

A THESIS

**AN ANALYSIS ON GRADUATE STUDENTS' DIFFICULTIES IN
ANSWERING STRUCTURE AND WRITTEN EXPRESSION QUESTIONS
IN TOEFL**

(A Quantitative Descriptive Design)



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THESIS
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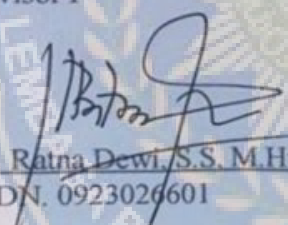
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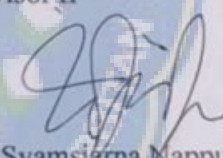
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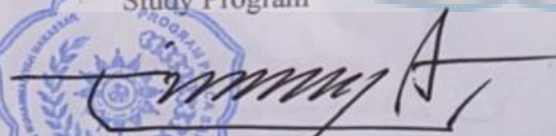
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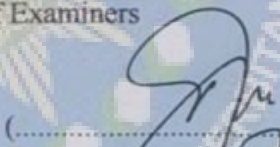
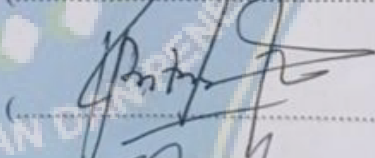
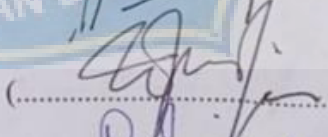
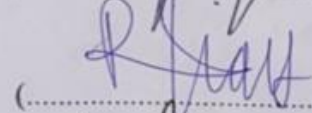
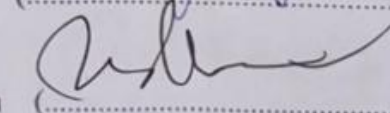
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ABSTRACT

Ridwan. 2024. An Analysis on Graduate Students' Difficulties in Answering Structure and Written Expression Questions in TOEFL (*Quantitative Descriptive Design*). Supervised by Ratna Dewi and Syamsiarna Nappu.

This study investigated the types of questions on the Structure and Written Expression section of the TOEFL that were considered as difficult to answer. The participants in this study were students of Master of English Education (S2 MPBI) students at Muhammadiyah University of Makassar. The placement exam for pursuing a master's degree was a TOEFL exam. The quantitative descriptive design was used in this study. The instrument was TOEFL test to get the data on structure and written expression results. The information was extracted from Official Guide to the TOEFL ITP Test published by Penerbit Erlangga by arrangement with IIEF-Indonesia International Education Foundation (on behalf of ETS), 2016.

The results indicated that the difficulties on topics of structure from students were included Clause, Inversion, Gerund and Infinitive, Appositive, Reduce, and Connector. From these six topics, Reduce had the most difficult which average 11 out of 16 student answer incorrectly then Connector was the second difficult with 10 students fail to answer in each question. From the difficulties on topics of written expression from students were included the use of Articles, Problem with Pronoun, Problem with Adjective and Adverb, Problem with prepositions, Problem with Usage, Parallel structure, Problem with Verbs, Problem with Noun, Subject-Verb agreement, and Comparisons. Problem with Adjective and Adverb had the most difficulty which average 12 out of 16 students are unable to answer the question. Thus, Comparisons and Problem with Preposition were the second place difficult which has 11 wrong answers in each question.

In conclusion, the exam results showed that Reduce was the most difficult for the students to understand in Structure. It had had 11 wrong answers in each question and for written expression, Problem with Adjective and Adverb had the most difficult that has 12 wrong answers in each question, this can be concluded that the two materials as mentioned above are the most difficult faced by students in completing the structure and written expression section of TOEFL test.

Keywords: *TOEFL, structure and written expression, students' difficulty*

ABSTRACT

Ridwan. 2024. Analisis Kesulitan Mahasiswa Pascasarjana dalam Menjawab Soal Structure and Written Expression pada TOEFL (Quantitative Descriptive Design). Dibimbing oleh Ratna Dewi dan Syamsiarna Nappu.

Penelitian ini mengkaji jenis-jenis soal pada bagian Structure and Written Expression pada TOEFL yang dianggap sulit dijawab. Partisipan dalam penelitian ini adalah mahasiswa Magister Pendidikan Bahasa Inggris (S2 MPBI) Universitas Muhammadiyah Makassar. Ujian penempatan untuk menempuh jenjang magister adalah ujian TOEFL. Penelitian ini menggunakan desain deskriptif kuantitatif. Instrumen yang digunakan adalah tes TOEFL untuk memperoleh data hasil structure and written expression. Informasi tersebut diekstrak dari Official Guide to the TOEFL ITP Test yang diterbitkan oleh Penerbit Erlangga melalui kerja sama dengan IIEF-Indonesia International Education Foundation (atas nama ETS), 2016..

Hasil penelitian menunjukkan bahwa kesulitan pada topik struktur dari siswa meliputi Clause, Inversion, Gerund and Infinitive, Appositive, Reduce, dan Connector. Dari keenam topik tersebut, Reduce memiliki tingkat kesulitan paling tinggi dengan rata-rata 11 dari 16 siswa menjawab salah, kemudian Connector merupakan topik tersulit kedua dengan 10 siswa gagal menjawab pada setiap pertanyaan. Dari kesulitan pada topik ekspresi tertulis dari siswa meliputi penggunaan Articles, Problem with Pronoun, Problem with Adjective and Adverb, Problem with preposition, Problem with Usage, Parallel structure, Problem with Verbs, Problem with Noun, Subject-Verb agreement, dan Comparisons. Problem with Adjective and Adverb memiliki tingkat kesulitan paling tinggi dengan rata-rata 12 dari 16 siswa tidak dapat menjawab pertanyaan. Dengan demikian, Comparisons dan Problem with Preposition berada di posisi kedua dengan tingkat kesulitan yang sama yaitu 11 jawaban salah pada setiap soal.

Sebagai kesimpulan, hasil ujian menunjukkan bahwa Reduce merupakan materi yang paling sulit dipahami oleh siswa dalam Structure. Materi ini memiliki 11 jawaban salah pada setiap soal dan untuk Writing Expression, Problem with Adjective and Adverb merupakan materi yang paling sulit yaitu 12 jawaban salah pada setiap soal, hal ini dapat disimpulkan bahwa kedua materi tersebut merupakan materi yang paling sulit dihadapi oleh siswa dalam menyelesaikan bagian Structure dan Writing Expression pada tes TOEFL.

Kata kunci: TOEFL, Structure dan Writing Expression, Kesulitan Siswa

LIST OF CONTENTS

COVER	i
APPROVAL SHEET	ii
HALAMAN PENERIMA PENGUJI	iii
PERNYATAAN KEASLIAN THESIS	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
ABSTRAK.....	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF CHARTS	xiii
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Research Questions	7
C. Objectives of the Study.....	7
D. Significance of the Study	8
E. Scope of the Study.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Verses of Al-Qur'an and Hadith	9
B. Some Pertinent Ideas	10
C. Conceptual Framework.....	58
CHAPTER III RESEARCH METHOD	58
A. Research Design.....	58
B. Research Variables	58
C. Population and Sample	60
D. Research Instruments.....	60

E. Data Collection.....	61
F. Data Analysis	61
CHAPTER IV FINDINGS AND DISCUSSION.....	63
A. Findings	63
B. Discussion.....	97
CHAPTER V CONCLUSION AND SUGGESTION	105
A. Conclusion	105
B. Suggestion.....	106

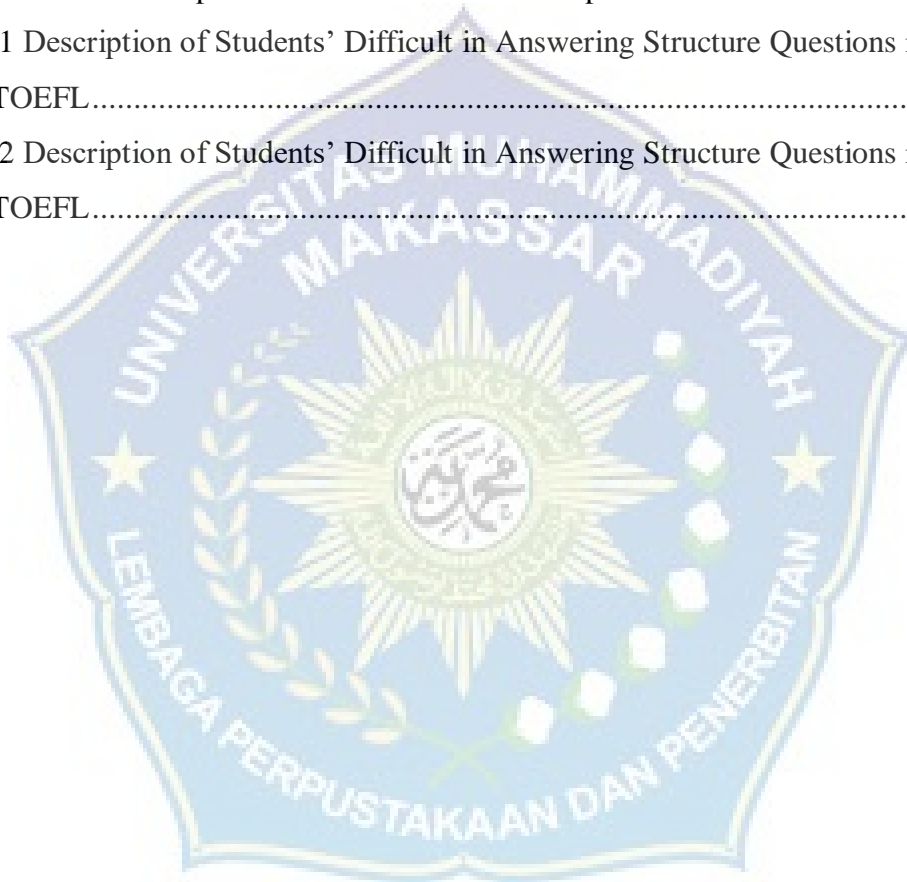
REFERENCES

APPENDICES



LIST OF TABLES

Table 2.1 Paper Based Test Format	13
Table 2.2 The following chart that conclude the information of Reduce Clause	21
Table 2.3 Indefinite and Definite of other Singular and Plural	57
Table 3.1 Table. 3.1 Topic and Number of Structure	61
Table 3.1 Table. 3.2 Topic and Number of Written Expression	61
Table 4.1 Description of Students' Difficult in Answering Structure Questions in TOEFL.....	65
Table 4.2 Description of Students' Difficult in Answering Structure Questions in TOEFL.....	77



LIST OF FIGURES

Figure 2.1 Conceptual Framework58



LIST OF CHARTS

Chart 4.1 Description of Students' Difficult in Answering Structure Difficult Index in Structure Test	66
Chart 4.2 Description of Students' Difficult in Answering Structure Difficult Index in Written Expression Test	78



CHAPTER I

INTRODUCTION

A. Background

One of the well-known English language proficiency examinations in Indonesia is the Test of English as a Foreign Language or TOEFL. The TOEFL determines an individual's level of English language proficiency to crucial objectives like enrolling in educational programs (Utomo et al., 2019). EFL students and instructors highly value the usage of English proficiency exams, particularly the TOEFL. Nowadays, Students are fairly familiar with the TOEFL. The TOEFL now plays an important role in institutions of higher education due to changes in policies and advancements in technology (Hayati, 2022). Numerous universities use the TOEFL to assess English proficiency. ELF students now need to take the TOEFL in order to enrol in many English-speaking schools and universities. The TOEFL is currently one of the requirements for admission to Indonesian universities (Etika, 2020). Nonetheless, the policies of each university regarding the TOEFL score vary. Therefore, it makes sense that the TOEFL would be crucial for students who wish to continue their education, whether or not they get scholarships, both domestically and overseas.

Recently, TOEFL has been growing interest in requirements for students who wants to get scholarship and graduation. The majority of Indonesian colleges demand that graduating students possess a TOEFL certificate (Hampp et al., 2021). Having Higher TOEFL scores suggests that students may have strong English language. With that ability, they will be able to interact with international

colleagues, attend an international seminar, locate an extensive range of English-language resources, and even complete the requirements for pursuing further education overseas. It is obvious that many (international) colleges need prospective new international students to take the TOEFL as part of their admissions requirements. Apple (2020) stated that students take TOEFL to fulfill scholarship requirements to continue their studies for further education programs. Additionally, in order to be eligible for the scholarship programs, students must be proficient in English and meet the TOEFL requirements set by each program organizer. Scholarship organizations, such as those affiliated with the Republic of Indonesia's Ministry of Finance in this example, LPDP (Indonesia Endowment Fund for Education). Furthermore, for further education programs, students in Indonesia use TOEFL certificates not only to enter universities but also for graduation requirements (Karjo, 2019). Hence, students need to study and prepare themselves to have a high TOEFL score to meet the required requirements.

The TOEFL exam requirement for educational purposes was subsequently implemented as a result of its widespread use by nearly all universities worldwide. One of the conditions for university students to graduate is obtaining a minimum TOEFL score (Tangkelangi, 2020). This requirement is applied to all postgraduate students from all departments. However, English majors at the undergraduate level are required to take and pass the exam. The minimal TOEFL score required by Gaja Mada University is a prerequisite for the thesis examination. Similarly, undergraduate students at Universitas Muhammadiyah Aceh must take the TOEFL

prediction exam (Netta et al., 2020). Likewise, UIN Alauddin enforces the same rule, requiring students to take the TOEFL exam prior to graduating.

The TOEFL course and prediction test have required since 2017 of Unismuh Makassar students as a prerequisite for their bachelor's thesis exam. The minimal TOEFL predicted score given by the university administration is 475 for students majoring in English, 450 for students not majoring in English, and 500 for graduate and postgraduate students who have not yet graduated. From 2017 to 2020, the Department of English Language Education will gradually increase the minimum TOEFL score requirement from 470 to 500 for graduation requirements in response to the worldwide push for national and international competition (Saiful Akmal, 2020)

A few studies have examined the structure and written expression are the most difficulty section. they focus entirely on grammar with set rules. This fact is proven by previous researches, The first research is by Sari (2021) investigated the students difficult in structure and written expression section of TOEFL in Metro city. The researcher analyzed the structure and written expression based on eight material indicators tested, Basic Grammar Terminologies, Basic Sentence Pattern, Comparisons, Inversion, Expressions of Quantity, Conjunctions, Unnecessary Words, and Clauses and Phrases, it was found that Inversion was the most difficult indicator which was answered most incorrectly by students at 85.19%. This means that this material ranks first as a difficult material among the other seven materials. Akmal (2020) also conducted research on EFL learners' difficulties in the structure and written expression section of TOEFL test in Indonesian university. The

researcher revealed that there were factors caused EFL learners' difficulties in the structure and written expression section, The first factor contributing to the challenges faced by English language learners that was caused by inadequate grammar practice, The second contributing element was caused by poor grammar. Similarly, Syahrin (2020) discovered that there was a factor that affected students' difficulty, that was an error. Some students made an error because they are unfamiliar of grammar rules. They had not mastered the materials. As a result, they answered based on how they were feeling. Nevertheless, Syahrin (2020) discovered that the item Part of Speech had the highest frequency of error, with 100% of students being unable to correctly answer the questions.

On the other side, Ubaidillah (2020), stated that the most difficult section for students was structure and written expression and also it made the students difficult to receive a high score. In addition, the finding also confirmed that the most difficult item encountered by students on the TOEFL test is Word form. The highest percentage of students making an error on this question is 70%. Anandi (2022) said that Over 50% of the students have low levels of written expression and structure. they are having trouble responding to some of the section's questions. The findings also showed that they are still having trouble responding to questions about parallelism in sentences and complex sentences.

On the other hand, Muhajir (2018), investigated difficulties encountered by advanced EFL learners in mastering structure and written expression. it was found that in the structure section, Verb form had the lowest percentage of right answers (29%), it was the most difficult aspect for the students. Besides, in the written

expression, the most challenging grammatical feature for students was redundancy, which resulted 48% students answer correctly. Furthermore, Yosintha (2021) investigated on the students' linguistic and non-linguistic constraints in doing the Structure and Written Expression section of the TOEFL. This study confirmed that the structure and written expression which focuses entirely on grammar with set rules is the most challenging. It was found that there were three most complicated items, they are using double comparative structures, differentiating active and passive verbs, and matching pronoun-noun agreement.

Based on some previous studies above, most of researchers indicated that structure and written expression sections are the most difficult and challenging. One of the researchers investigated three materials, those are comparative, active and passive voice and pronoun-noun agreement. Other researchers investigated 8 material indicators: Basic Grammar Terminologies, Basic Sentence Pattern, Comparisons, Inversion, Expressions of Quantity, Conjunctions, Unnecessary Words, and Clauses and Phrases and also material indicator introduced by Hilke and Wadden (1997). On the other side, the focus of this research will investigate 16 main material indicators introduced by Philips. This investigation will analyze students' difficult in answering structure test covering the materials: Appositive, Reduce, Connector, Gerunds and Infinitive, Clause, and Inversion and also in answering written expression test covering the materials: Subject -Verb agreement, Comparisons, Parallel structure, Problem with Noun, Problem with Verb, Problem with Pronoun, Problem with Adjective and Adverb, Problem with Preposition, The use of article, and Problem with Usage. this study will identify which part material

of the structure and written expression made the most difficult by students. It is intended that this study can help ELF students to improve their score and understanding in structure and written expression issues. Therefore, the researcher chose to conduct a research study under titled *An Analysis on Graduate Students' Difficulties in Answering Structure and Written Expression Question in TOEFL*.

B. Research Questions

Based on the background above, the researcher presents the problem statements as follows:

1. What difficulties are faced by Graduate Students at Muhammadiyah University of Makassar in answering Structure questions in TOEFL?
2. What difficulties are faced by Graduate Students at Muhammadiyah University of Makassar in answering Written Expression questions in TOEFL.

C. Objectives of the Study

The researcher establishes the following as the research's objective based on the research questions above:

1. To find out the difficulties item faced by Graduate Students at Muhammadiyah University of Makassar in answering Structure questions in TOEFL.
2. To find out the difficulties item faced by Graduate Students at Muhammadiyah University of Makassar in answering Structure questions in TOEFL.

D. Significance of the Study

The significance of the study in theoretical contribution is expected to give some information about the difficult materials that English department students face when taking the TOEFL test as part of their graduation requirements, especially structure and written expression.

The significance of the study in Practical use: first, for students, this research is expected to help students evaluate their performance in TOEFL and be aware of the difficulty materials in responding the structure and written expression English. Second, for English teachers, the result of this research can improve the teaching method in English teaching learning process in structure and grammar and be helpful for teachers as additional knowledge, especially in overcoming issues with the TOEFL's structure section and the third for other researchers, the researcher expects that the study will be valuable as a resource for future researchers who want to conduct additional research. Future researchers are anticipated to carry out the same research on a larger scale. As a result, the advancement of English education will benefit more from it and also It may increase skill and comprehension of language and structure.

E. Scope of the Study

This research conducted on English students in the graduate students of Muhammadiyah Makassar. This research is focused on analysis students' difficulty faced by Graduate Students at Muhammadiyah University of Makassar in answering structure and written expression question in TOEFL. In the term of structure covering the materials: *Appositive, Reduce, Connectors, Gerunds and infinitive*,

Inversion, and *Clause* and also in the term of written expression covering the materials: *The use of Articles*, *Problem with Pronoun*, *Problem with Adjective and Adverb*, *Problem with preposition*, *Problem with Usage*, *Parallel structure*, *Problem with Verb*, *Problem with Noun*, *Subject -Verb agreement*, and *Comparisons* (Phillips, 2003).



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Verses of Al-Qur'an and Hadith

In English grammar, sentence structure refers to the organization of words, phrases, and clauses within a sentence. The grammatical function or meaning of a phrase is dependent on this structural arrangement, often known as syntax or syntactic structure. Allah SWT said in the Qur'an Verse 4 from surah Ash-Shaff

مَرْصُورٌ ﴿٤﴾ بُنْيَانٌ كَأَنَّهُمْ صَفًّا سَبِيلِهِ فِي يُقَاتِلُونَ الَّذِينَ يُحِبُّ اللَّهُ إِنَّ

“Surely Allah loves those who fight in His cause in 'solid' ranks as if they were one concrete structure” From Allah's

statement above, this verse states that Allah likes people who fight jihad in orderly lines. Indeed, Allah loves those who fight in His way to defend themselves and defend the honour of Islam and Muslims in orderly, strong, militant and well-organized ranks; It is as if they are building the strength of the Ummah like a solid building, mutually reinforcing one component of the Muslim Ummah against other components of the Muslim Ummah. We can say that everything we do in our live, we need to organize well even it is from our daily live, the way we speak, the way we arrange sentence, the way we build a house, and the way we build the relationship.

Furthermore, a hadith the holy prophet SAW follows the statement above, stating:

فِيهَا يَنْبِئُنْ مَا بِالْكَلِمَةِ لِيَتَكَلَّمُ الْعَبْدُ إِنَّ يَقُولُ وَسَلَّمْ عَلَيْهِ اللَّهُ صَلَّى اللَّهُ رَسُولَ سَمِعَ هُرَيْرَةَ أَبِي عَنْ

الْمَشْرِقِ بَيْنَ مِمَّا أَبْعَدَ النَّارَ فِي بِهَا يَزُلُّ

“From [Abu Hurairah] he heard the Messenger of Allah (peace and blessings of Allaah be upon him) say: "Indeed, a servant uttered a sentence without organizing well which he was thrown into hell as far as a distance to the east."

The hadith tells us how important we organize our sentence. If we have a good structure in the sentence, we will be easy to comprehend the meaning.

It can be concluded that both from Al-Qur’an and Hadith above, by having a good structure in the sentence, it can help us to make sense of our words. It also sets standards on how and when words should be used. Without this information, we would be unable to understand or say anything at all. We can sum up that we must have a good structure, grammar, and usage. A thorough knowledge of sentence structure and grammar is necessary for clear and efficient spoken and written communication.

B. Some Pertinent Ideas

1. Concept of TOEFL

TOEFL is designed to assess English proficiency among speakers who do not speak English as their first or second language. Every Indonesian institution must take the crucial step of implementing a measurement of incoming students' English ability. A tool known as the language proficiency exam is used to assess a person's level of language proficiency.

The TOEFL is one of the most popular English proficiency exams in the world. In this nation where English is taught as a foreign language (EFL), students and instructors highly value the usage of English proficiency exams, particularly the TOEFL. Since the TOEFL is accepted as a tool for evaluating non-native English speakers' proficiency in English in relation to academic

goals, many Indonesian higher education institutions are interested in using the test to demonstrate the quality of its graduates (Silviyanti et al., 2020). In addition, international seminars are frequently held on campus with guest professors or foreign speakers who will undoubtedly speak English as their first language. Certain schools even enforce a common policy requiring students to have a certain level of English proficiency in order to take green table, thesis, and dissertation exams, with criteria based on the TOEFL exam. According to Putra (2020), this test is an excellent tool for helping students who will need a high TOEFL score for the forthcoming studies.

The TOEFL is a tool that can be used to assess students' proficiency in English; its scope of usage and comprehensibility includes reading, listening, speaking, listening, and writing. The TOEFL is awarded on the basis of four distinct tests: TOEFL ITP, CBT, IBT, and PBT.

The paper-based TOEFL PBT examination differs greatly from previous exams. The four sections are not the same. The exam consists of three sections: Structure, Written Expression, Listening Comprehension, and Reading Comprehension. The following sections are currently included in the paper best test. According to Phillips (2003) namely:

1. Listening Comprehension: Examinees are required to listen to a variety of recorded passages and answer multiple-choice questions concerning the passages in order to show that they can comprehend spoken English.

2. Structure and Written Expression: Examinees are required to either select the appropriate response to a given sentence or identify any grammatical flaws in order to show that they can recognize correctly written English.
3. Reading Comprehension: Examinees are required to respond to multiple-choice questions regarding the concepts and word meanings in reading passages in order to show that they can comprehend written English. Every multiple-choice question on the PBT has four possible answers.

There were three portions to the test, each with a time limit. Take look at the table below:

Table 2.1
Paper Based Test Format

TOEFL test	Total of the items	Time
Listening Comprehension	50 items	30 minutes
Structure and Written Expression	40 items	20 minutes
Reading Comprehension	50 items	55 minutes
Totals	140 items	1 hour 50 minutes

(Rogers, 2011)

To determine the overall score as well as three subscores, one for every test component. Every segment contributes equally to the overall score. The computers at ETS tally the number of right answers in each segment to determine these scores. We refer to the outcomes as raw scores. Next, scaled scores are created from the raw scores.

2. Standardized Test of TOEFL

The Test of English as a Foreign Language (TOEFL) is an internationally recognized test. Most American colleges require international students to take the TOEFL test as part of their undergraduate or graduate programs. They are not required to take the exam only in the United States (USA), but they can also sit for it in other countries, and the result will be universally accepted.

The TOEFL test has also been utilized as a standardized measure of candidates' English ability by scholarship selection committees at universities, governments, and agencies such as Fulbright, AMIDEAST, the Agency for International Development, and the Latin American Scholarship Program. TOEFL is currently well-known among committees. More than 8500 universities and colleges in the United States, Canada, Australia, and 130 other countries in the world need overseas candidates to submit TOEFL scores, transcripts, and recommendations in order to be considered for admission (Zuhrayana, 2018).

Based on its standardization, TOEFL is divided into three types of standardization. Those are:

1. Prediction TOEFL

TOEFL is a trademark of ETS (Educational Testing Service), indicating that it is administered by ETS. ETS scores the certificate of the TOEFL test. It means that any TOEFL test not administered by ETS (Educational Testing Service) is not the true TOEFL. It's called Prediction TOEFL.

Prediction TOEFL is, as the name implies, a predicted TOEFL test. It is administered by institutions or courses that are not managed by ETS. The questions on this test are derived from TOEFL books such as Longman, Barron, ETS Power prep, or those possessed by the institutions that administer the test. As a result, the question is prohibited, and the score is inaccurate. Furthermore, the certificate is titled "TOEFL Prediction Certificate" and does not include the ETS logo. It is released by the institution where the test is taken.

TOEFL can be used to fulfil some requirements, including as applying for short-term courses, scholarships, or jobs in certain countries. However, prediction TOEFL tests can only be used to evaluate the learning process or anticipate TOEFL scores before test takers sit for the actual TOEFL examination, and they cannot be used for any other reason. So, if test takers merely wish to evaluate their English competence, they can simply take the TOEFL prediction test. It is not appropriate for them to take the TOEFL test as part of the prerequisites for applying for a job or scholarship.

2. ITP TOEFL

ITP is an abbreviation for Institutional Testing Program. This test is given as a paper-based test. The ITP TOEFL test is used to assess the English competence of non-native speakers (ETS, 2016). This test is delivered by recognized institutions, such as courses, universities, or colleges, which are managed by ETS. Although the ITP (Institutional Testing Program) TOEFL is offered locally, the content used in this test is

worldwide standard. The question is supplied by ETS with academic questions.

The results of this test can be used not only to assess test takers' English ability, but also as an admission requirement when applying for jobs or scholarships abroad, such as Australia Awards Scholarships, StuNed, Fulbright, or Erasmus Mundus. However, even if the results of this test can be utilized to meet the requirements of some universities abroad, the certificate is not internationally recognized. In addition, TOEFL ITP scores are valid for two years from the exam date. Because test-takers' English proficiency might change significantly in a very short period of time, scores older than two years cannot be recorded or confirmed (ETS, 2016, p. 3).

3. **International TOEFL**

This test is also known as the Official TOEFL Test. This test is administered by ETS (Educational Testing Service), which is based in the United States. If test takers want to take this test, they must register directly with ETS. Because this is an international standardized test, test takers can register online at the ETS website.

Furthermore, the test is administered in an Internet-Based Test (IBT) style. As a result, the part of this test differs from the ITP TOEFL and the Prediction TOEFL. ITP and TOEFL sections include hearing comprehension, structure and writing expression, and reading comprehension. Listening, reading comprehension, writing, and speaking are the sections of the international test that test takers must answer.

This test also differs from ITP and TOEFL prediction in other ways. The international TOEFL test certificate is internationally valid and meets international requirements. This test is more legally acceptable than the ITP TOEFL (Inspirare search centre, 2015).

3. Structure and Written Expression

In the TOEFL exam, the purpose of the structure part is to assess the students command of English grammar so the students have some abilities to build English sentences appropriately. Nappu (2023) stated that It is important to find and recognize errors committed by English students, particularly the intrusion of Indonesian in writing. This section's first section covers common grammar points tested in structure problems and offers solutions; the second part enumerates common errors in written expression problems and provides solutions; the mini-lessons in this section address preposition usage, one of the trickiest grammar concepts (Rogers, 2011). For students, this section of the test is the hardest to pass. There are twenty-five sentences in this section of the test, four of which are single-word, two-word, or three-word phrases that are underlined. It is the responsibility of the students to determine which of these sentences contains an error and fix it. Every mistake is related to spelling, grammar, or punctuation. The primary issue with written expression is that students continue to struggle with understanding grammar lessons and structure. While texture refers to how to arrange a variety of words and paragraphs in a text so that they are connected, cohesive, and coherent, structure refers to the

correctness with which all sentences are compiled and used in compliance with English grammatical standards (Pradiyono, 2006).

The TOEFL test's Structure and Written Expression section consists of two different kinds of questions. Structure: The fifteen sentences in questions number 1 through number 15 have had a part of the sentence replaced with a blank. Four possible answers follow each statement. The response that grammatically completes the phrase must be selected by the students. Written Expression: The question numbers (16–40) are composed of 25 sentences with four or more highlighted words. The underlined word or set of incorrect words must be selected by the students.

Phillips (2003) Sort the items or topics in the English structure and written expression section into groups. It may be categorized into sixteen primary topics, and they are as follows:

a. Aspect of Structure

Structure is test takers which are required to select the response that best completes the phrase. These phrases are listed along with their responses.

There are six aspects of structure in TOEFL introduced by Phillips (2003):

1) Appositive

a) Introduction

An appositive is a noun that appears before or after another noun and is often separated from the noun by commas. If a word is appositive, it is not the subject (Phillips, 2003).

b) Content

The example of Appositive in the middle: *Robert, the best student in the class, got the first winner the Olympic.*

In this example, *Robert* is the subject and the best student in the class is the appositive. The sentences states that *Robert and the best student in the class* are the same person. Then, if the appositive is left out, the meaning of the sentence still make sense (*Robert got the first winner in the class*).

The example of Appositive in front of: *An excellent volleyball player, Anto always wins the game.*

In this example *Anto* is the subject and *wins* is a verb because there is one comma separating them (Phillips, 2003).

c) Conclusion

Appositives are nouns or noun phrases that are used to rename or describe another noun. This information regarding the subject is additional. The appositive might appear in the middle, in front of, or behind the sentence

2) Reduce

a) Introduction

Reduce is described as the use of two or more words to convey the same information. The exam takers will be asked to identify distinct terms that share the same meaning. (Phillips, 2003). Furthermore, Akmal (2020) Stated that Reduce Clause is

shortening a relative clause that changes the sentence's topic. Relative clauses with reduced scope can only change the subject, not the object. Both the active and passive voices are acceptable.

b) Content

According to Philips (2003), Adjective clauses can be reduced. In the shortened version, the adjective clause connector and the be-verb that immediately follows it are reduced.

For example:

*The woman **who is** waving to us is the tour guide.*

This sentence can be used in the complete form or reduced form. In the reduced form the connector *who* with the be-verb *is* are reduced.

The second is Adverb clauses. It can also appear in a reduced form. In the reduced form, it is same with adjective clause. connector and the *be*-verb that directly follow it are omitted. The different is the connectors.

For example:

*When **you are** ready, you may start to speak up*

This example may use in completed sentence or reduced sentence. In reduced adverb subject *you* and be-verb *are* are reduced.

c) Conclusion

Table 2.2 the following chart that conclude the information of Reduce Clause.

Reduce Adjective Clause	
With a be-verb in the adjective clause	(Adjective Connector/Subject). (who, which, that) (Be)
With no be-verb in the adjective clause	(Adjective Connector/Subject). (who, which, that) (Verb+IGN)
<ul style="list-style-type: none"> • To reduce an adjective clause, omit the adjective clause connector/subject and be the be-verb. • If there is no be-verb, omit the connector/subject and change the main verb to the -ing form. • Only reduce and adjective clause if the connector/subject is directly followed by the verb. • If an adjective clause is set off with commas, the reduce clause can be moved to the front of the sentence. 	

(Phillips, 2003).

3) Connector

a) Introduction

Many sentences in English have more than one clause. If a sentence on the TOEFL test contains more than one clause, it must have one subject and one verb. If the sentence has two subjects and two verbs, it needs to include a connector. (Phillips, 2003).

b) Content

There are six topics of connector that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Use coordinate connectors correctly

One way to connect two clauses is to use *and*, *but*, *or*, *so*, or *yet* between the clauses.

Tom is singing, and Paul is dancing. Tom is tall, but Paul is short.

Tom must write the letter, or Paul will do it. Tom told a joke, so Paul laughed.

Tom is tired, yet he is not going to sleep.

2. Use adverb time and cause connectors correctly

Sentences with adverb clauses have two basic formulas in English.

I will sign the check before you leave.

Before you leave, I will sign the check.

Here, the example of adverb time connector: *After, as soon as, once, when, as, before, since, whenever, as long as by the time, until, while* and adverb cause connector: *As, now that, because, since, inasmuch as*

3. Use other adverb connectors correctly

Adverb clauses can represent the concepts of time and cause, as well as contrast, condition, method, and place. The structure of these adverb clauses is identical to that of the time and cause clauses.

I will leave at 7:00 if I am ready.

Although I was late, I managed to catch the train

Here, the other adverb connector: *Condition: if, in case, provided, providing, unless, whether. Contrast: although, even though, though, while, whereas. Manner: as, in that. Place: where, wherever*

4. Use noun clause connectors correctly

A noun clause is a clause that performs as a noun; because it is a noun, it can be employed in a sentence as the object of a verb, the object of a preposition, or the subject of the sentence. For example:

*I know **when he will arrive** (Noun clause as object of verb)*

*I am concerned **about when he will arrive** (Noun clause as object of preposition)*

***When he will arrive** is not important (Noun clause as subject).*

Here, the example of noun clause connector: *What, when, where, why, whatever, whenever, if, whether.*

5. Use noun clause connector/subjects correctly

In rare circumstances, a noun clause connector is more than just a connector; it can also be the subject of the clause similarly. For example:

*I know **what happen** (Noun clause as an object)*

***What happen** was great (Noun clause as a subject)*

Here, example of noun clause connector/subjects: *Who, whoever, what, whatever, which, whichever.*

6. Use adjective clause connectors correctly

An adjective clause describes a noun. Because the clause is an adjective, it is placed immediately after the noun that it describes. For example:

*I like the magazine **that you bought** (Adjective clause)*

c) Conclusion

Words that join two words, phrases, clauses, or sentences together are called connectors. Here, the connectors can be transition, conjunction, or preposition. Examinees will be required to determine whether connectors should be used in words, phrases, clauses, or sentences.

4) Clause

a) Introduction

Phillips (2003) stated that Clause can be about the structure of independent or dependent clauses, such as negation, adverb, adjective, and noun clauses. Examinees will be asked to identify which clause in a sentence is incorrect. Sometimes the verb, subject, relative pronoun, and connector are used inappropriately.

b) Content

There are four topics of clause that appear in the TOEFL structure according to Phillips (2003) namely:

1. Be sure the sentence has a subject and a verb

A sentence in English must include at least one subject and one verb. For example: *She goes to school.* *She* is a subject and *Goes* is a verb

2. Be careful of objects of preposition

An object of a preposition is a noun or pronoun that follows a preposition, such as in, at, of, to, by, behind, on, and so on, to make a prepositional phrase. (*After his exams*) *Tom will take a trip (by boat).*

3. Be careful of present participle

A present participle is the verb's -ing form (for example, chatting or playing). The present participle can be either a verb or an adjective. It is a component of the verb when it is followed by some form of the verb be. It is an adjective if it is not followed by a form of the verb be.

The boy is standing in the corner.

The boy standing in the corner was naughty

4. Be careful of past participle

The past participle is the form of a verb that appears with have or be. It frequently ends in -ed, but there are also

numerous irregular past participles in English. Many verbs, particularly those ending in -ed, have the same simple past and past participle, which can be readily mistaken. The verb's -ed form might be (1) simple past, (2) past participle, or (3) adjective.

*She **Painted** this picture.*

*She **has Painted** this picture.*

*The picture **Painted** by Sitti is now in my house*

c) Conclusion

Some sentences in English have just one subject and one verb. It is very crucial to find the subject and verb in the sentence. In some sentence it is easy to find the subject and verb, however, certain structure, such as object of preposition, present participle, past participle and so on can make confusion because each structure can look like a subject and verb.

5) Gerunds and Infinitive

a) Introduction

According to Phillips (2002) Gerunds and infinitives are sometimes known as verb complements. A gerund is a noun produced from a verb by adding ing, whereas an infinitive is the to form of the verb. Hence, Verb complements can also refer to gerunds and infinitives. A gerund is a noun created by appending (ing) to a verb, whereas an infinitive is the verb's (to) form.

Infinitive cannot be an object of a preposition, but gerund can. Both gerunds and infinitives can be subjects in sentences, and both gerunds and infinitives can serve as the object of a verb. Now that you know how these two elements can work in similar ways, it's time to note an important difference in the gerund/infinitive equation: A gerund can be the object of a preposition; an infinitive cannot (Akmal, 2020).

b) Content

From the structure, the difference between the gerund and the infinitive is quite easy to see. A gerund is formed by adding the suffix -ing to a basic verb. The infinitive is a word formed by adding "to" before the basic verb (Ibrahim, 2019). Example:

From their structure, the difference between the gerund and the infinitive is quite easy to see. A gerund is formed by adding the suffix -ing to a basic verb. The infinitive is a word formed by adding "to" before the basic verb.

Example: Eat (basic verb) + -ing : eating (gerund). My mom enjoys cooking in my house.

To + eat (basic verb) : to eat (infinitive). We agreed to visit our cousin in the hospital.

c) Conclusion

Gerunds are best for use in sentences about actions that are real or complete, or that have been completed. Besides,

Infinitives are best for use in sentences about actions that are unreal or abstract, or that will occur in the future

6) Inversion

a) Introduction

The act of flipping a sentence's subject and predicate without altering its meaning is known as inversion. If an introduction contains an adverb, a conditional sentence, an intro negative, a question, a comparison, or an indication of place, we can employ inversion. The test-taker will be required to determine the proper subject and verb positions. (Etika, 2020).

b) Content

There are four topics of inversion that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Invert the subject and verb with place expressions

In English, the subject and verb may invert after notions representing place. This can happen with single words that represent location, such as here, there, or nowhere.

Here is the book that you lent me.

There are the keys that I thought I lost.

Nowhere have I seen such beautiful weather.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.

It is essential (and somewhat difficult) to grasp that the subject and verb will invert following place expressions at the start of a phrase only if the place expression is required to complete the sentence. Consider the following examples:

In the forest are many exotic birds.

In the forest I walked for many hours.

2. Invert the subject and verb with negatives

Certain negatives and related expressions can also result in the inversion of the subject and verb. When negative terms like no, not, or never appear at the start of a sentence, the subject and verb are reversed.

Not once did I miss a question.

Never has Mr. Jones taken a vacation.

At no time can the woman talk on the telephone.

Certain English words, such as hardly, barely, scarcely, and only, act as negatives. If one of these words appears at the beginning of a sentence, both the subject and the verb are inverted.

Hardly ever does he take time off. (This means that he almost never takes time off.)

Only once did the manager issue overtime paychecks. (This means that the manager almost never issued overtime paychecks.)

When a negative phrase enters in the middle of a sentence, both the subject and the verb are inverted. This occurs frequently with the negative terms neither and nor.

I do not want to go, and neither does Tom.

The secretary is not attending the meeting, nor is her boss.

3. Invert the subject and verb with conditionals

In some conditional structures the subject and verb may be inverted. This can happen when the conditional clause's helping verb is *had*, *should*, or *were*, but the conditional connector *if* is reduced.

If he had taken more time, the results would have been better.

Had he taken more time, the results would have been better.

I would help you if I were in a position to help. I would help you were I in a position to help.

If you should arrive before 6:00, just give me a call. Should you arrive before 6:00, just give me a call.

4. Invert the subject and verb with comparison

An inverted subject and verb may also appear following a comparison. The inversion of a subject and verb following a

comparison is optional rather than necessary therefore it is a more formal structure.

My sister spends more hours in the office than John.

My sister spends more hours in the office than John does.

My sister spends more hours in the office than does John.

All three of these examples contain the comparison more. . . than, and all three are correct in English.

c) Conclusion

Subject and verb are inverted in a variety of situations in English. Inverted subject and verb occur most often in the formation of a question. The most common problems with inverted subjects and verbs on the TOEL test occur in the following situation: with question word, after some place expression, after negative expression, in some conditional, and after some comparisons.

b. Aspect of Written Expression.

Written Expression is Participants who will notice that four words or phrases are underlined in each sentence. To ensure the accuracy of the statement, they need to identify the one highlighted choice that has to be changed. There are ten topics of Written Expression introduced by (Phillips, 2003):

1) Subject -Verb agreement

a) Introduction

Subject-verb agreement is easy to understand: if the subject of a sentence is singular, the verb must be singular; if the subject of the sentence is plural, the verb must be plural. (Phillips, 2002).

b) Content

There are four topics of subject-verb agreement that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Make verbs agree after prepositional phrases

Prepositional phrases can appear between the subject and the verb. If the preposition's object is singular and the subject is plural, or if the object is plural and the subject is singular, it can be difficult to get the subject and verb to agree. For example: *The key to the door are in the drawer.* The sentence should be *the key to the door is in the drawer* the subject is singular so we must use to be is in the sentence.

2. Make verbs agree after expressions of quantity

A specific agreement issue comes when the subject is a quantitative phrase, such as all, most, or some, followed by the preposition of. In this case, the subject

(all, most, or some) can be singular or plural depending on what comes after the preposition of. For example: “*All of the pen is in the class*” The subject *all* refers to the singular noun *book*, so the verb is *is*.

3. Make inverted verbs agree

Sometimes in English, the subject comes after the verb. This can happen after question words, place expressions, negative expressions, omitted conditionals, and certain comparisons. When the subject and verb are inverted, it can be difficult to detect them, making agreement problematic. For example: (*Behind the houses*) *were the bicycle I wanted*. The sentence should be (*Behind the houses*) *was the bicycle I wanted*. We will think that *houses* is a subject but it is not, however, it is the object of preposition *behind*. The subject is the bicycle. The subject comes after the verb because the place expression *behind the house* so we need to use *was* as singular verb.

4. Make verbs agree after certain words

Certain English words are always grammatically singular, even if they have multiple meanings.

Everybody are going to the theater.

These words or expression are grammatically singular, so they take singular verbs: *Anybody, Anyone, Anything Everybody, Everyone, Everything, Nobody, No one Nothing Somebody, Someone, Something*

Each (+ noun), Every (+ noun)

c) Conclusion

When subject and verb must agree in number, this is known as subject verb agreement. This implies that they must both be either singular or plural. Examinees will be required to match the verb with the subject.

2) Comparisons

a) Introduction

A comparative expresses the degree of comparison through adjectives and adverbs. It is also referred to as comparative and superlative. The test takers will be required to select the appropriate comparison to convey the similarity of the various items in a sentence (Phillips, 2003). Furthermore, Novzalia (2022) said that adjectives and adverbs are used in a comparative to convey the degree of comparison. Other names for it include superlative and comparative. Test-takers will be required to select the appropriate comparison in order to indicate how the various items are similar in a sentence. The easiest way to find out the form of a sentence that uses degree

of comparison is with the keywords: more, less, the most, and others. Of course, we have to know first what sentence is suitable to use this phrase in the form of degree of comparison.

b) Content

Here, the Types and examples of degrees of comparison according to Novzalia (2022) namely:

1. Positive degree is a simple form of degree of comparison because there is no comparison in it. This positive degree only states something with the same ratio, so it can be used the phrase "as.... as" to complete the sentence. For example: Aidil looks as handsome as Anto.
2. Comparative degree is used to compare two things in one sentence. Generally, when using the comparative degree you need to add the suffix -er or -ier. For example, in the word angry, it can be changed it to angrier. Comparative degree as an adverb can also be added with the word more before the adjective, such as more angrily, more happily, and so on. For example: Learning English is easier than math.
3. The superlative degree is used to compare three or more things in one sentence. If in Indonesian we often use the word "most", then in the superlative degree the phrase used is "most" or changes the ending from the adjective to -est,

such as happy to happiest. For example: Fika is the smartest student in my class.

c) Conclusion

Sentence with incorrect comparative and superlative can appear on the TOEFL test. The important thing in comparison: form the comparative and superlative correctly and use the irregular er and est correctly.

3) Parallel structure

a) Introduction

Parallel structure is the use of the same grammatical structures to express related ideas that are equally essential. Related ideas of equal importance are typically expressed in the form of lists joined by conjunctions like and, but, and or. The testers will be requested to find problems in the parallel structure. (Phillips, 2003). Furthermore, Fitri (2017) stated that the application of the same grammatical structures to related concepts of the same significance is known as parallel structure.

Similar concepts of similar weight frequently take the shape of lists joined by conjunctions like and, but, and or. Examinees will be required to identify flaws in parallel structure.

b) Content

There are three topics of parallel structure that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Use parallel structure with coordinate conjunctions

Coordinate conjunctions (and, but, or) are used to combine equal phrases. In other words, what is on one side of these words has to be parallel to what is on the other. These conjunctions can unite nouns, verbs, adjectives, phrases, subordinate clauses, or main clauses; they must only join two of the same object.

Here are examples of two nouns joined by a coordinate conjunction: *I need to talk to the manager or the assistant manager. She is not a teacher but a lawyer.*

You can choose from activities such as hiking *and* kayaking.

Here are examples of two verbs joined by a coordinate conjunction: *He eats and sleeps only when he takes a vacation.*

Here are examples of two adjectives joined by a coordinate conjunction: *My boss is sincere and nice.*

Here are examples of two phrases joined by a coordinate conjunction: *The checks will be ready not at noon but at 1:00.*

Here are examples of two clauses joined by a coordinate conjunction: *They are not interested in what you say or what you do.*

2. Use parallel structure with paired conjunctions

The paired conjunctions *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also* require parallel structures.

I know both where you went and what you did.

Either Mark or Sue has the book.

The tickets are neither in my pocket nor in my purse.

He is not only an excellent student but also an outstanding athlete.

3. Use parallel structure with comparisons

When making a comparison, point out the similarities or contrasts between two objects, which must be in parallel form. A comparison showing how two things are different from the *-er . . . than* or the *more . . . than*.

My school is farther than your school. To be rich is better than to be poor.

What is written is more easily understood than what is spoken.

A comparison showing how two things are the same might contain *as . . . as* or expressions such as *the same as* or *similar to*.

Their car is as big as a small house.

c) Conclusion

In good English an attempt should be made to make the language as even and balanced as possible. This balanced called “parallel structure”. Parallel structure is building the forms of words as similar as possible.

4) Problem with Noun

a) Introduction

The same types of problems with nouns appear frequently on the TOEFL Written Expression test. These *include use the correct singular plural noun, distinguish countable and uncountable nouns, recognize irregular singular and plural nouns, and distinguish between the person and the thing.*

(Phillips, 2003)

b) Content

There are four topics of problem with noun that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Use the correct singular or plural noun

A common difficulty in the Written Expression component of the TOEFL test is a singular noun used where a plural noun is needed, or a plural noun used when a singular noun is needed.

On the table there were many dish. The lab assistant finished every tests.

2. Distinguish countable and uncountable nouns

As the name implies, countable nouns are those that can be counted. Countable nouns can be in groups of one, two, or a hundred. Uncountable nouns, on the other hand, cannot be numbered because they arrive in an uncertain quantity or mass. A noun such as *milk* or *happiness* cannot be counted. Uncountable nouns are often liquid items, such as *water*, *oil*, or *shampoo*. Uncountable nouns can also refer to abstract ideas, such as *security*, *friendship*, or *hope*. *He has seen much foreign films.*

3. Recognize irregular plurals of nouns

The most challenging irregular forms are plural forms that do not end in s. Various criteria were utilized to assess the performers.

4. Distinguish the person from the thing

Nouns in English can refer to people or objects. Sometimes the person is used instead of the thing, or the item is used in place of the person. *Ralph Nader is an **authorization** in the field of consumer affairs.*

c) Conclusion

Nouns can have problems in the singular, plural, countable, uncountable, and irregular forms. Some terms, like

many, some, many, quantity, every, one, a, single, and many others, indicate whether they should be countable or uncountable and should be used in plural or singular constructions. The test-taker will be required to indicate whether the noun is countable or uncountable, singular or plural

5) Problem with Pronoun

a) Introduction

Pronouns are words that replace nouns in the TOEFL Written Expression portion. They serve the correct purpose in the sentence as subject or object, for example, and agree with the noun they replace. The most common pronoun difficulties in the TOEFL test are as follows: *distinguish subject and object pronoun, distinguish possessive pronoun and possessive adjective and checking pronoun reference agreement* (Phillips, 2003).

b) Content

There are three topics of problem with pronoun that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Distinguish subject and object preposition

A subject pronoun is used as the subject of a verb.

An object pronoun can serve as either the verb's or the preposition's object. Compare the following two sentences. *Sally gave the book John. She gave it to him.*

2. Distinguish possessive adjectives and pronouns

Possessive adjectives and pronouns indicate who or what "owns" a noun. However, possessive adjectives and possessive pronouns do not serve the same purpose. A possessive adjective describes a noun and must be accompanied by another noun. A possessive pronoun replaces a noun and cannot be used in conjunction with one. *They lent me their book (Adjective). They lent me theirs (Pronoun).*

3. Check pronoun reference for agreement

The following are examples of errors of this type that might find on the TOEFL test: *The boys will cause trouble if you let him**

c) Conclusion

Pronouns can't be insignificant. If the exam taker is not paying close attention, they may make a mistake. The proper usage of the possessive pronoun, object, reflexive, and subject pronouns can all cause problems when using pronouns. There may also be an issue with the reference for agreement, therefore the test-taker should be mindful of pronoun usage.

6) Problem with Adjective and Adverb

a) Introduction

The TOEFL Written Expression test may provide a number of challenges with adjectives and adverbs. To identify this problem, it is fundamental to recognize adjectives and adverbs. Three talents using adjectives and adverbs will benefit participants on the Written Expression of the TOEFL test. (1) Knowing when to use adjectives and adverbs. (2) Use adjectives rather than adverbs after linking verbs. (3). Adjectives and adverbs are correctly placed.

There are still problems with adjectives. They include -ly adjectives, predicate adjectives, and adjectives ending in -ed or -ing. The skills required to tackle this difficulty when answering the TOEFL Written Expression question are the ability to accurately distinguish -ly adjectives and employ the -ed and -ing forms (Phillips, 2003).

b) Content

According to Munthe (2023), An adjective is a word that modifies (adds information about) a noun or pronoun. Adjectives usually answer the questions - which, what kind of, or how many. An adverb is a word that modifies (adds information about) a verb, an adjective, or another adverb. Adverbs usually answer the questions - when, where, why, or in

what way. Some writers make mistakes in their choices of adjectives and adverbs. They may use an adjective where an adverb is correct or vice versa. These adjective and adverb mistakes are easy to make because the incorrect versions are often used in informal speech.

For example, you might say to a friend, “That’s real sad,” but “real” is incorrect. You should use the adverb “really” because it modifies “sad,” which is an adjective. Be especially careful with these adjectives - adverb pairs: Adjective Adverb * good well * bad badly real really slow slowly terrible terribly quick quickly * The adjective form of good and bad should be used when they follow the verbs taste, smell, was, look, am, were, feel, is, seem, sound, and are even though they are modifying verbs. Example: She looks good. Victor is good at golf (Munthe, 2023).

c) Conclusion

Many different problems with adjective and adverbs are possible in the written Expression section of the TOEFL test. To identify these problems, adjective and adverb must be recognized.

7) Problem with Verb

a) Introduction

Incorrect verb formation is widespread in the Written Expression section of the TOEFL test. As a result, the verb form should be carefully verified. Check what comes after have, what comes after be, and what comes after modal. These are all troublesome with verbs. (Phillips, 2003).

b) Content

There are nine topics of problem with verb that appear in the TOEFL structure according to Phillips, (2003) namely:

1. After have, use the past participle

Whenever the verb *have* in any of its forms (*have*, *has*, *having*, *had*), be sure that the verb that follows it is in the past participle form.

They had walk to school. (should be *had walked*) *We have see the show.* (should be *have seen*).

Furthermore, make sure that if a subject and a past participle contain the verb. *have*. This problem is particularly common with those verbs (such as *sing*, *sang*, *sung*) that change from present to past to past participle by changing only the vowel.

My friend sung in the choir. (should be *sang* or *has sung*)

2. After *be*, use the present participle or the past participle

The verb *be* in any of its forms (*am, is, are, was, were, be, been, being*) can be followed by another verb. This verb should be in the present participle or the past participle form.

*We are **do** our homework.* (should be *are doing*)

The book *was **take*** by Tom. (should be *was taken*)

3. After *will, would, or other modals*, use the base form of the verb

Whenever a modal, such as *will, would, shall, can, could, may, might, or must*, be sure that the verb that follows it is in its base form.

*The boat **will leaving** at 3:00.* (should be *will leave*)

*The doctor **may arrives** soon.* (should be *may arrive*)

4. Know when to use the past with the present

When a sentence contains both a past and a present tense, it is typically incorrect.

*He **took** the money when he **wants** it.*

This sentence says that *he took the money* (in the past) *when he wants it* (in the present). This meaning does not make any sense. This sentence can be corrected in several ways, depending on the desired meaning.

*He **took** the money when he **wanted** it.*

He takes the money when he wants it.

The first example means that *he took the money* (in the past) *when he wanted it* (in the past). This meaning is logical, and the sentence is correct. The second example means that *he takes the money* (habitually) *when he wants it* (habitually). This meaning is also logical, and the second example is also correct.

It is necessary to point out, however, that it is possible for a logical sentence in English to have both the past and the present tense.

I know that he took the money yesterday.

The meaning of this sentence is logical: *I know* (right now, in the present) that *he took the money* (yesterday, in the past). The error need to avoid is the switch from the past to the present for no particular reason. Therefore, when a sentence with both the past and the present tense, check the meaning of the sentence carefully to see if it is logical in English.

5. Use have and had correctly

The two most commonly mistaken tenses are the present perfect (have + past participle) and the past perfect (had + past participle). These two tenses serve very distinct purposes, and you should grasp how to distinguish between

them.

The present perfect (*have* + past participle) refers to the period of the time *from the past until the present*.

*Sue **has lived** in Los Angeles for ten years.*

Because the present perfect refers to a time period spanning from the past to the present, it cannot be used in a sentence that simply represents the past.

***At the start of the nineteenth century**, Thomas Jefferson **has become** president of the United States.*

*Every time Jim **worked** on his car, he **has improved** it*

The past perfect (*had* + past participle) refers to a period of time that started in the past and ended in the past, before something else happened in the past.

*Sue **had lived** in Los Angeles for ten years when she **moved** to San Diego.*

Because the past perfect begins and ends in the past, it is rarely appropriate in conjunction with the present tense.

*Tom **had finished** the exam when the teacher **collects** the papers.*

6. Use the correct tense with time expressions

Often in sentences, there is a temporal expression that clearly specifies what verb tense is required in the

sentence.

We moved to New York in 1970.

We had left there by 1980.

We have lived in San Francisco since 1982.

Some additional time expressions that clearly indicate the correct tense are *ago*, *last*, and *lately*.

She got a job two years ago.

7. Use the correct tense with will and would

Certain combination of verbs is very common in English. One is the combination of the simple present and *will*.

*I know that they **will arrive** soon.*

Another combination that is quite common is the combination of the simple past and *would*.

*I **knew** that he **would arrive**.*

It is essential to emphasize that in the combination discussed below, the present should be utilized *will* and the past should be used with *would*; they generally should not be mixed.

The common errors that must be generally be avoided are the combination of the past with *will* and the combination of the present with *would*.

*I know that he **would*** arrive soon.*

*It was certain that he **will*** graduate.*

In the first example, the present, *know*, is illogical with *would*. It can be corrected in two different ways.

*I **knew** that he would arrive soon.*

*I **know** that he **will arrive** soon.*

In the second example, the past, *was*, is illogical, with *will*. It can also be corrected in two different ways.

*It was certain that he **would** graduate.*

*It **is** certain that he **will** graduate.*

8. Use the correct form of the passive

The following are examples of passive errors:

*The portrait **was painting*** by a famous artist.*

*The project **will finished*** by Tim.*

In the first example, the passive is formed incorrectly because the past participle *painted* should be used rather than the present participle *painting*. In the second example, the verb *be* has not been included, and some form of *be* is necessary for a passive verb. The verb in the second sentence should be *will be finished*.

9. Recognize active and passive meanings

When there is no object (with or without by) following a verb, consider the sentence's meaning to decide if the verb is active or passive. Study the examples:

We mailed the package at the post office.

The letter was mailed by us today before noon.

The letter was mailed today before noon. The letter mailed* today before noon.

To determine that such a sentence is incorrect, study the meaning of the subject and the verb. If the subject *does* the action of the verb (so an active verb is needed) or if the subject *receives* the action of the verb (so a passive verb is needed). In the incorrect example, study the meaning of the subject and verb, *the letter mailed*. If a letter *mails itself* (the letter *does* the action) or if someone *mails a letter* (the letter *receives* the action of being mailed). Since a letter does not mail itself, the passive is required in this sentence.

c) Conclusion

The usage or structure of a verb may be the issue. The proper way to utilize a verb after have, had, to be, and modals is known as its form. Meanwhile, proper usage of have and had, as well as the appropriate use of present, past, perfect, and future, as well as passive and active, are all part of verb usage. The examinee shall be required to match the verb.

8) Problem with preposition

a) Introduction

Prepositions can be employed in two ways: literal and idiomatically. In its literal sense, the preposition signifies exactly what you expect. Furthermore, the idiomatic use of the preposition in this sentence has nothing to do with its literal meaning. (Phillips, 2003).

b) Content

There are two topics of problem with preposition that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Recognize incorrect prepositions

Occasionally, an incorrect preposition is used in a sentence on the TOEFL Written Expression portion.

*The game was called **on** because of rain.*

2. Recognize when prepositions have been omitted

In the TOEFL Written Expression section, an essential preposition may be diminished from a sentence.

Can you wait me after the game?

I plan attending the meeting

c) Conclusion

There are compound nouns and collocations in English. The test-taker should commit the verb's partner to memory

since it involves a word that is followed by a preposition that has been identified. Refer to, near, capable of, consider, attack, and many more are a few examples.

9) The use of Articles

a) Introduction

Problems with articles in response Understanding the article standards can help you navigate the TOEFL test's Written Expression component. Article rules include: distinguishing between a and an, ensuring articles coincide with nouns, and distinguishing between specific and general notions. Phillips, (2003). Hence, Fitri (2017) addressed that A, an, the (articles) are words used to limit the meaning of nouns. These three words actually don't have specific meanings; However, articles have a special function in completing a phrase or clause, which is specifically related to the noun or noun in it.

b) Content

According to Perlman (2018), Articles are divided into two types, namely: definite and indefinite.

1. The word "the" is a word that is included in definite articles. This article is used to indicate a noun that already has a clear, definite and only form. The noun in question is usually already known to the speaker and recipient of the information. Example: The red bag. The bowl

2. "A" and "an" are articles that indicate more general nouns.

The characteristics of nouns that can be shown with indefinite articles are nouns that are not specific or uncertain. So, the article "an" is used for nouns that begin with a vowel (a, i, u, e, o).

Example: An hour, An ant, An egg

Meanwhile, for nouns that begin with a consonant or consonant letter, use the article "a"

Example: A paint, A bottle of lotion, A cup

c) Conclusion

Nouns in English can be either countable or uncountable.

If a noun is countable, it must either singular or plural. There are two types of articles: definite (specific) and indefinite (general). You need to know the rules of Article correctly.

10) Problem with Usage

a) Introduction

According to Phillips (2003), Many English terms can be deceiving on the TOEFL Written Expression test because they have similar uses. It is caused by words with similar meanings but used in different contexts. Furthermore, Hajri (2018) stated that certain words have meanings that are similar to one another. It confuses the person taking the test. Like, unlike, alike, other, another, make, made, no, not, none, and many

more can be spoken of them. The test-taker will be required to select the appropriate word for the given sentence

b) Content

There are three topics of usage that appear in the TOEFL structure according to Phillips, (2003) namely:

1. Distinguish make and do

Make and *do* can be confused in English because their meanings are so similar. *Make* often has the idea of *creating* or *constructing*. The following expressions show some of the possible uses of *make*:

She likes to make her own clothes.

If you make a mistake, you should correct it.

Do often has the idea of *completing* or *performing*. The following expressions show some of the possible uses of *do*:

This morning she did all the dishes.

The students are doing the assignments.

These are only some of the uses of *make* and *do*.

Many uses of *make* and *do* are idiomatic and therefore difficult to classify.

2. Distinguish like, alike, unlike, and dislike

Like, *alike*, *unlike*, and *dislike* are easily confused because they look so similar and they have many different

uses. Study the use of *alike* and *like* in the following examples.

John and Tom are alike

John and Tom worked in a like manner.

In both these examples, *alike* and *like* are adjectives that mean *similar*. The next structure should be familiar with are the prepositions *like* and *unlike*, which have opposite meanings. Because they are prepositions, they must be followed by objects.

John is (*like* Tom). John is (*unlike* Tom).

The prepositions *like* and *unlike* can also be used at the beginning of a sentence. (*Like* Tom), John is tall. (*Unlike* Tom), John is tall.

The final structures that should be familiar with are the verbs *like* and *dislike*, which have opposite meanings. Because they are verbs, they are used with subjects.

John and Tom like the course. John and Tom dislike the course.

3. Distinguish other, another, and others

Other, *another*, and *others* are very easy to confuse. To decide how to use each of them correctly, someone must consider three things: 1) if it is singular or

plural, 2) if it is definite (*the*) or indefinite (*a*), and 3) if it is an adjective (it appears with a noun) or if it is a pronoun (it appears by itself).

Table 2.3 Indefinite and Definite of other in singular and plural

	SINGULAR	PLURAL
INDEFINITE	I have <i>another</i> book. I have <i>another</i> .	I have <i>other</i> books. I have <i>others</i> .
DEFINITE	I have <i>the other</i> book. I have <i>the other</i> .	I have <i>the other</i> books I have <i>the others</i> .

(Phillips, 2003)

c) Conclusion

In English certain groups of words have similar uses, and these words are sometimes in the Written Expression section of the TOEFL test. The following problems are the most common: when to use *make* and *do*, when to use *like*, *unlike*, and *alike*, and when to use *other*, *another*, and *others*.

C. Conceptual Framework

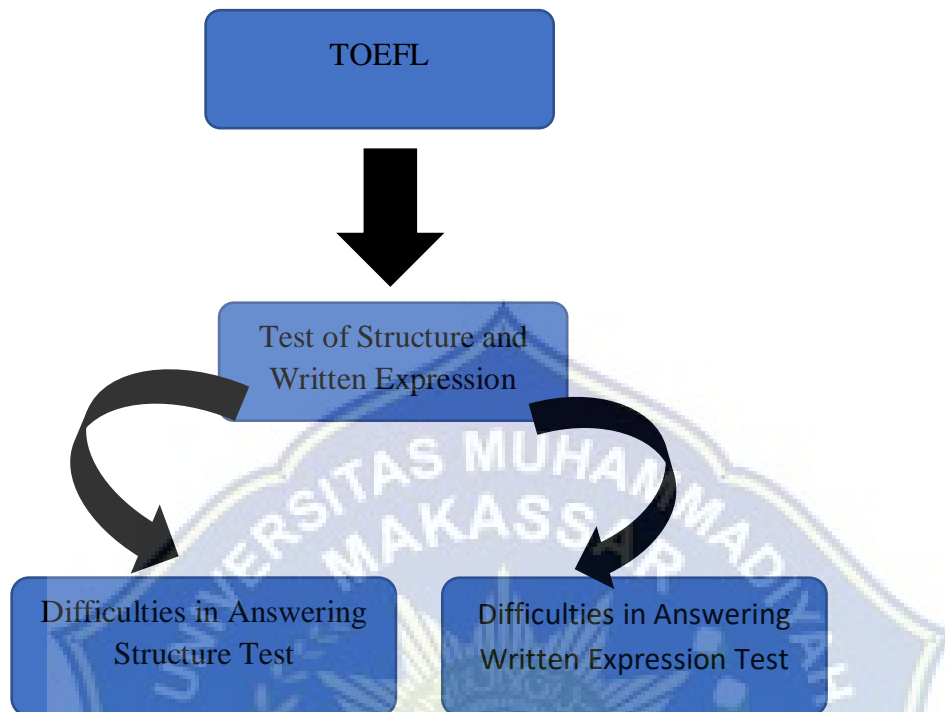


Figure 2.1 Conceptual Framework

Based on the conceptual Framework above, the research took the test of Structure and Written Expression on the TOEFL test. Furthermore, the research analyzed the result of the test then the research tried to analyze each number with the 16 materials by Philips. Hence, the research stated clearly the features of every assessed item and summarizing the most difficulties in Structure and Written Expression.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was a quantitative descriptive design. The research described the students' difficulties in answering structure and written expression tests in TOEFL.

B. Research Variables and Indicators

1. Variables

Variable of the research were both independent variables, they were structure and written expression variables.

2. Indicators

The two variables of this research consisted of some indicators that were presented as follows:

- a. The indicators of structure variable consisted of 6 components: Appositive, Reduce, Connectors, Gerunds and infinitive, Inversion, and Clause.
- b. The indicators of the Written Expression variable consisted of 10 components: The use of Articles, Problem with Pronoun, Problem with Adjective and Adverb, Problem with prepositions, Problem with Usage, Parallel structure, Problem with Verbs, Problem with Noun, Subject-Verb agreement, and Comparisons.

C. Population and Sample

1. Population

The population of this research was graduate students of the English Language Education Program in the Academic Year 2023-2024 at Unismuh Makassar which consisted of 16 students in 1 class

2. Sample

The process of choosing a sample from the population is known as sampling. The sample for this study was chosen by using total sampling technique. Using the entire population as a sample is known as total sampling (Sugiyono, 2016) who claims that the rationale for total sampling is fewer than 100 people. Since the research sample are less than 100 people, total sampling is used.

The sample of this research were graduated student in Academic Year 2023-2025. The total number of sample was 16 students. All the students of the bench were involved.

D. Research Instruments

The instrument used to test was the test got from Official Guide to the TOEFL ITP Test published by Penerbit Erlangga by arrangement with IIEF-Indonesia International Education Foundation (on behalf of ETS), 2016. There are 40 questions in the TOEFL-based structure and written expression section, which include 15 questions in structure and 25 questions in written expression section. Here the table below to show the topic and the numbers of the questions.

Table. 3.1 Topic and number of Structure

No	Topic	Number
1	Reduce	12, ,11
2	Connector	5, 10, 8
3	Appositive	6, 7
4	Gerund or Infinitive	4, 9
5	Clause	3, 13, 15
6	Inversion	2
	Total	13

Table. 3.2 Topic and number of Written Expression

No	Topic	Number
1	Problem with Adjective and Adverb	20, 36
2	Comparisons	35
3	Problem with preposition	24, 31, 37
4	Parallel structure	23, 34
5	Problem with Noun	16, 29, 32, 38
6	Subject-Verb agreement	19, 27, 33
7	Problem with Pronoun	18, 21, 28, 30, 39
8	Problem with Usage	22, 40
9	Article	17, 26
10	Problem with Verbs	25
	Total	25

E. Data Collection

The data was taken from the students' answer toward structure and written expression test. The answer of students was categorized based on *Appositive, Reduce, Connectors, Gerunds and infinitive, Inversion, and Clause* in structure and *The use of Articles, Problem with Pronoun, Problem with Adjective and Adverb, Problem with preposition, Problem with Usage, Parallel structure, Problem with Verb, Problem with Noun, Subject -Verb agreement, and Comparisons* in written expression

F. Data Analysis

The data based on students' answers were analyzed using difficult index formula. Each range of difficulty index showed the difficulties faced by students in answering each material in structure and written expression test.

Mean score formula:

$$M = \text{Number of wrong answer} / \text{Number of questions}$$

The item with the highest mean difficult index will be regarded as the most difficult aspect faced by students in structure and written expression. After categorizing the students' answers to each question, the research was provided a description to ensure to be easily understood. Then, To analyze the difficulty level of all the questions in Structure and Written Expression section of TOEFL, the research was modified by the theory of Zainul (1997), the level of difficulty of a question item is the proportion of test participants who answer the question correctly. The level of difficulty of a question item is

usually symbolized by p . The greater the p value, which means the greater the proportion of those who answer the question correctly, the lower the level of difficulty of the question item. This means that the question is getting easier, and vice versa.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and the discussion. In this section, the researcher focuses on the description of findings and the analysis of findings in the discussion part. Each part addresses the research questions presented in Chapter I.

A. Findings

This section presents students' difficulties in answering structure and written expression questions of the TOEFL test. It describes the difficulties faced by students in answering structure and written expression tests.

1. Students' Difficulties in Answering Structure Questions in TOEFL

This section answers the first research questions. Table 4.1 shows the description of students' difficulties in answering structure questions. Table 4.1 shows the number of participants who answered the questions incorrectly. The greater the number of participants' wrong answers, the more difficult the questions for the students are. The description of the students' difficulties in answering the Structure Question is shown in Table 4.1.

Table 4.1 Description of Students' Difficulties in Answering Structure Questions in TOEFL

Question Topics	Question Number	Number of Wrong Answers	Mean Difficulty
Reduce	11	9	11
	12	12	
Connector	5	11	10
	8	11	
Appositive	10	8	9
	6	6	
Gerund or Infinitive	7	13	9
	4	9	
Clause	9	9	7
	3	7	
Inversion	13	12	4
	15	3	
Total	2	4	4
	13	114	50

Table 4.1 shows the results of the students' difficulties in answering structure questions. Reduce Questions are the most difficult questions for the students to answer. In this question topic, there are 11 questions not answered correctly. The Inversion question is the easiest one where only 4 questions are not answered correctly. Between Reduce and Inversion questions, there are Connector questions which are 10 answered not correctly, followed by Appositive and Gerund or Infinitive questions with 9 wrong answers, Clause questions with 7 wrong answers, and Inversion questions with 4 wrong answers. For number 1 and 14, there is no supported explanation because number 1 and 14 are not identified in the topic so the questions are not tested.

The difficulties faced by the students in answering structure questions are visually described in Chart 4.1.

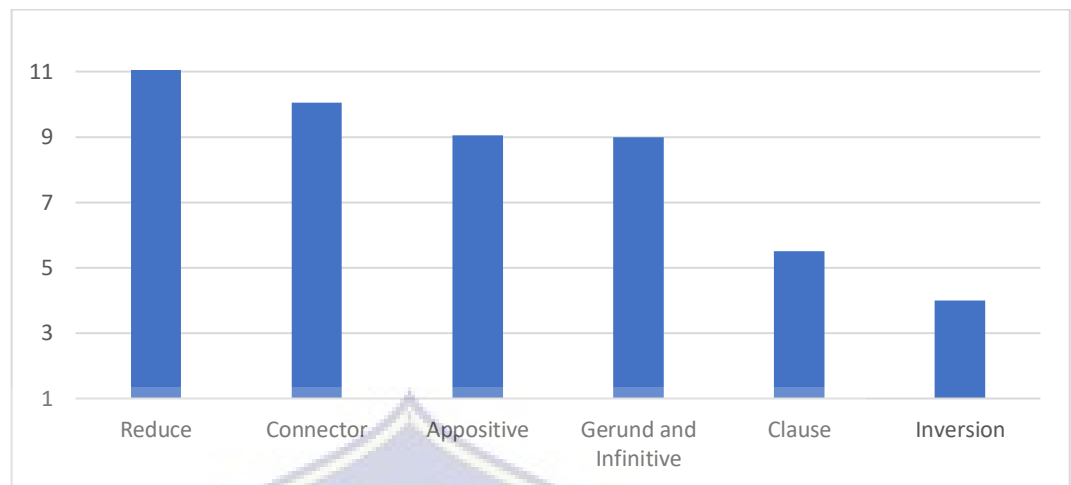


Chart 4.1 Description of Students' Difficulties in Answering Structure Test

Chart 4.1 describes visually the difficulties faced by the students in answering six structure question topics.

In the Reduce question topic, there are two question types namely, adjective reduced clause and adverb reduced clause. But all the questions in the TOEFL test are Adjective clauses. There are many rules to reduce the adjective clauses.

First example: "conjunction and to be" at the beginning of adjective clause are reduced;

Richard Wright enjoyed success and influence.....among Black American writers of his era. (A) *were unparalleled* (B) *are unparalleled* (C) *unparalleled* (D) *the unparalleled* (Test no. 12)

In this example, answer (C) is the correct answer because it is the reduced form of adjective clause: *Richard Wright enjoyed success and influence **which were unparalleled** among Black American writers in his era.* So "unparalleled" modifies both success and influence.

Second example: The conjunction (which) is reduced when the adjective clause is started with Subject and Predicate.

Civil rights are the freedoms and rights as a member of a community, state, or nation. (A) *may have a person* (B) *may have a person who* (C) *a person may have* (D) *and a person may have*. (Test, no. 11)

The correct answer is (C). The conjunction ***which*** is reduced when the adjective clause is started with Subject and Predicate (a person may have).

The third rule is not available in the test given so it is not presented here.

The students' wrong answers are categorized as difficulty for the students. The first highest difficulty faced by the students are reduced test. there are 9 wrong answers in answering type 1 question, there are 12 wrong answers in answering type two question. So, type two question is more difficult than type one question in reduced test for the students.

The 12 wrong answers are incorrectly answered by students through 4 students answered (A), 4 students answered (B), and 3 students answered (D). In giving wrong answer (A), the students are lack of knowledge that conjunction *which* is able to be deleted when the *which clause* following the object of independent clause. In giving wrong answer (B), the students are wrong in giving the right agreement similar with the past tense used by the independent clause. In giving wrong answer (D), the students are lack of knowledge about the combination of the + noun, where the students combine the + adjective which replace the place of participial *unparalleled*.

The 9 wrong answers are incorrectly answered by students through 3 students answered (A), 3 students answered (B), and 1 student answered (D). In giving wrong answer (A), the students are lack of knowledge that conjunction *which* is able to be deleted when the *which clause* following the object of

independent clause therefore it must subject + predicate not predicate subject. In giving wrong answer (B), the students are wrong in putting conjunction *who* in the sentence. In giving wrong answer (D), the students do not know well to connect the sentence to another sentence. The meaning of answer (D) is nonsense if we put it in the sentence.

The next test topic is Connector. There are two types of connectors in the TOELF tested. The first is Sentence with multiple clauses which consists of *use coordinate connector correctly (and, but, or, so, or yet), use adverb time and cause connectors correctly, and use other adverb connectors correctly*. The second is more sentences with multiple clauses consist of *use noun clause connectors correctly, and use adjective clause connector correctly*,

In the TOELF tested, there are three types of tests that appear, the first is *use coordinate connectors correctly*. it is a connector that are correctly joined with a coordinate conjunction *and, but, or, so or yet, and a comma (,)*

Example no. 10:

Beginning in the Middle Ages, composers of Western music used a system of notating their compositions.....be performed by musicians. (A) *will* (B) *that* (C) *and when to* (D) *so they could*.

In this example, (D) is the correct answer because the sentence is causal compound sentence. It shows cause and effect. There are two independent clauses so the two independent clauses separated by *so*.

The second example is *use other adverb connectors correctly (where and wherever)*.

Example no. 5:

Flag Day is a legal holiday only in the state of Pennsylvania,..... according to tradition, Betsy Ross sewed the first American flag. (A) *which* (B) *where* (C) *that* (D) *has*.

In this sentence, the right answer is (B) *where* because the sentence needs a right connector that shows place (the State of Pennsylvania).

The third is *use adverb time and cause connectors correctly*. the connector of this type is **Time**: *after, as, as long as, as soon as, before, by the time, once, since until, when, whenever, and while*. **Cause**: *as, because in as much as, now that, since*.

Example No. 8:

In its pure state, antimony has no important uses, but.....with other substances, it is an extremely useful metal. (A) *when combined physically or chemically* (B) *combined physically or chemically* (C) *the physical or chemical combination* (D) *it is combined physically or chemically*

In this sentence, the correct answer is (A) because *when combined physically or chemically* is matched with the other adverbial in the other independent clause before compound *but*.

The students' wrong answers are categorized as difficult for the students. The second highest difficulty faced by the students is connector test. there are 8 wrong answers while in answering *coordinate connector correctly*, there are 12 wrong answers so in *use other connector correctly* and there are 11 wrong answers in *use adverb time and cause connectors correctly* therefore *use other connector correctly* is the most difficult from two types connector test for the students.

The 8 wrong answers are incorrectly answered by students through 7 students answered (A), 1 student answered (B), and no student answered (C). In giving wrong answer (A), the students are lack of knowledge about conjunction. That can connect two independent clauses. In giving wrong answer (B), the students do not pay attention that the sentence not only need conjunction but also subject + predicate.

The 11 wrong answers are incorrectly answered by students through 6 students answered (A), 5 students answered (C), and no student answered (D). In giving wrong answer (A) and (C), the students think that *which* explain for a thing and *that* explains both person and thing. Actually, there is nothing wrong for their answer but in this situation, the sentence needs the most right conjunction place *where*.

The 11 wrong answers are incorrectly answered by students through 3 students answered (B), 3 students answered (C), and 5 students answered (D). In giving wrong answer (B), the students are lack of knowledge about the place of conjunction. In giving wrong answer (C), the students do not pay attention that the sentence need a conjunction not noun phrase. In giving wrong answer (D), the students do not pay attention that the sentence needs adverbial clause to complete the sentence.

The third topic is Appositive. It is a noun that appears before or after another noun and it is often separated from the noun by commas. If a word is appositive, it is not the subject (Phillips, 2003).

Example no.6:

.....vastness of the Grand Canyon, it is difficult to capture it in a single photograph. (A)While the (B) the (C) for the (D) because of the

In this example, the answer is (D). *it* after to capture in the sentence above refers to the vastness of the grand canyon.

The second example is the appositive appeared after another noun.

Example no.7:

Speciation,, results when an animal population becomes isolated by some factor, usually geographic. (A) form biological species B) biological species are formed (C) which forming biological species (D) the formation of biological species

In this example, the right answer is (D). *Speciation* is the subject and *results* is the verb. The answer (D), the formation of biological species functions as appositive for speciation.

The students' wrong answers are categorized as difficult for the students. The third highest difficulty faced by the students is Appositive. there are 6 wrong answers while in answering the appositive appears before another noun, there are 13 wrong answers so in the appositive appears after another noun is more difficult than the appositive appears before another noun for the students.

The 6 wrong answers are incorrectly answered by students through 1 student answered (A), 5 students answered (B), and no student answered (C). In giving wrong answer (A), the students are lack of knowledge about conjunction *while* and the *while clause* needs to follow the object of independent clause. In

giving wrong answer (B), the students think that the is the right position in the sentence without paying attention the meaning of the subject.

The 13 wrong answers are incorrectly answered by students through 7 students answered (A), 2 students answered (B), and 4 students answered (C). In giving wrong answer (A), (B), (C). the students are lack of knowledge about Appositive that is defined as noun to explain the subject and in answer (A), (B), (C) are not a noun because there is form in answer (A), are formed in answer (B), and which forming in answer (C) as a verb.

Next, Gerund or to Infinitive, according to Phillips (2002) Gerunds and infinitives are sometimes known as verb complements. A gerund is a noun produced from a verb by adding ing, whereas an infinitive is the to form of the verb. In the TOEFL test only to infinitive appears.

Example no 9:

The dawn redwood appears...some 100 million years ago in northern forests around the world. (A) were flourish (B) having to flourished (C) to have flourished (D) have flourished.

In this example, the right answer is (C) *to have flourished*. because in English sentence the second verb in a sentence is followed by to infinitive.

The second question is similar with type above so it is not discussed anymore here.

The fourth difficulty faced by the students are Gerund or to Infinitive test. There are two number in the test about to Infinitive, both questions have 9 wrong answers. So, the questions are equal.

The 9 wrong answers are incorrectly answered by students through 5 students answered (A), 1 student answered (B), and 3 students answered (D). In giving wrong answer (A), the students are lack of knowledge about tenses that a bare verb cannot meet to be. In giving wrong answer (B), the students think that the sentence is a gerund because *appear* is one of a verb that it meets with a verb, it will be changed to be ing. In giving wrong answer (D), the students do not know about the common rule of English sentence that the second verb in a sentence must be followed by to infinitive.

The next topic is Clause. There are fourth types of clauses, they are *Be sure the sentence has a subject and a verb*, *Be careful of objects of preposition*, *Be careful of present participle*, *Be careful of past participle*. From fourth types of clauses, only two types appear in the TOEFL test.

The first is *Be sure the sentence has a subject and a verb*. It talks about A sentence in English must have at least one subject and one verb.

Example no 3:

Beef cattle...of all livestock for economic growth in the North American economy. (A) the most are important (B) are the most important (C) the most important are (D) that are the most important.

In this sentence, the right answer is (B). The sentence has already had a subject but there is no predicate. The (B) answer is the only choice to be a predicate.

The second is *Be careful of objects of preposition*. An object of a preposition is a noun or pronoun that comes after a preposition, such as in, at, of, to, by, behind, on, and so on, to form a prepositional phrase.

Example no 15:

During the late fifteenth century, of the native societies of American had professions in the fields of arts and crafts. (A) only a few (B) a few but (C) few, but only (D) a few only

In this sentence, the right answer is (A). the question has no a complete subject yet so the subject needs the right combination which is fulfilled by (A).

The second question is similar with type above so it is not discussed anymore here.

The fifth highest difficulty faced by the students is Clause. there are 7 wrong answers in answering *Be sure the sentence has a subject and a verb*, there are 12 wrong answers in number 13 and also 3 wrong answers in number 15 in answering *Be careful of objects of preposition*. So, *Be sure the sentence has a subject and a verb* is more difficult than noun *Be careful of objects of preposition* for the students.

The 7 wrong answers are incorrectly answered by students through 2 students answered (A), no student answered (C), and 5 students answered (D). In giving wrong answer (A), the students are lack of knowledge about superlative. They do not realize *superlative* followed by adjective not verb. In giving wrong answer (D), the students do not know about the common rule of conjunction *that* which is followed two independent clauses but, in the sentence, it is only one independent clause.

The 3 wrong answers are incorrectly answered by students through 1 student answered (B), no student answered (C), and 2 students answered (D). In giving wrong answer (B), the students are lack of knowledge about the rule of *of that*

before *of* it should be noun not conjunction or preposition *but*. In giving wrong answer (D), the students are lack of knowledge about word order. *A few* cannot be the fist before *only*. It should *only* as adverb first than *a few* as a head of *only*.

The last topic is inversion, The act of flipping a sentence's subject without altering its meaning is known as inversion. If an introduction contains an adverb, a conditional sentence, an intro negative, a question, a comparison, or an indication of place, we can use inversion. The test-taker will be required to determine the proper subject and verb positions. (Etika, 2020). The most common problems with inverted subjects and verbs on the TOEL test occur in the following situation: *with question word, after some place expression, after negative expression, in some conditional, and after some comparisons*. In the TOEFL test only one type of Inversion appears that is after some comparison. An inverted subject and verb may occur also after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure.

Example no 2:

Although thunder and lightning are produced at the same time, light waves travel faster....., so we see the lightning before we hear the thunder. (A) than sound waves do (B) than sound waves are (C) do sound waves (D) sound waves

In this example, the correct answer is (A). answer (A) to complete comparison by putting *than*, and to compare light waves with sound waves and complete the sentence with *do*.

The last difficulty faced by the students is Inversion. there are 4 wrong answers in answering *Inversion*.

The 4 wrong answers are incorrectly answered by students through 2 students answered (B), no student answered (C), and 2 students answered (D). In giving wrong answer (B), the students are lack of knowledge about comparison. the rule of comparison if it uses to be verb, it must use auxiliary verb *to be* too but if it uses bare infinitive, it must use auxiliary verb *to do*. In the sentence used auxiliary *to do* not *to be*. In giving wrong answer (D), the students do not know about comparison that after using additional *er* or *more*, it should be put than.

2. Students' Difficulties in Answering Written Expression Questions in TOEFL

This section answers the second research questions. Table 4.2 shows the description of students' difficulties in answering written expression questions. Table 4.2 shows the number of participants who answered the questions incorrectly. The greater the number of participants' wrong answers, the more difficult the questions for the students are. The description of the students' difficulties in answering the Written Expression Question is shown in Table 4.2.

Table 4.2 Students' Difficulties in Answering Written Expression Questions in TOEFL

Question Topics	Number of Questions	Number of Wrong Answers	Mean Difficulty
Adjective and Adverb	20	10	12
	36	13	
Comparisons	35	11	11
	24	7	11
Preposition	31	12	
	37	13	
Noun	16	10	10
	32	14	
	38	6	
Pronoun	18	6	8
	21	6	
	28	13	
	30	7	
	39	10	
Parallel structure	23	11	8
	29	5	
	34	7	
Usage	22	8	8
	40	7	
Subject-Verb agreement	19	7	7
	27	7	
	33	8	
Article	17	5	7
	26	8	
Verbs	25	6	6
Total	25	217	88

Table 4.2 shows the results of the students' difficulties in answering written expression questions. Problem with Adjective and Adverb Questions are the most difficult questions for the students to answer. In this question topic, there are 12 questions not answered correctly. The Problem with Verbs question is the easiest one where only 6 questions are

not answered correctly. Between Problem with Adjective and Adverb and Problem with Verbs questions, there are Comparisons and Problem with preposition questions which are 11 answered not correctly, followed by Problem with noun questions with 10 wrong answers, Problem with Pronoun, Parallel structure, and Problem with Usage with 8 wrong answer afterward Subject-verb agreement and Article which are 7 answered incorrectly and problem with verb questions with 6 wrong answers.

The difficulties faced by the students in answering written expression questions are visually described in Chart 4.1.

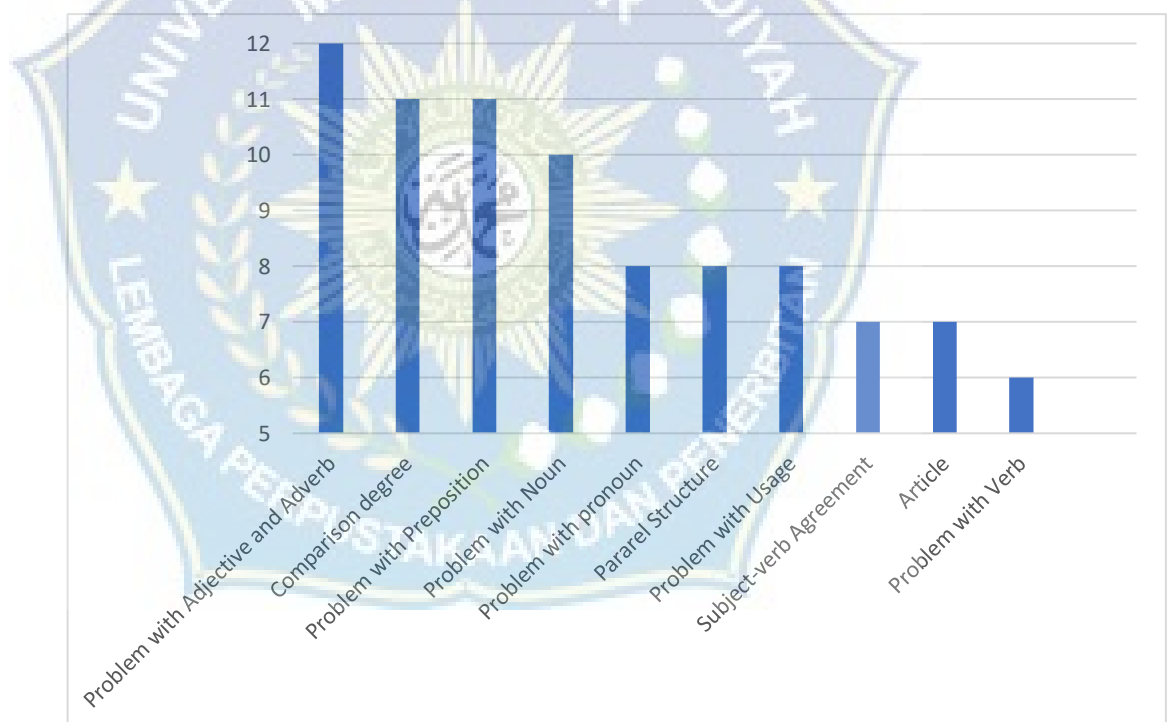


Chart 4.1 Description of Students' Difficulties in Answering Written Expression Test

Chart 4.2 describes visually the difficulties faced by the students in answering ten written expression topics. Chart 4.2 shows the two most

difficult topics are those related to *Problem with Adjective and Adverb* and *Comparison*.

The first topic is *Problem with Adjective and Adverb*. The TOEFL Written Expression test might present a variety of issues with adjectives and adverbs. Three abilities utilizing adjectives and adverbs will assist participants on the Written Expression of the TOEFL test: (1) Understanding when to use adjectives and adverbs. (2) Using adjectives instead of adverbs after linking verbs. (3). positioning adjectives and adverbs furthermore, there are more problem with adjective. They are recognize -LY Adjective, use predicate adjective correctly, use -ED and -ING adjective correctly. there are two types that appear in TOEFL test. The first is understanding when to use adjective and adverb. Adjective and adverb are used differently. Adjective has only one job. They describe nouns or pronoun.

Example no 20:

Scientists at universities are often more involved in theoretical research
A B C
 than in practically research.
D

In this sentence, the right answer (D). the word of *practically* is wrong. We need to change it to be adjective *practical* so it can modify the noun *research*. Most of students do not really know the rules of adjective and adverb in the sentences.

The second is the use -ED and -ING adjective correctly. Verb which is ended by -ed and -ing can be used as adjective. An -ing suffix functioned as

adjective is used to modify noun describes an action. An -ed suffix functioned as adjective is used as passive sentence to modify noun.

Example no 36:

The 1983 Nobel Prize in Medicine was awarded to Barbara McClintok for
A

her experiments with maize and her discoveries regardless the nature of
B C D
DNA.

In this sentence, the correct answer is (D), the word of *regardless* is the wrong choice, we need to change to be *regarding*. The function of *regarding* in the sentence is as Adjective therefore.

The written expression test focus on analyzing grammatical use of suffix -ing and -ed adjective in a sentence. The student will identify the wrong use of suffix -ing or suffix -ed adjective. Question number 36 is more difficult for the students than question no. 20 in adjective and adverb topic. Question no. 36 is answered incorrectly by 13 students while question no 20 is incorrectly answered by 10 students.

In question no 36, the students who incorrectly answer (A) are lack of knowledge in identifying the use of predicate in the sentence, while incorrectly answer (B) and (C) are lack of knowledge in identifying the first object in the sentence.

Next, Comparison degree topic is the second difficulty faced by the students. There are three types of comparison degree. They are *form comparative and superlative correctly, use comparative and superlative correctly, and use the irregular -er,-er structure correctly*. In the TOEFL test,

only one number of one type appears that is form comparative and superlative correctly. the comparative is formed with either *-er, more, less* and *than*. Comparative *-er* is used when the adjective is less than three syllables such as: *cheap, pretty* and *more* is used when the adjective contains three syllables or more such as: *more expensive than*. Superlative *the ... -est* is used when the adjective is less than three syllables such as: *the cheapest* and *most* is used when the adjective contains three syllables such as: *the most expensive*.

Example no 35:

Ice is less denser than the liquid from which it is formed.
 A B C D

The correct answer is (A). In this case *dense* does not need to ad *less* because this comparison just consists of one syllable where it does not use *less*.

The students incorrectly answer (B) in the sentence explain that they fail to apply the correct rule of one syllable comparison while incorrectly answer (C) explain that they fail to identify the use of conjunction before a clause, and incorrectly answer (D) explain the students fail to identify the use of subject after conjunction in a dependent clause.

Thus, Problem with Preposition is in the third position. Preposition can be used in two ways: in a literal way and in an idiomatic way. In the literal use, the preposition means exactly what you expect. Besides, in the idiomatic use, the preposition's meaning in this expression has nothing to do with literal meaning (Phillips, 2003). There are two topics of connector that appear in the

TOEFL structure. Recognize incorrect prepositions and Recognize when prepositions have been omitted. Only one type of 3 numbers that appear in TOEFL test. It is *recognize incorrect prepositions*. Sometimes an incorrect preposition is given in a sentence in the Written Expression section of the TOEFL test.

Example no 37:

In 1866 to 1883, the bison population in North America was reduced from
 A B
an estimated 13 million to a few hundred.
 C D

the answer is (A). *In* is not the right preposition in the sentence, it should be change to be *from*. To indicate a span of time between two dates, we need to pair *from* and *to*.

Example no 31:

Chemical research provides information that is useful when the textile
 A B C
 industry in the development of new fabrics.
 D

In this example, answer (D) is the correct answer because *when* is the wrong word choice *for* or another appropriate preposition must be used after *useful*.

Example no 24:

Animation is a technique for creativity the illusion of life in inanimate
 A B C
things
 D

The correct answer in this sentence is (B) creativity. In general rule of preposition for in the sentence is the form of ing therefore it should be creating.

The third difficulty faced by the students is problem with pronoun. there are 13 wrong answers for no 37, 12 wrong answers for no 31, and 7 wrong answers for 24 in answering *recognize incorrect prepositions*,

The 13 wrong answers are incorrectly answered by students through 4 students answered (B), 6 students answered (C), and 3 students answered (D). In giving wrong answer (B), the students are lack of knowledge about the use of predicate in the sentence. In giving wrong answer (D) and (B), the students are lack of knowledge about the use of singular and plural in the sentence.

The fourth difficult is problem with noun. There are four topics of pronoun. They are *Use the correct singular or plural noun*, *Distinguish countable and uncountable nouns*, *Distinguish the person from the thing*. Only *Use the correct singular or plural noun* appears from 4 numbers in TOEFL test. A problem that is common in the Written Expression section of the TOEFL test are a singular noun is used where a plural noun is needed, or a plural noun is used where a singular noun is needed

Example no 16:

*Twenty to thirty year after a mature forest is cleared away, a nearly
A B C
impenetrable thicket of trees and shrubs develops.
D*

(C), the students are lack of knowledge about the use of singular and plural in the sentence.

The 10 wrong answers are incorrectly answered by students through 6 students answered (B), no student answered (C), and 4 students answered (D). In giving wrong answer (B), the students are lack of knowledge about the use of passive voice in the sentence. In giving wrong answer (D), the students do not recognize about part of speech in noun and verb in the sentence.

The 6 wrong answers are incorrectly answered by students through 2 students answered (B), 3 students answered (C), and 1 student answered (D). In giving wrong answer (B) and (C), the students are lack of knowledge about the use of preposition in the sentence. In giving wrong answer (C), the students fail to identify the use of conjunction in a dependent clause.

Afterward, the topic is problem with pronoun. Pronouns are words that take the place of nouns, in the Written Expression section of the TOEFL test, it serves the correct function in the sentence as subject, object, for example and it agrees with noun it is replacing. The following pronoun problems are the most common on the TOEFL test: *distinguish subject and object pronoun, distinguish possessive pronoun and possessive adjective and checking pronoun reference agreement* (Phillips, 2003).

In the TOEFL test, all the types of pronouns appear. The first is *distinguish subject and object pronoun*. A subject pronoun is used as the subject of a verb. An object pronoun can be used as the object of a verb or the object of a preposition. Compare the following two sentences.

Example no 21:

Jhon Rosamond Jhonson he composed numerous songs, including lift
A B. C
every voice and sing, for which his brother, James Weldon Jhonson,
D
wrote the words.

The right answer in this sentence is (A) he composed. The sentence has already had a subject *Jhon Rosamond* and the verb *composed* the pronoun *he* is not needed and it is ungrammatically repeat the subject.

The second is *distinguish possessive pronoun and possessive adjective*. Possessive adjectives and pronouns both show who or what “owns” a noun. However, possessive adjectives and possessive pronouns do not have the same function. A possessive adjective describes a noun: it must be accompanied by a noun. A possessive pronoun takes the place of a noun: it cannot be accompanied by a noun.

Example no 18:

Because it does not have a blood supply, the cornea takes their oxygen
A B C
directly from the air.
D

The sentence has a problem with possessive adjective. *Their* must be changed to be *its* because it talks about cornea as singular noun. Therefore, the right answer is (C) their.

Example no 28:

Mealii Kalama, creator of over 400 Hawaiian quilts, was granted a

A

B

National Heritage Fellowship in 1985 for herself contributions to folk art

C

D

The mistake of this sentence is in the reflexive pronoun “herself” it should be the possessive adjective *her* that modify *contributions* therefore the correct answer is (C).

The last is *checking pronoun reference agreement*. *pronoun reference for agreement*. The following are examples of errors of this type that might find on the TOEFL test.

Example no 39:

James Baldwin’s plays and short stories, which are to some degree

A

B

autobiographical, established them as a leading figure in the United State

C

D

civil rights movement.

The correct answer of the sentence is (C) *them*. The plural pronoun *them* is incorrect. It is needed to change to be the singular pronoun *him* who refers to James Baldwin.

Example no 30:

Minoru Yamasaki achieved a reputation as an architect which works

A

departed from the austerity frequently associated with architecture after

B

C

D

the Second World War.

In this example, the correct answer is (A) which. The relative pronoun is not appropriate with *which* it should be change to be *whose* because it talks about the own of *Minaru Yamasaki* as person so the possessive relative pronoun that we need.

The fifth difficulty faced by the students is Problem with Pronoun. there are 13 wrong answers for no 28, 7 wrong answers for no 30, 6 wrong answers for no 18 and 6 wrong answers for no 21.

The 13 wrong answers are incorrectly answered by students through 1 student answered (A), 5 students answered (B), and 7 students answered (D). In giving wrong answer (A), the students are lack of knowledge about pronoun in the sentence. In giving wrong answer (B), the students are lack of knowledge about predicate in the sentence. In giving wrong answer (D), the students are lack of knowledge about the use of noun in the sentence.

The 7 wrong answers are incorrectly answered by students through 2 students answered (B), 4 students answered (C), and 1 student answered (D). In giving wrong answer (B) and (D), the students are lack of knowledge about

preposition in the sentence. In giving wrong answer (D), the students are lack of knowledge about adverb in the sentence

The 6 wrong answers for no 18 are incorrectly answered by students through 2 students answered (A), 4 students answered (B), and no student answered (D). In giving wrong answer (A), the students are lack of knowledge about conjunction in the sentence. In giving wrong answer (D), the students are lack of knowledge when noun and verb are used.

The 6 wrong answers for no 21 are incorrectly answered by students through 1 student answered (B), no student answered (C), and 5 students answered (D). In giving wrong answer (B), the students are lack of knowledge about noun in the sentence. In giving wrong answer (D), the students are lack of knowledge about conjunction.

Next, Parallel structure. There are three topics of parallel structure. *Use parallel structure with coordinate conjunctions, Use parallel structure with paired conjunctions, and Use parallel structure with comparisons.* There is one type of 2 number that appear in the TOEFL test. It is *Use parallel structure with coordinate conjunctions.* The job of the coordinate conjunctions (*and, but, or*) is to join together equal expressions. In other words, what is on one side of these words must be parallel to what is on the other side. These conjunctions can join nouns, or verbs, or adjectives, or phrases, or subordinate clauses, or main clauses; they just must join together two of the same thing.

Example no 23:

*Ornithology, the study of birds, is one of the major scientific fields in
which amateurs play a role in accumulating, researching, and publish
data*

A B
C D

In this sentence, the correct answer is (D). *Publish* needs to change to be *publishing* so it will be parallel to the other -ing form in the series.

Example no 34:

Starts in our universe vary in temperature, color, bright, size, and mass

A B C D

In this example, answer (C) *bright* is the correct answer because the word *size* and *mass* are noun so it needs the parallel word of *bright* too so it must be change to be *brightness*.

Example no 29:

*A jetty serves to define and deepen a channel, improve navigate, or protect
a harbor*

A B C
D

The correct answer is (C) *navigate*. It should be used the noun *navigation* because it is an object of verb *improve* and parallel to the nouns *channel* and *harbor*.

The sixth difficulty faced by the students is Problem with Pronoun. there are 11 wrong answers for no 23, 7 wrong answers for no 34, and 5 wrong answers for no 29.

The 11 wrong answers are incorrectly answered by students through no student answered (A), 3 students answered (B), and 6 students answered (C). In giving wrong answer (A) and (B), the students are lack of knowledge about noun in the sentence. In giving wrong answer (C), the students are lack of knowledge about predicate in the sentence.

The 7 wrong answers are incorrectly answered by students through 2 students answered (A), 3 students answered (B), and 2 students answered (D). In giving wrong answer (A), the students are lack of knowledge about subject in the sentence. In giving wrong answer (B), the students are lack of knowledge about preposition. In giving wrong answer (D), the students are lack of knowledge about parallel structure.

The 5 wrong answers are incorrectly answered by students through 2 students answered (A), 2 students answered (B), and 1 student answered (D). In giving wrong answer (A), the students are lack of knowledge about predicate in the sentence. In giving wrong answer (B) and (D), the students are lack of knowledge about parallel structure.

Furthermore, problem with Usage is in the seventh. There are three topics of usage. They are *Distinguish make and do*, *Distinguish like, alike, unlike, and dislike*, and *Distinguish other, another, and others*. From 3 material only *Distinguish make and do* appear in the test. *Make* and *do* can be confused in English because their meanings are so similar. *Make* often has the idea of *creating* or *constructing* and *Do* often has the idea of *completing* or *performing*.

Example no 22:

Nylon, a synthetic material done from a combination of water, air, and a

A B

by-product of coal, was first introduced in 1938.

C D

The right answer of this sentence is (A) done. It is needed to change *done* to be *made* because a synthetic material talks about how it creates.

Example no 40:

Thunder can be listened from a maximum distance of about ten miles

A B

except under unusual atmospheric condition

C D

The sentence talks about the usage *listen and hear* as we know that *hear* for sounds that comes to our ears, without necessarily trying to hear them besides *listen* is used to describe attention or focus to what the sound is going on therefore in this context of the sentence *listened* is the wrong choice; *heard* is the right one.

The seventh difficulty faced by the students is Problem with Usage. there are 8 wrong answers for no 22, and 7 wrong answers for no 40.

The 8 wrong answers are incorrectly answered by students through 1 student answered (B), 2 students answered (C), and 5 students answered (D). In giving wrong answer (B) and (C), the students are lack of knowledge about

noun in the sentence. In giving wrong answer (D), the students are lack of knowledge about predicate in the sentence.

The 7 wrong answers are incorrectly answered by students through 2 students answered (B), 1 student answered (C), and 4 students answered (D). In giving wrong answer (B) and (D), the students are lack of knowledge about noun phrase in the sentence. In giving wrong answer (C), the students are lack of knowledge about preposition in the sentence.

Thus, the topic is Subject-Verb Agreement. Subject-verb agreement is simple, if the subject of a sentence is singular then the verb must be singular, if the subject of the sentence plural, then the verb must be plural (Phillips, 2002). There are two types of subject-verb agreement in the TOEL test.

Example no 19:

*Magnificent mountains and costal scenery is British Columbia's chief
A B C D
tourist attractions*

The right answer in this sentence is (C) is. This example has a problem with a verb. It is needed to change to be *are* because there are two subjects, mountain and costal scenery.

Example no 27:

*Nutritionists believe what diet affects how one feels physically and
A B C D
Emotionally*

This sentence talks about noun clause therefore the right answer is (B) what. We need to change *what* to be *that* because the noun clause refers to *diet affects*

Example no 33:

*Bromyrite crystals have a diamond-like luster and are usually colorless,
 but they dark to brown when exposed to light.*
 A B
 C D

The right answer in this sentence is (C) dark. After the subject pronoun *they*. it cannot meet directly with adjective except, there is *to be* but, in this sentence, it needs a verb so it should be *darken*

The eighth difficulty faced by the students is Subject-Verb Agreement. there are 8 wrong answers for no 33, 7 wrong answers for no 27, and 7 wrong answers for no 19.

The 8 wrong answers are incorrectly answered by students through 2 students answered (A), 1 student answered (B), and 5 students answered (D). In giving wrong answer (A), the students are lack of knowledge about the use of predicate in the sentence. In giving wrong answer (B), the students are lack of knowledge about the use of adjective in the sentence. In giving wrong answer (D), the students are lack of knowledge about the use of verb in the sentence.

The 7 wrong answers are incorrectly answered by students through 4 students answered (A), 2 students answered (C), and 1 student answered (D). In giving wrong answer (A), the students are lack of knowledge about the use of noun about person and thing. In giving wrong answer (C), the students are lack of knowledge about the use of conjunction in the sentence. In giving

wrong answer (C), the students are lack of knowledge about the use of adverb in the sentence.

The 7 wrong answers are incorrectly answered by students through 3 students answered (A), 3 students answered (B), and 1 student answered (D). In giving wrong answer (A) (B) and (D), the students are lack of knowledge about the use of noun.

Next, in the ninth position is Article. Problems with articles in answering in the Written Expression section of the TOEFL test can be managed by knowing the article guidelines. The rules for articles include *distinguishing between a and an, ensuring articles agree with nouns, and distinguishing between specific and generic concepts* (Phillips, 2003). Articles are divided into two types, namely: definite and indefinite. in the TOEFL test only definite article appears from 2 items.

Example no 17:

The first national park in world, Yellowstine National Park, was
 A B C
 established in 1872
 D

The correct answer in this example is (B) in world. We need to add “the” before “world” because it is a specific noun.

The ninth difficulty faced by the students is Articles. there are 8 wrong answers for no 26, and 5 wrong answers for no 17.

The 5 wrong answers are incorrectly answered by students through 2 students answered (A), 2 students answered (C), and 1 student answered (D).

In giving wrong answer (A), the students are lack of knowledge about the use of noun phrase in the sentence. In giving wrong answer (B), the students are lack of knowledge about predicate in the sentence. In giving wrong answer (D), the students are lack of knowledge about preposition in the sentence.

The last topic is Problem with verb. It is common in the Written Expression part of the TOEFL test for the verb to be formed incorrectly. So the form of the verb should be checked carefully. Be aware of following problematic with verbs: check what comes after have, check what come after be, and check what comes after modal (Phillips, 2003). There are nine topics of problem with verb. They are *After have, use the past participle, After be, use the present participle or the past participle, After will, would, or other modals, use the base form of the verb, Know when to use the past with the present, Use have and had correctly, Use the correct tense with time expressions, Use the correct tense with will and would, Use the correct form of the passive, and Recognize active and passive meaning*. In the TOELF test only one type appears from nine that is *Recognize active and passive meaning*. When there is no object (with or without *by*) after a verb, look at the meaning of the sentence to determine if the verb should be active or passive. To determine that such a sentence is incorrect, study the meaning of the subject and the verb. If the subject *does* the action of the verb (so an active verb is needed) or if the subject *receives* the action of the verb (so a passive verb is needed).

Example no 25:

The nonviolent protest advocated by Dr. Martin Luther King, Jr ., proving
A B
 highly effective in an age of expending television news coverage.
C D

The right answer of the sentence is (B) proving. This sentence needs a finite verb. *Providing* needs to change to be *proved*

The ninth difficulty faced by the students is Problem with Verb. The 6 wrong answers are incorrectly answered by students through 3 students answered (A), 1 student answered (C), and 2 students answered (D). In giving wrong answer (A), the students are lack of knowledge about preposition in the sentence. In giving wrong answer (C), the students are lack of knowledge about gerund in the sentence. In giving wrong answer (D), the students are lack of knowledge about noun in the sentence.

B. Discussion

This section presents the analysis the students' difficulties in answering structure and written expression questions in TOEFL.

1. Students' Difficulties in Answering Structure Questions in TOEFL

Two topics categorized as the most difficult topics in structure test out of 6 topics. The first is Reduced topic. Reduce is defined as the use of two or more words that express the same meaning. The test takers will be asked to identify the distinct terms with the same meaning. (Phillips, 2003). In the book of Longman, there are 2 types of Reduced Clause. They are use reduce Adjective clause correctly and use reduce adverb clause correctly.

In the test, there are two numbers in reduced test appear and all include Adjective clause. There are many methods to reduce adjective clause as following: first, omit the adjective clause connector and be the be-verb, second, If there is no be-verb, omit the connector and change the main verb to the -ing form, third, only reduce and adjective clause if the connector is directly followed by the verb, and If an adjective clause is set off with commas, the reduce clause can be moved to the front of the sentence. In this question, the average difficulties made by the students were 11 in each number of this type of question. This finding is in line with the research done by Akmal (2020) found that Reduce questions were only answered correctly by 2 out of 15 participants. this item about Reduced test is similar with this research, both are using reduced adjective clause "which" while, Hajri (2018)

who revealed that there were 78% of students unable to identify in this topic. However, this item in his research is different topic of reduced test with this research. he used reduced test that identifying the different words which have the same meaning while in this research focuses on reduced clauses.

The second most difficult is the Connector topic which was found 10 difficulties in each question. connector is a word that connect a sentence to another sentence. if the sentence has 2 subjects and 2 verbs, it needs to put a connector (Phillips, 2003). in the TOELF test that students do, there are three types that appear the first is use coordinate connectors correctly. it is a connector that are correctly joined with a coordinate conjunction and, but, or, so or yet, and a comma (,), The second is use other adverb connectors correctly in the place: *where and wherever*, The third is use adverb time and cause connectors correctly. the connector of this type is time: after, as, as long as, as soon as, before, by the time, once, since until, when, whenever, and while. Cause: as, because inasmuch as, now that, since. In this topic, the students fail to apply the right connector in a sentence as well as the right structure for the sentence before and after the connector. In relation to this finding, Sahrin (2020) stated that it was about 89% of the students investigated fail to answer this connector question. this item about Connector test is similar with this research, both are talking about the use of every connector in the sentence for example *where* is for a place, *which* is for a thing, *who* is for a person, and *that* is for a thing and a person.

The third difficult is the Appositive topic which was found 9 difficulties in each question. In this topic, the students were unaware which one is subject and which one is appositive and also they do not know the structure of Appositive's commas. However, Sahrin (2020) revealed that from 9 students who answered Appositive, only 2 students failed to give correct answer.

The fourth difficult is Gerund or to Infinitive topic which was found 9 difficulties in each question. In this topic, the students fail in recognizing to infinitive in English sentence as well as the common structure of the using *to* to the next verb. In relation to this finding by Hajri (2018) stated that 56% of student had problem in identifying gerund and infinitive in the sentence.

The fifth difficult is Clause topic which was found 7 difficulties in each question. In this topic, the students do not know the missing subject and the missing verb in the sentence and they are difficult to differ subject and object of preposition. However, Rikal (2017) found that the easiest test answered by students was clause test. 25 out of 132 students were incorrect in answering this question.

The last difficult is Inversion topic which was found 4 difficulties in each question. In this topic, the students are difficult to find out which words were inverted especially in comparison inversion. However, Etika (2020) found that Inversion topic is one of the most difficult tests. 85,19% students failed in answering the question.

2. Students' Difficulties in Answering Written Expression Questions in TOEFL

Three topics are categorized as the most difficult topic in written expression from 10 topics. The first is the difficulty with Adjective and Adverb. The average difficulty found in this topic is 11 in each number of this topic. The TOEFL Written Expression test might present a variety of issues with adjectives and adverbs. To identify this issue, it is necessary to recognize adjectives and adverbs. Three abilities utilizing adjectives and adverbs will assist participants on the Written Expression of the TOEFL test: (1) Understanding when to use adjectives and adverbs. (2) Use adjectives instead of adverbs after linking verbs. (3). Correctly positioned adjectives and adverbs furthermore, there are more problem with adjective. They are recognize *_LY* Adjective, use predicate adjective correctly, use *-ED* and *-ING* adjective correctly. there are two types that appear in TOEFL test. The difficulties refer to the students' lack of knowledge in identifying the function of adjective to modify noun, and the function adverb to modify verb in a sentence. The second, the difficulties refer to the students' failure to analyze the function of verb with *-ing* suffix and verb with *-ed* suffix which function as adjectives in sentences. However, Rikal (2017) found that in adjective and adverb topic, there were 45 out of 132 incorrectly answered by the students but, His item about Problem with Adjective and Adverb is similar with this research, both are using *-ing* suffix which function as adjective. In this case his item is in

number 3, it means that it appears in structure section. However, in this research, it appears in written expression.

Next, the second topic is Comparisons. This topic was identified 11 incorrect answers in each question. It is also referred to as comparative and superlative. The test takers will be required to select the appropriate comparison to convey the similarity of the various items in a sentence (Phillips, 2003). In the TOEFL test only one number of one type appears that is from comparative and superlative correctly. The comparative is formed with either -er, more, less and than. Comparative -er is used when it is short adjective such as: cheap and more is used with long adjective such as expensive then Comparative -est is used when it is short adjective such as: cheap and most is used with long adjective such as expensive. In this topic, the students did not know the way to apply the rules of comparison and superlative degrees in sentences. This finding is similar with what Ubaidillah (2020) revealed that from 12 students who answered comparison questions, 85% of the students failed to give correct answers. Additionally, Yosintha (2021) found that the first most difficult test was double comparative test. Only 3 out of 35 students were correct in answering this question. However, Akmal (2020) found that from 10 main topics in structure and written expression, comparison was not included as difficult topic. From previous researches and this research about comparison are similar with this research. They used comparative too and they are similar result that stated comparison is

one of the difficult one in the test except from Akmal who found comparison is the easy one in each topic.

The third topic is Problem with Preposition. This topic was identified 11 incorrect answers in each question. In this topic, the students did not recognize the right preposition that they use in the sentence. This finding is in line with the research done by Rikal (2017) who found that Preposition is the one of the difficult topics but it is not the most one. From 136 students, 93 students did not receive any accurate answers. His item about Problem with preposition is similar with this research that the questions are identified by putting the appropriate preposition so it has the right meaning in the sentence.

The fourth topic is Problem with Noun. This topic was identified 10 incorrect answers in each question. In this topic, the students did not realize the use of singular and plural and they do not know some of the words are actually singular but in fact they are plural. However, Ubaidillah (2020) revealed that singular and plural noun is one of the most difficult questions in written expression. There are 36 out of 40 students fail in answering the question.

The fifth difficult is Problem with Pronoun which was found 8 difficulties in each question. In this topic, the students are difficult to distinguish kinds of pronoun and the position every kind of pronoun. In relation to this finding by Putra (2020) stated that 82.86% of 35 student had problem in identifying pronoun in the sentence. it makes the most difficult one for the students.

The sixth topic is Parallel Structure. This topic was identified 8 incorrect answers in each question. In this topic, the students do not find out the word that must have same pattern in the sentence. This finding is in line with the research done by Hajri (2018) revealed that only 12% of students are not able to answer correctly so this topic categorized as easy one. However, Ubaidillah (2020) found that parallel structure is one of the highest difficult topics. 36 or 90% students fail in answering correctly. only 4 students answer the right answer.

The seventh topic is Usage. This topic was identified 8 incorrect answers in each question. In this topic, the students are not able to differ the similar meaning of the words. In relation to this finding by Rikal (2017) who found that from 136 students, 66 students were incorrectly answered for usage topic.

The eighth topic is Subject-Verb Agreement. This topic was identified 7 incorrect answers in each question. In this topic, the students are unable to identify the error of subject and verb, identify the inconsistent tense, and the correct form of the words. In relation to this finding by Hajri (2018) revealed that only 3 participants passed the question. It is about 93% of participant selected wrong answer about subject-verb agreement.

The ninth topic is Article. This topic was identified 7 incorrect answers in each question. In this topic, the students did not know the rule of definite article in the sentence. In relation to this finding by Putra (2020) stated that there were 22 out of 35 students obtained incorrect answer in the article topic.

Additionally, Ubaidillah (2020) addressed that more than half of students choose incorrect answer with 85% as the total percentage.

The last topic is Problem with Verb. This topic was identified 6 incorrect answers in each question. In this topic, the students were not aware when to use passive and active in the sentence so they did not recognize the real meaning of the sentence in passive and active. However, Munadia (2016) stated that 89% of students failed the test. It could mean that the question was difficult for them. Most of them didn't understand why they couldn't answer the question appropriately. They didn't know how to use the correct verb.

Following discussion on analysis the students' difficulties in answering structure and written expression question in TOEFL, the research shows that there are two difficult materials faced by students in structure question and there are three difficult materials faced by students in written expression question, it is seen by the number of participants who answered the questions incorrectly. The greater the number of participants' wrong answers, the more difficult the questions for the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study focuses into the parts of structure and written expression where graduate students of English department at Muhammadiyah University of Makassar make the most mistakes. The study examined students' difficulties with responding to the Structure and Written Expression sections of the TOEFL based on test results. It was proved by the correct answer less than incorrect answer. Based on the findings and discussions, here are some of the main conclusions as follow:

1. The difficulties encountered by the students in answering structure test was reported in order based on the most difficult test or the highest number of wrong answers, namely reduced test with 11 wrong answers in each question. In this topic, the students were not aware with the missing words in the English sentence. They are difficult to find out which words were hidden so the students were difficult to define the true answers from the choices.
2. The difficulties found in answering Written Expression Test is ordered based the highest number of wrong answers identified in each question topic. They are problem with adjective and adverb topic 12 wrong answers in each question, The difficulties refer to the students' lack of knowledge in identifying the function of adjective to modify noun, and the function adverb to modify verb in a sentence. The second, the difficulties refer to the students' failure to

analyze the function of verb with -ing suffix and verb with -ed suffix which function as adjectives in sentences.

B. Suggestion

Based on the conclusion before, the following explanation are some suggestions to be considered:

1. For English Teacher or Lecturer

Teachers or lecturers should encourage students to pay more attention to the grammar materials in structure: reduce and connector, and written expression: Problem with Noun Problem with Pronoun, Problem with Adjective and Adverb, and Problem with prepositions that appear to be the most difficult and also this study is expected that it will be provided useful information in order to make more aware of the difficult issues in the structure section test and the difficulty faced by students, as found by this study.

2. For Student

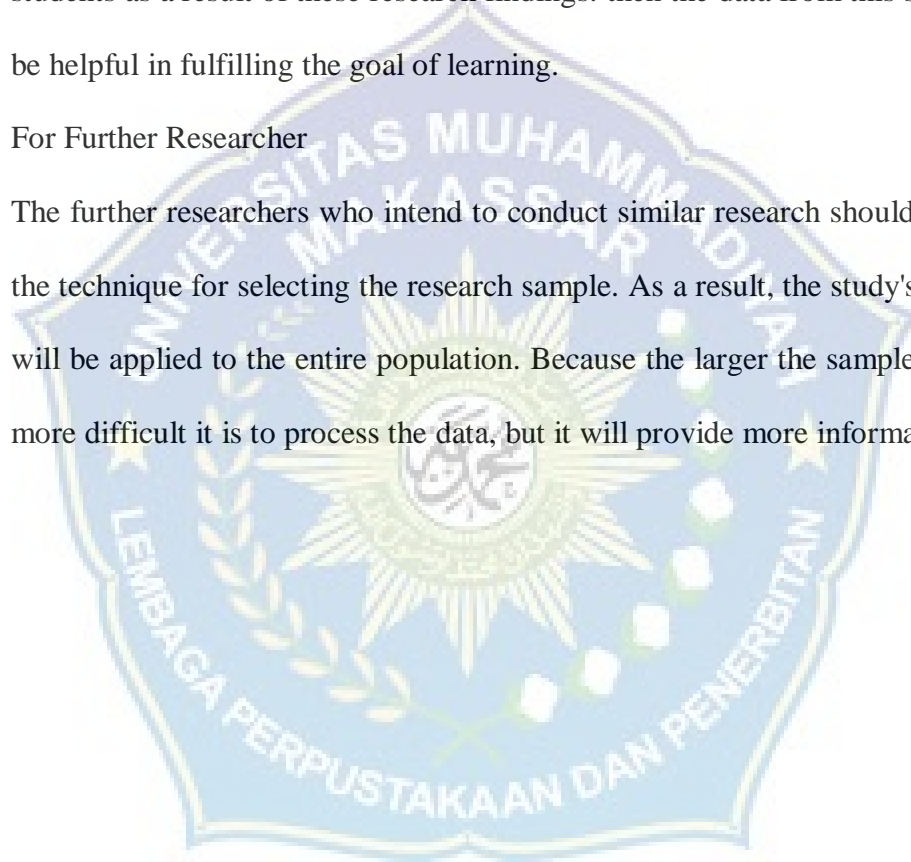
This study aims to act as a guide for students to pay more attention to the selected material discussed in the previous section. Students should practice the structure section of the TOEFL test deeply so that they can minimize errors and mistakes and also students identify and comprehend every grammatical element in the structure and written expression component of TOEFL in order to score highly in that section.

3. For Official Account of Language Development, Partnership and International Affairs Universitas Muhammadiyah Makassar (LPBKUI) and English Course.

The research is expected that this study will provide useful information to TOEFL instructors' awareness of the difficult questions in the structure and written expression section test and the challenges that students face, as indicated by the results of this research. The research was expected that all course instructors will be more aware of the errors and mistakes made by students as a result of these research findings. then the data from this study will be helpful in fulfilling the goal of learning.

4. For Further Researcher

The further researchers who intend to conduct similar research should evaluate the technique for selecting the research sample. As a result, the study's findings will be applied to the entire population. Because the larger the sample size, the more difficult it is to process the data, but it will provide more information.



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A
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Appendix I

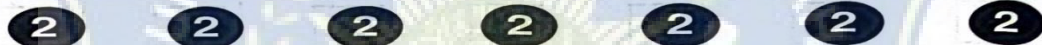
This test is for a graduated thesis. This is for finding students' difficulty in in answering the Structure and Written Expression section. The test adapts from Official Guide to the TOEFL ITP Test published by PENERBIT ERLANGGA by arrangement with IIEF-Indonesia International Education Foundation (on behalf of ETS), 2016.

Please fill your identity in the blank space below. It will keep confidential along the study.

Name :

Study Program :

Semester :



Section 2

Structure and Written Expression

Time: 25 minutes

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

STRUCTURE

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

Sample Answer

A B C D

Geysers have often been compared to volcanoes ----- both emit hot liquids from below Earth's surface.

- (A) despite
- (B) because
- (C) in regard to
- (D) as a result of

The sentence should read: "Geysers have often been compared to volcanoes because both emit hot liquids from below Earth's surface." Therefore, you should choose (B).

Example II

Sample Answer

A B C D

During the early period of ocean navigation, ----- any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there hardly was
- (C) hardly was
- (D) there was hardly

The sentence should read: "During the early period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, you should choose (D).

NOW BEGIN WORK ON THE QUESTIONS.



1. Tourism is ----- leading source of income for many coastal communities.
 (A) a
 (B) at
 (C) then
 (D) none
2. Although thunder and lightning are produced at the same time, light waves travel faster -----, so we see the lightning before we hear the thunder.
 (A) than sound waves do
 (B) than sound waves are
 (C) do sound waves
 (D) sound waves
3. Beef cattle ----- of all livestock for economic growth in the North American economy.
 (A) the most are important
 (B) are the most important
 (C) the most important are
 (D) that are the most important
4. The discovery of the halftone process in photography in 1881 made it ----- photographs in books and newspapers.
 (A) the possible reproduction
 (B) possible to reproduce
 (C) the possibility of reproducing
 (D) possibly reproduced
5. Flag Day is a legal holiday only in the state of Pennsylvania, -----, according to tradition, Betsy Ross sewed the first American flag.
 (A) which
 (B) where
 (C) that
 (D) has
6. ----- vastness of the Grand Canyon, it is difficult to capture it in a single photograph.
 (A) While the
 (B) The
 (C) For the
 (D) Because of the
7. Speciation, -----, results when an animal population becomes isolated by some factor, usually geographic.
 (A) form biological species
 (B) biological species are formed
 (C) which forming biological species
 (D) the formation of biological species
8. In its pure state antimony has no important uses, but ----- with other substances, it is an extremely useful metal.
 (A) when combined physically or chemically
 (B) combined when physically or chemically
 (C) the physical and chemical combination
 (D) it is combined physically and chemically



9. The dawn redwood appears ----- some 100 million years ago in northern forests around the world.
- (A) was flourished
(B) having to flourish
(C) to have flourished
(D) have flourished
10. Beginning in the Middle Ages, composers of Western music used a system of notating their compositions ----- be performed by musicians.
- (A) will
(B) that
(C) and when to
(D) so they could
11. Civil rights are the freedoms and rights ----- as a member of a community, state, or nation.
- (A) may have a person
(B) may have a person who
(C) a person may have
(D) and a person may have
12. Richard Wright enjoyed success and influence ----- among Black American writers of his era.
- (A) were unparalleled
(B) are unparalleled
(C) unparalleled
(D) the unparalleled
13. ----- of large mammals once dominated the North American prairies: the American bison and the pronghorn antelope.
- (A) There are two species
(B) With two species
(C) Two species are
(D) Two species
14. Franklin D. Roosevelt was ----- the great force of radio and the opportunity it provided for taking government policies directly to the people.
- (A) as the first president he understood fully
(B) the first President that, to fully understand
(C) the first President fully understood
(D) the first President to understand fully
15. During the late fifteenth century, ----- of the native societies of America had professions in the fields of arts and crafts.
- (A) only a few
(B) a few but
(C) few, but only
(D) a few only

2 2 2 2 2 2 2

16. Twenty to thirty year after a mature forest is cleared away, a nearly impenetrable thicket of trees and shrubs develops.
A B C D
17. The first national park in world, Yellowstone National Park, was established in 1872.
A B C D
18. Because it does not have a blood supply, the cornea takes their oxygen directly from the air.
A B C D
19. Magnificent mountains and coastal scenery is British Columbia's chief tourist attractions.
A B C D
20. Scientists at universities are often more involved in theoretical research than in practically research.
A B C D
21. John Rosamond Johnson he composed numerous songs, including *Lift Every Voice and Sing*, for which his brother, James Weldon Johnson, wrote the words.
A B C D
22. Nylon, a synthetic material done from a combination of water, air, and a by-product of coal, was first introduced in 1938.
A B C D
23. Ornithology, the study of birds, is one of the major scientific fields in which amateurs play a role in accumulating, researching, and publish data.
A B C D
24. Animation is a technique for creativity the illusion of life in inanimate things.
A B C D
25. The nonviolent protest advocated by Dr. Martin Luther King, Jr., proving highly effective in an age of expanding television news coverage.
A B C D
26. On December 7, 1787, Delaware became a first state to ratify the United States Constitution.
A B C D

2 2 2 2 2 2 2

27. Nutritionists believe what diet affects how one feels physically and emotionally.
A B C D
28. Mealii Kalama, creator of over 400 Hawaiian quilts, was granted a National Heritage Fellowship in 1985 for herself contributions to folk art.
A B C D
29. A jetty serves to define and deepen a channel, improve navigate, or protect a harbor.
A B C D
30. Minoru Yamasaki achieved a reputation as an architect which works departed from the austerity frequently associated with architecture after the Second World War.
A B C D
31. Chemical research provides information that is useful when the textile industry in the development of new fabrics.
A B C D
32. Because of its vast tracts of virtually uninhabited northern forest, Canada has one of the lowest population density in the world.
A B C D
33. Bromyrite crystals have a diamond-like luster and are usually colorless, but they dark to brown when exposed to light.
A B C D
34. Stars in our universe vary in temperature, color, bright, size, and mass.
A B C D
35. Ice is less denser than the liquid from which it is formed.
A B C D
36. The 1983 Nobel Prize in Medicine was awarded to Barbara McClintock for her experiments with maize and her discoveries regardless the nature of DNA.
A B C D
37. In 1866 to 1883, the bison population in North America was reduced from an estimated 13 million to a few hundred.
A B C D

2 2 2 2 2 2 2

38. Most of the damage property attributed to the San Francisco earthquake of 1906 resulted from the fire that followed.
A B C D
39. James Baldwin's plays and short stories, which are to some degree autobiographical, established them as a leading figure in the United States civil rights movement.
A B C D
40. Thunder can be listened from a maximum distance of about ten miles except under unusual atmospheric conditions.
A B C D



Appendix II

Answer key

Question Number	Answer	Question Number	Answer
1	A	21	A
2	A	22	A
3	B	23	D
4	B	24	B
5	B	25	B
6	D	26	C
7	D	27	B
8	A	28	C
9	C	29	C
10	D	30	A
11	C	31	B
12	C	32	D
13	D	33	C
14	D	34	C
15	A	35	A
16	A	36	D
17	B	37	A
18	C	38	A
19	C	39	C
20	D	40	A

Appendix III

Students' answer

Question Number	No Respondent							
	001	002	003	004	005	006	007	008
1	A	A	A	A	A	A	A	A
2	A	A	D	A	A	A	D	A
3	B	B	A	D	B	B	B	D
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5	C	A	B	C	B	A	C	A
6	D	D	B	D	D	D	B	B
7	A	D	B	D	C	A	A	B
8	C	D	B	D	D	A	A	C
9	C	C	D	A	D	A	C	B
10	D	D	D	D	A	D	A	A
11	A	B	A	D	C	C	A	B
12	A	C	D	C	A	D	B	D
13	A	A	D	A	A	A	D	A
14	B	C	D	C	B	C	C	C
15	A	A	A	A	A	A	B	A
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19	C	C	C	B	C	C	C	C
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21	A	A	D	D	A	A	B	D

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37	A	C	B	D	A	C	D	D
38	A	C	A	A	D	A	A	C
39	C	D	A	B	D	B	B	B
40	A	D	A	D	A	A	B	B

Question Number	No Respondent							
	009	010	011	012	013	014	015	016
1	A	A	A	A	A	A	A	A
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3	D	B	D	B	D	B	B	A
4	D	B	D	D	B	C	D	B
5	C	B	A	A	A	C	B	B
6	A	D	D	B	D	D	D	B
7	A	D	C	A	C	A	A	C
8	A	A	A	D	A	C	D	B
9	A	C	A	C	A	C	D	C
10	A	D	D	B	A	D	A	A
11	B	C	C	C	C	C	A	C
12	B	C	B	D	B	A	A	C
13	D	A	A	A	A	A	D	C
14	B	D	C	B	C	B	C	B
15	D	A	A	A	A	A	A	D
16	B	D	B	B	B	B	A	D
17	C	B	B	B	B	A	B	C
18	C	C	C	A	C	C	B	B
19	B	D	A	A	A	C	C	B
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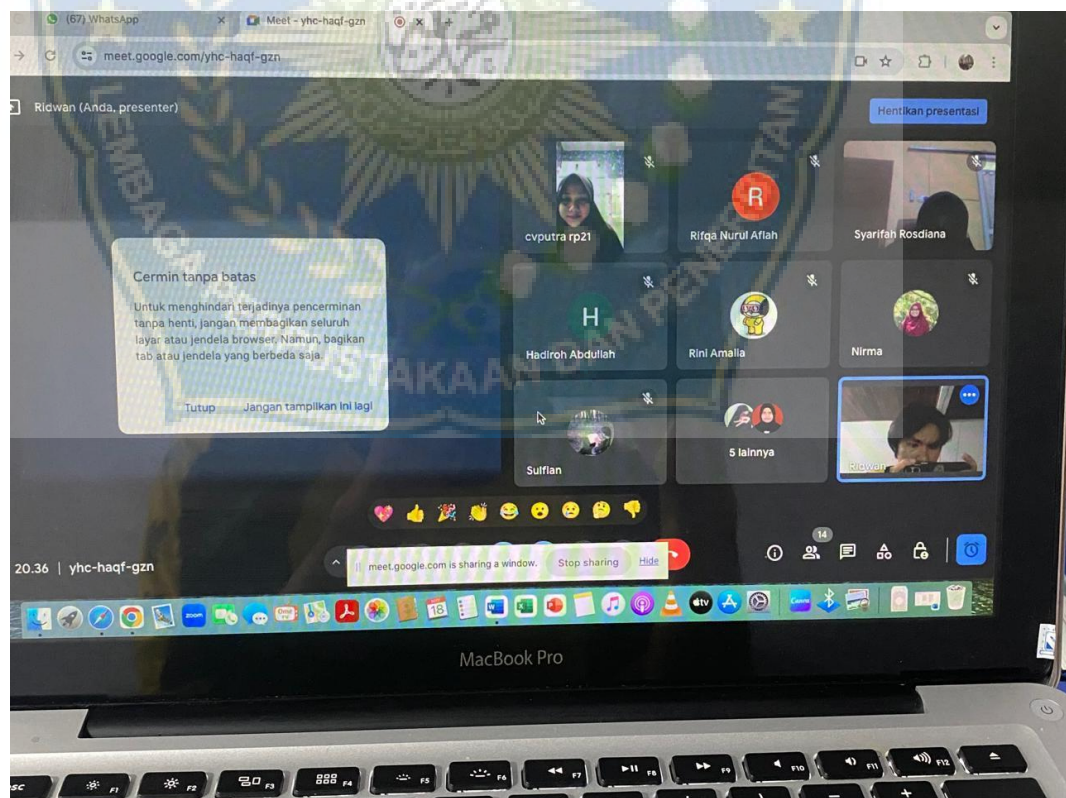
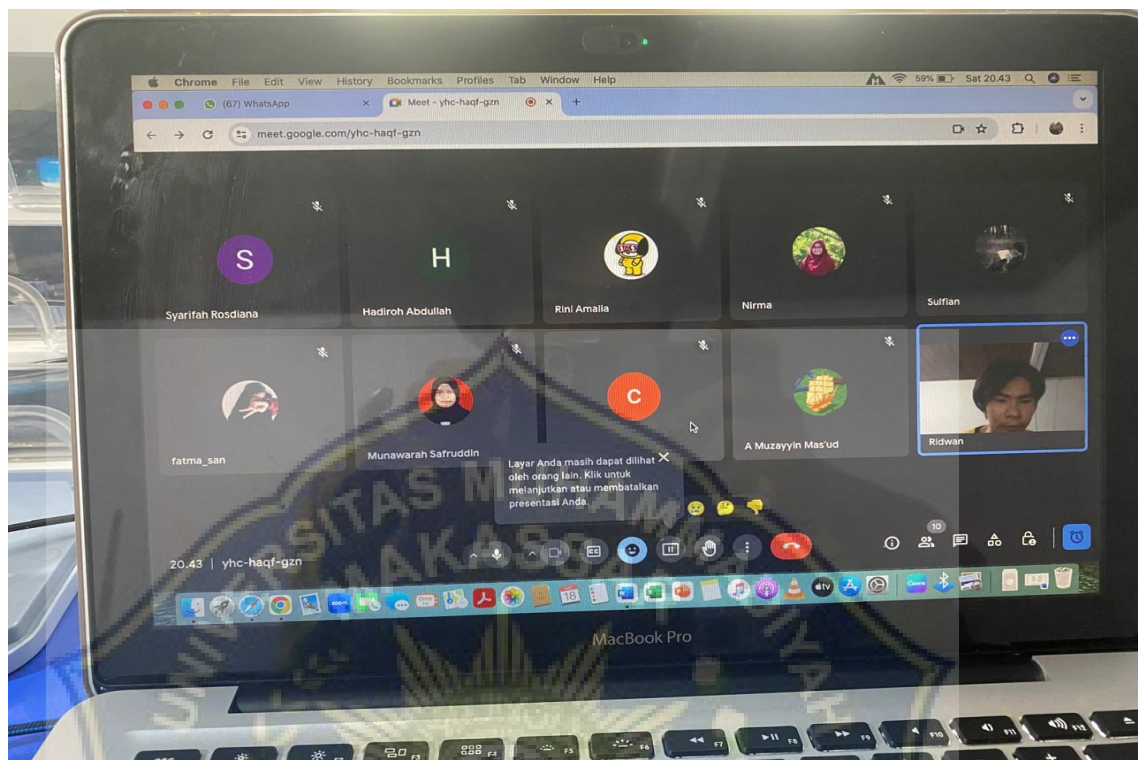
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28	C	C	D	D	D	D	B	B
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36	C	D	A	C	A	A	A	A
37	B	C	C	C	C	A	B	B
38	A	A	B	C	B	A	A	A
39	A	C	C	B	C	C	C	B
40	D	C	A	D	A	A	A	A

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CURRICULUM VITAE

The researcher, **Ridwan** was born on September 14th 1995 in Majene, Kec. Banggae, Kab.Majene. he is the last children from 3 siblings. The researcher began his study at SD Negeri 4 Majene, graduated in 2007. After that, he continued his study at SMPN 2 Majene, graduated in 2012. Then, he continued her study in SMAN 1 Majene, graduated in 2013. In 2014, he continued his study at Alauddin State Islamic University of Makassar. he was majoring in English Education Department in Tarbiyah and Teaching Science Faculty. he entered in some internal organization and external organization such us : UEF, EDIT, GENRE, ALDEBA, DEMA, HMJ PBI, and TAPAK SUCI. he has experience as a leader in external organization namely United English Forum and as a vice of leader of Students Association of English Education Department 2018-2019 Following this, the researcher has many experience in working in some of English courses such as: in BITANIA, ISEH, and KINGIDEA and also the researcher create one of English course by himself namely MOEC (Master of English Course). In 2022, he continued his study in Master of English Education of Makassar Muhammadiyah University.



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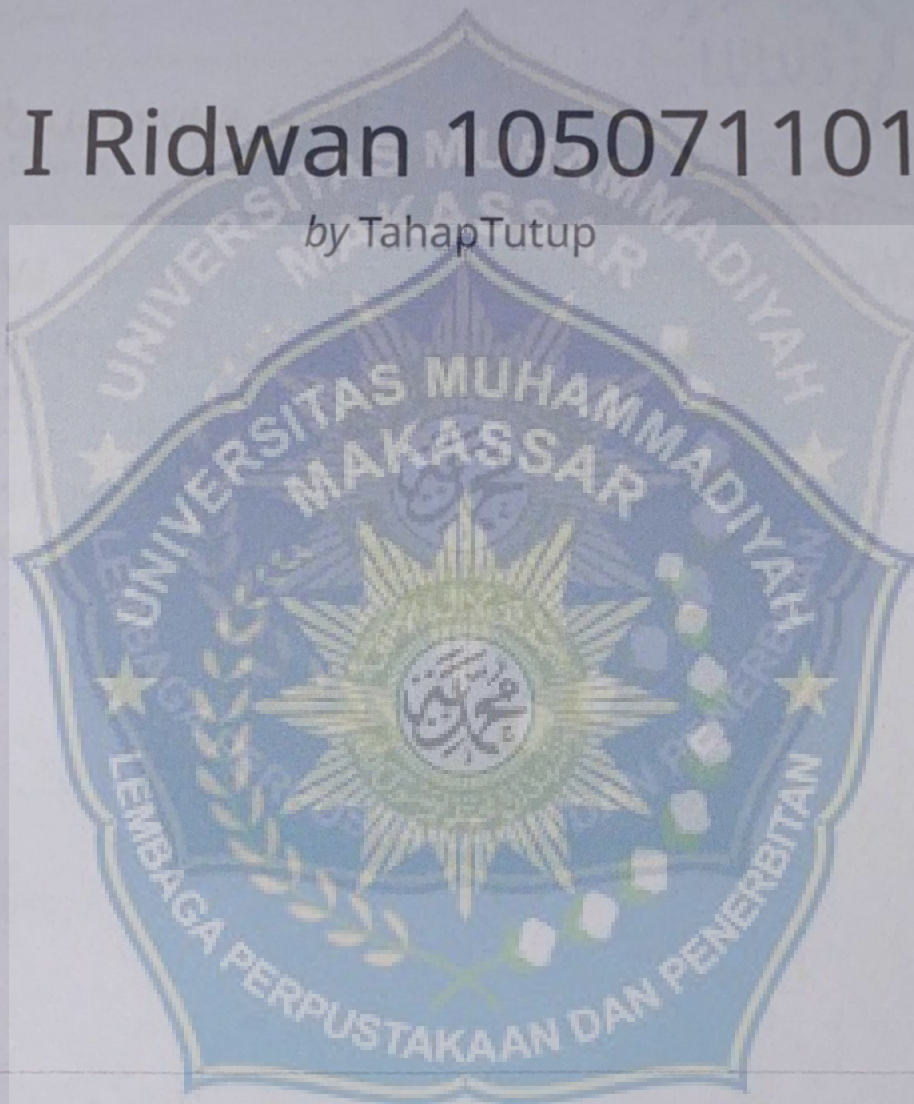


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