 10(2), 499–508. <https://doi.org/10.25134/erjee.v10i2.6250>
- Astuti, F. D., & Revianti, S. L. (2023). The Implementation of ORESTE Using Basson Rank for Selecting The TOEFL Preparation Courses in Yogyakarta. *Bit-Tech*, 6(1), 23–31. <https://doi.org/https://doi.org/10.32877/bt.v6i1.863>
- Chaengjaroen, S. (2024). The Study of the English Preparation Course to Enhance Students' English Proficiency for the Standardized Test “Your Score is High; my Score is Low. How to Make it Higher?” *English Language Teaching*, 17(8), 1–1. <https://doi.org/http://dx.doi.org/10.5539/elt.v17n8p1>
- Chan, S. M. H., Mamat, N. H., & Nadarajah, V. D. (2022). Mind your language: the importance of english language skills in an International Medical Programme (IMP). *BMC Medical Education*, 22(1), 405. <https://doi.org/10.1186/s12909-022-03481-w>
- Curchod, C. (2003). *La méthode comparative en sciences de gestion: vers une approche quali-quantitative de la réalité managériale*. <https://api.semanticscholar.org/CorpusID:190549999>
- Dang, Chau Ngoc, & Dang, Thi Ngoc Yen. (2021). The Predictive Validity of the IELTS Test and Contribution of IELTS Preparation Courses to International Students' Subsequent Academic Study: Insights from Vietnamese International Students in the UK. *RELC Journal*, 54(1), 84–98. <https://doi.org/10.1177/0033688220985533>
- DeMauro, G. (1992). Examination of the relationships among TSE, TWE and TOEFL scores. *Language Testing*, 9(2), 149–161. <https://doi.org/10.1177/026553229200900203>
- Ekoç, A. (2018). English Medium Instruction (EMI) from the perspectives of students at a technical university in Turkey. *Journal of Further and Higher Education*, 44(2), 231–243. <https://doi.org/https://doi.org/10.1080/0309877X.2018.1527025>

- Ellis, M., Chong, S., & Choy, Z. (2013). IELTS as an indicator of written proficiency levels: A study of student teachers at the National Institute of Education, Singapore. *International Journal of Educational Research*, 60, 11–18. <https://doi.org/https://doi.org/10.1016/j.ijer.2013.03.003>
- Eppendi, J., Vega, N. De, & Setyawan, F. H. (2024). Enhancing English Language Skills on Smartphones through Heutagogy-Centered Competency-Based Education. *Journal of Hunan University Natural Sciences*, 51(1), 121–127. <https://doi.org/https://doi.org/10.55463/issn.1674-2974.51.1.12>
- Fetzer, S. J. (2023). Considering Eligibility Criteria. *Journal of Perianesthesia Nursing : Official Journal of the American Society of PeriAnesthesia Nurses*. <https://api.semanticscholar.org/CorpusID:259049505>
- Goodrick, D. (2014). *Comparative Case Studies: Methodological Briefs - Impact Evaluation No. 9*. <https://api.semanticscholar.org/CorpusID:43466208>
- Harada, S. (2016). Effects of the TOEIC course on students' TOEIC scores. *The Bulletin of St. Margaret's*, 48, 1–17.
- Hidayatullah, E. (2024). The Impact of Talkpal.AI on English Speaking Proficiency: An Academic Inquiry. *Journal of Insan Mulia Education*, 2(1), 19–25. <https://doi.org/https://doi.org/10.59923/joinme.v2i1.98>
- Hiep, N. T., My, N. T. T., & Tham, T. T. (2022). The Effect of TOEIC Preparation Courses on Test-Takers' Perceptions and Performance. *Eastern Journal of Languages, Linguistics and Literatures (EJLLL)*, 3(2), 1–8. <https://www.qabasjournals.com/index.php/ejlll>
- Hsieh, C.-N. (2017). The Case of Taiwan: Perceptions of College Students About the Use of the TOEIC® Tests as a Condition of Graduation. *ETS Research Report Series*, 2017(1), 1–12. <https://doi.org/https://doi.org/10.1002/ets2.12179>
- Im, G.-H., & Cheng, L. (2019). The Test of English for International Communication (TOEIC®). *Language Testing*, 36(2), 315–324. <https://doi.org/http://dx.doi.org/10.1177/0265532219828252>
- Jun, S., & Yamanaka, T. (2025). Enhancing English Proficiency Through AI Conversations: The Impact of ChatGPT on TOEIC and Speechace Performance in a Project-Based Learning Context. *English Language Teaching*, 18, 70. <https://doi.org/10.5539/elt.v18n3p70>
- Kim, L. C., & Hwa, M. A. C. (2022). Online Learning and Online Assessments: Attitude Change and Students' Perception. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(4), 1–19. <https://doi.org/https://doi.org/10.47405/mjssh.v7j4.1412>
- Latief, M. A. (2012). *Research Methods on Language Learning: An Introduction*. UM Press.
- Lee, K., & Lee, H. (2018). Korean graduate students' self-perceptions of English skills and needs in an English-medium instruction context. *Journal of Multilingual and Multicultural Development*, 39(8), 715–728. <https://doi.org/10.1080/01434632.2018.1438442>
- Lertcharoenwanich, P. (2022). The Effect of Communicative Language Teaching in Test Preparation Course on TOEIC Score of EFL Business English Students. *Journal of Language Teaching and Research*, 13(6), 1188–1195. <https://doi.org/https://doi.org/10.17507/jltr.1306.06>
- Ling, G., Powers, D. E., & Adler, R. M. (2014). Do TOEFL iBT® Scores Reflect Improvement in English-Language Proficiency? Extending the TOEFL iBT Validity Argument. *ETS Research Report Series*, 2014(1), 1–16. <https://doi.org/https://doi.org/10.1002/ets2.12007>

- Liu, J., Cai, J., Guo, S., & Yang, X. (2023). Improving Chinese nursing undergraduates' nurse-patient clinical communication competence in English: A study based on a target situation needs analysis. *Heliyon*, 9(10). <https://doi.org/10.1016/j.heliyon.2023.e20441>
- McElroy, L. M., & Ladner, D. P. (2020). Defining the Study Cohort: Inclusion and Exclusion Criteria. *Clinical Trials*. <https://api.semanticscholar.org/CorpusID:74703846>
- Morales, R., Frenzel, M., & Bravo, P. R. (2022). Teaching Presence vs. Student Perceived Preparedness for Testing in Higher Education Online English Courses During a Global Pandemic? Challenges, Tensions, and Opportunities. *Frontiers in Psychology, Volume 13-2022*. <https://doi.org/10.3389/fpsyg.2022.891566>
- Nguyen, P. T. (2024). The role of medical English in Healthcare Education. *Journal of Literature, Languages and Linguistics*, 102, 29–41. <https://doi.org/10.7176/JLLL/102-04>
- Pan, Y. (2012). Effects of Multi-Faceted Lexical Instruction on the TOEIC Listening Performance of Taiwanese EFL College Students. *International Journal of English Linguistics*, 2(6), 71–71. <https://doi.org/http://dx.doi.org/10.5539/ijel.v2n6p71>
- Phan, N. T. T., Quang, H. T., & Nhat, T. T. M. (2019). The Effectiveness of a TOEIC Preparation Course on Non-English Majored Students' TOEIC Scores at a University in Vietnam. *Journal of Science and Technology*, 37, 90–97.
- Ragin, C. C., & Robinson, C. (2008). *The Distinctiveness of Comparative Research*. <https://api.semanticscholar.org/CorpusID:9875553>
- Rahayu, N., Hamied, F. A., Sukyadi, D., & Yusuf, F. N. (2022). Novice Students' Experience Of Taking Toeic Preparation Class: A Phenomenological Case Study. *English Review: Journal of English Education*, 10(3), 1023–1034. <https://doi.org/10.25134/erjee.v10i3.6648>
- Robb, T. N., & Ercanbrack, J. (2004). A Study of the Effect of Direct Test Preparation on the TOEIC Scores of Japanese University Students. *TESL-EJ*, 3(4), 1–22. <https://tesl-ej.org/ej12/a2.html>
- Rusfandi. (2014). Placement Test As An Attempt To Better Help Students In Learning A Second/Foreign Language: An Interview Report. *Jurnal Ilmiah Bahasa Dan Sastra*, 1(1), 33–42.
- Santos, F. A. dos, Iulianelli, G. C. V., & Tavares, M. I. B. (2017). Effect of microcrystalline and nanocrystals cellulose fillers in materials based on PLA matrix. *Polymer Testing*, 61, 280–288. <https://doi.org/10.1016/j.polymertesting.2017.05.028>
- Spolarich, A. E. (2023). Common Sampling Errors in Research Studies. *Journal of Dental Hygiene : JDH*, 97 6, 50–53. <https://api.semanticscholar.org/CorpusID:266229086>
- Tannenbaum, R. J., & Wylie, E. C. (2008). Linking English-Language Test Scores Onto The Common European Framework Of Reference: An Application Of Standard-Setting Methodology. *ETS Research Report Series*, 2008(1), i–75. <https://doi.org/https://doi.org/10.1002/j.2333-8504.2008.tb02120.x>
- Trenkic, D., & Hu, R. (2021). Teaching to the test: The effects of coaching on English-proficiency scores for university entry. *Journal of the European Second Language Association*. <https://doi.org/10.22599/jesla.74>
- Uras Eren, E., Atay, D., Atas Balci, L., Eti Aslan, F., & Sevim, Y. (2024). The English Language Needs of Health Sciences Students in Turkey TT - Türkiye'deki Sağlık Bilimleri Öğrencilerinin İngilizce Dil Gereksinimleri. *Batı Anadolu Eğitim Bilimleri Dergisi*, 15(2), 1948–1968. <https://doi.org/10.51460/baebd.1436231>
- Vitriyati, L. (2021). Oral Presentation to Improve the Students' Speaking Skill of the

- Seventh Grade Students at SMPN 35 Surabaya. *JOURNEEL (Journal of English Education and Literature)*, 3(1), 79–92.
<https://doi.org/https://doi.org/10.51836/journeel.v3i1.239>
- Wei, C., Gu, Y., Wang, W., Gu, B., Li, Q., & Wang, Z. (2025). Student-centered, humanities-guided teaching of the “Medical Practical English” course and its assessment. *Global Medical Education*, 2(1), 179–186. <https://doi.org/doi:10.1515/gme-2024-0013>
- Yeh, C.-C. (2014). Taiwanese Students’ Experiences and Attitudes towards English-Medium Courses in Tertiary Education. *RELJ Journal*, 45(3), 305–319.
<https://doi.org/https://doi.org/10.1177/0033688214555358>
- Zahruni, N. A., Fahmi, & Pratolo, B. W. (2020). Challenges of Taking TOEIC Test and How to Overcome: Perception of Indonesian Vocational Students. *Ethical Lingua*, 7(1), 82–91. <https://doi.org/10.30605/25409190.167>