AT FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

(A Descriptive Research)

A THESIS

Submitted to the faculty of Teacher Training and Education Muhammadiyah University of Makassar in Part Fulfillment of the Requirements for the Degree of Education in English Department

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO AND DEDICATION

MOTTO

Jika kamu benar menginginkan sesuatu, kamu akan menemukan caranya. Namun jika tak serius, kau hanya akan menemukan alasan

(Jim Rohn)

DEDICATION

This Thesis is sincerely dedicated for my dearest parents, my beloved brother and sisters, my family, and my beloved friends.

ABSTRACT

Nurul Lathifah Imran. 2018. *The Error Analysis in Grammar TOEFL Prediction Test at Fifth Semester Students of English Department of Muhammadiyah University of Makassar* (Supervised by Nunung Anugrawati and Awalia Azis)

The objective of this research were intended to know Grammar TOEFL Prediction Test result and the most common error materials of Grammar TOEFL Prediction Test result at Fifth semester students of English Department of Muhammadiyah University of Makassar. The method of this research was a quantitative descriptive method. The subject of this research consisted of 40 students at the fifth semester students of English Department. This research used random sampling technique. The instrument of this research was structure and written expression TOEFL test only, consisted of 40 questions. Steps in collecting data included socialization, testing, submitting, and analysing.

The result of the research showed that there was no student in poor category, 20 students (50%) in low category, 17 students (42.5%) in fair category, 3 students (7.5%) in good category, and no student in excellent category. It meant that the result at Fifth Semester Students of English Department of Muhammadiyah University of Makassar was fair category. The most common error faced by the students was the verbal with average of error 85%. The second level of problem was word order with average of error 75%. The third was word form with average of error 69.6%. The fourth was pronoun form, agreement, reference with average of error 59%. The fifth was verb agreement, tense, and form with average of error 57.08%. The sixth was full subordination with average of error 56.8%. The seventh was verb parallel structure with average of error 56.6%. The eighth was subject and verb with average of error 45.9%.

Keywords: *Grammar, TOEFL Prediction, Error analysis*

STRAK

Nurul Lathifah Imran. 2018. Menganalisis Kesalahan Dalam Tes Prediksi Tata Bahasa TOEFL Semester Lima Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar (dibimbing oleh Nunung Anugrawati dan Awalia Azis)

Penelitian ini bertujuan untuk mengetahui tes prediksi tata bahasa TOEFL dan kesalahan materi yang paling umum dari tes prediksi tata bahasa TOEFL pada mahasiswa semester lima jurusan pendidikan bahasa inggris universitas muhammadiyah Makassar. Metode penelitian ini adalah metode deskriptif kuntitatif. Subjek penelitian ini terdiri dari 40 mahasiswa pada semester lima jurusan pendidikan bahasa inggris. Instrument penelitian ini adalah structure and written expression TOEFL Test, terdiri dari 40 pertanyaan. Langkah-langkah dalam pengumpulan data adalah mensosialisasi, menguji, mengumpulkan, dan menganalis. Hasil penelitian menunjukkan bahwa pada mahasiswa semester lima Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar masih kategori wajar. Kesalahan paling umum yang dihadapi oleh siswa adalah verbal dengan kesalahan rata-rata 85%. Tingkat kedua dari masalah adalah word order dengan kesalahan rata-rata 75%. Ketiga adalah word form dengan kesalahan rata-rata 69,9%. Keempat adalah pronoun form, agreement, reference dengan kesalahan rata-rata 59%. Keenam adalah subordination dengan kesalahan rata-rata 56,8%. Ketujuh adalah parallel structure dengan kesalahn rata-rata 56,6%. Kedelapan adalah subject and verb dengan kesalahan rata-rata 45,9%.

Kata kunci: Tata bahasa, Prediksi TOEFL, Analisis Kesalahan

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Praise and great gratitude submitted to almighty god, Allah SWT who always gives her gracious mercy and tremendous blessing that help the writer finishing this thesis with the title is The Error Analysis in Grammar TOEFL Prediction Test of Fifth Semester Students at English Department of Muhammadiyah University of Makassar. This thesis is as a requirement in accomplishing the S-1 Degree at the English Education Department Faculty of Teacher Training and Education in Makassar Muhammadiyah University.

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Last but far from least, the writer very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been written.

Finally, the writer surrenders everything to Allah SWT and the writer hope it will be useful ting for the writer herself and for all to improve education quality.

Makassar, Oktober 2018

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Research

English lesson is one of the most important subjects in Indonesia. It is not only because English language as a compulsory subject that will be examined at National Final Exams, but it is also an important proficiency to compete in globalization era. It will be better if they achieve their high level education.

High level education can be gotten in other countries, as America, Australia, Canada, etc. It is the college or university where English is the language of instruction. So, if people's language first or native language is not English, it is likely that the college or university that they wish to attend will require them to take a Test. Test which is used by world must be Standardized Test. There are many Standardized Tests which is standardized in world, such as TOEFL, IELTS, TOIEC, etc.

There are some reasons why people have to join TOEFL. First, as a college Enterance Requirements. Several universities in the county and abroad require a certain TOEFL as an admission requirement. Therefore, TOEFL score requirements specified different between the types of universities. TOEFL score as a university enterance requirement in the country is usually more than TOEFL score requirements to enrol in several universities. Second, as a Graduation Requirements of Universities. TOEFL score as one of the graduation requirements. If students did not get the target score as determined by the university, the student did not allowed taking the graduation. Third, for get scholarship. Some scholarship require sending instutions to prospective scholarship applicants to have a certain TOEFL score. Last, as a job applicant requirement.. TOEFL score are also required in the process of applying for a job. Some jobs either civil servant or private companies require specific TOEFL score as the registration requirements.

TOEFL is the method to test somebody's proficiency. Muhammad (2006: 19) said that TOEFL (Test of English as A Foreign Language) is one of the measurements for English proficiency, so that TOEFL is different with achievment test (limited material during a year in a class). In short, TOEFL focuses on the result rather than to its process. The person is measured by his or her final score of the test. There is no score for the process such in the learning and teaching process. One reason for the implementation of the provisions of these terms certainly relate to expectations of job applicants have a qualified English skill, so that it will expedite and optimize the process of resolving the task of their jobs (Suartina, 2016: 1).

Abboud et al (2011: 110), there are four types of TOEFL, they are The Paper-Based TOEFL (PBT), The Computer-Based TOEFL (CBT), TheInternet-Based TOEFL (IBT), and Institutional Testing Program (ITP). In TOEFL test, there are three sections those are Listening Comprehension, Structure and Written Expression, and Reading Comprehension.

Grammar is a component of basic skills of foreign language. It is clearly on of the most important things in language that frequently appears some problems. According to widson in Krashen (1982: 117-118), grammar is a component language enables us to make our message clear and precise. As it is known that English grammar is different from Indonesian Grammar. Therefore, the learner difficult to develop their English proviency because in their mind, the acquired Indonesian grammar has been imprinted. The difference between the grammar of native language and that of target language is one of the factors, which induces the students to make many errors in grammar.

TOEFL have not taught in Muhammadiyah University of Makassar as one subject yet, but students of English Education should know about it. Therefore, TOEFL test should be held three until four times for students of English Education Department to measure their skill especially their grammar skill that they got during five semesters as the result of their ability in grammar.

The above reasons motivated the researcher to do a research. This research will be conducted to know result of Grammar TOEFL Prediction Test and the most common error materials of Grammar TOEFL Prediction Test of Fifth semester students at English Department. This study entitled: "*The Error Analysis in Grammar TOEFL Prediction Test at Fifth Semester Students of English Department of Muhammadiyah University of Makassar*"

B. Problem Statements

Based on the previous background, the problems that need to be answered are:

1. How is the result score of Grammar TOEFL Prediction Test at Fifth semester students of English Department of Muhammadiyah University of Makassar?

2. What are the most common error materials of Grammar TOEFL Prediction Test made by Fifth semester students of English Department of Muhammadiyah University of Makassar?

C. Objectives of the Research

Based on the problems above, the objectives of the research can be set as follows:

1. To find out the result score of Grammar TOEFL Prediction Test at Fifth semester students of English Department of Muhammadiyah University of Makassar.

2. To find out the most common error materials of Grammar TOEFL Prediction Test made by Fifth semester students of English Department of Muhammadiyah University of Makassar.

D. Significances of the Research

The results which are going to be achieved in this research are expected to:

1. Provide information about the result of Grammar TOEFL Prediction Test at Fifth Semester Students of English Department of Muhammadiyah University of Makassar.

2. Give input to Grammar Lecturer for increasing every materials of Grammar that have the most common error in Grammar TOEFL Prediction Test of English Department of Muhammadiyah University of Makassar.

3. Contribute to students, particularly for English Department it can help them motivated in learning English lesson especially for the most common error materials of Grammar will be increased.

4. Through this thesis, the researcher can study more about TOEFL Prediction Test, which expression that have the most common error.

E. Scope of the Research

The scope of the research is restricted to the Grammar TOEFL Prediction in answering Subject-Verb, Verb Agreement, Tense, Form, Full Subordination, Verbal, Pronoun Form, Agreement, and Reference, Word Form, Word Order, Parrarel Structure, Unnecessary Repetition, and Corrcet Usage. Also, the most common error materials of Grammar TOEFL Prediction Test result score at Fifth semester students of English Department of Muhammadiyah University of Makassar.

CHAPTER II

REVIEW OF RELAED LITERATURE

A. Previous Related Research Finding

There are some previous researches about TOEFL Analysis that is found by the researcher. The research is stated by Khairunnisa (2016:52) is about the error analysis in grammar TOEFL Prediction Test of second semester students at English department of Iain Antasari Banjarmasin. The result of this research was categorized into good category with the average score 54.23.

Munadia (2016: 53) who conducted a research about most difficult one in the TOEFL in Structured and Written Expression faced by EFL students stated that Students found difficulties in some elements in grammar use. The elements were reduce clause with 100% failed the test, the use of verb with 81%, parralelism with 64%, subject verb agreement (SVA) with 59%, and relative clause with 56%. There are some factors influencing the difficulty in responding to the structure and written expression section of the TOEFL, they are students still had lack of grammar skill which many of them stated that they did not understand the question and did no know how to answered the question correctly, students had lack of vocabulary mastery, some students were easily distracted by the wrong alternatives and lost the focus, and less practice.

Morever, Basri (2018) conducted a reseach entitle Students' Error Analysis on Their Reading TOEFL Prediction Test (a descriptive study at the Seventh Semester Students Of English Education Department Of Makassar Muhammadiyah University). The objectives of the reseach were intended to analyze the errors and the dominant errors made by the students on their Reading TOEFL Prediction, also the factor influence their errors. The result of the reseach showed that were many made by students of english education department, such as errors in answering main idea question (54.37%), errors in answering

stated detail question (66.96%), errors in finding unstated details (67.5%), errors in finding pronoun referents (17.5%), transition question (76.25%), errors in finding definitions from structural clues (65.69%), and errors in determining where specific information is found (62.5%).

The similarity of previous research with this research is the same of doing about TOEFL analyzing. The difference of previous research with this research is type of research. The first research analyzed about grammar in TOEFL, the second research analyzed structured and Written Expression in TOEFL, and the last research analyzed about reading in TOEFL while this research analyze grammar in TOEFL. Then, methodology of the research is also different. The first is used quantitative research. The second research is used quantitative and qualitative data, and the last research is used quantitative descriptive method same with this research.

B. Some Pertinent Ideas

1. Test of Englsih Foreign Language (TOEFL)

a) Definition

Kardimin (2008: 3) comments that "To measure skill level or proficiency of many people in the world that people do not use English as their mother tongue or English is their target language is use test of English Foreign Language (TOEFL"(Test of English Language (TOEFL) *adalah salah satu pengujian bahasa Inggris yang digunakan untuk mengukur tingkat kecakapan atau profisiensi mereka yang tidak menggunakan bahasa Inggris sebagai bahasa ibu atau non native speaker).*

TOEFL which stands for Test of English as a Foreign Language is a standardized test for measuring students" English language capabilities. The TOEFL

score have been used as the requeirments for non-native aplicants in American and English speaker collegues and universities, so do to obtain scholarship in those countries. The TOEFL also has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, and the Latin American scholarship Programs as a standard measure of the English proficiency of their candidates (Sharpe, 2013: 11).

Overall, it can be concluded that TOEFL is a standardized English languange test to measure the English language capabilities for English Foriegn Language to apply scholarship in some countries.

b) The Kinds of TOEFL

The official TOEFL Test is currently administered around the world in different types (Abboud et al, 2011: 110) :

1) The Paper-Based TOEFL (PBT)

2) The Computer-Based TOEFL (CBT)

3) TheInternet-Based TOEFL (IBT)

4) Institutional Testing Program (ITP)

The followings are the explanation about four types of TOEFL currently administerd around the world :

1) Paper-Based Test

Paper-Based Test (PBT) is using paper and pencil when doing TOEFL test. It is familiar TOEFL in Indonesia since long time ago. PBT (*Paper-Based Test)* is consists of three (3) kinds of question sections: listening comprehension, structure and written expression, Reading comprehension, without TWE (Test of Written English) (Hadisubroto, 2010:17-18)

2) Computer-Based Test

It is very different with *Paper-Based Test* (PBT), in *Computer-Based TOEFL* (CBT) it does not use paper, pencil, eraser, and so on. Based on Sharpen (2005, in Hadisubroto 2010:37) states that *Computer-Based Test* (CBT) consists of four (4) groups of questions such as Listening, Structure, Reading, and Writing, with the notation that writing score will be combine with structure score.

3) Internet Based Test

Internet Based TOEFL is a new version of TOEFL test. It is made four sections: reading, listening, speaking, and writing. All four sections are completed at a computer with a microphone. Test takers do not talk to anybody during the test nor complete any paper exercise. There is no grammar section (although) grammar is important for speaking and writing, and no vocabulary section unlike many other English tests.

4) The Instutional Testing Program

In The Institutional Testing Program, it is clear that ITP Test,i.e. (the Institutional Testing Program) began in 1965 and is still administered throughout the world. Actually, it differs from other TOEFL Test Programs because it gives qualified universities, English language institutes,and other agencies the opportunity to use older forms of International Testing Program paper-based TOEFL Test or the Preliminary Testof English as a Foreign Language (Pre-TOEFL) to their own students using their own facilities and staff and setting their own test dates. (Abboud and Hussein, 2011: 138)

2. Grammar

a. The Definition of Grammar

Grammar in all language have own grammar. People who speak the same language can communicate each another because they know the grammar of the

language. Thornbury (2004: 1) states that grammar is partly the study of what forms (or structures) are possible in a language. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed.

According to Ur (1993: 4), grammar as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. Wilcox (2004: 23) also stated that grammar can mean a system of rules which allows the users of the language in question to create meaning, by building both meaningful words and larger constructions of sentences.

From the explanation above, the reseacher concluded that grammar is the rule system of a language that people use to communicate easily. It does not only explain how the utterances are formed, but also provide a tool to create sentences more effective.

b. Types of skill tested in structure

The structure and written expression Section of the TOEFL concentrates on written English used in formal written English. It has two parts containing a total of forty questions and twenty-five minutes is allowed for completing. It will approximately thirty-five second on each question.

Part A: *Sentence Completion*: there are fifteen questions. It is about forty percent of them are simple sentences, containing only one subject-verb combination. The other sixty percent are complex sentences, containg at least two subject-verb combinations involving some type subordination. Each sentence is incomplete so it must choose the word or phrase given which best comletes the sentence.

Part B: *Error Identification*: there are twenty-five questions and as in part A, about forty percent are simple sentences and sixty percent are complex sentences. But in part B, it is only looking for an error, the part of the sentence taht is wrong. The error is always underlined. (King and Nancy, 1989: 134-135)

In King and Nancy's book entitled "building Skill for the TOEFL" (1989: 139), There are ten elements of English sentence strcture that are covered in the structure and written expression section of the TOEFL, they are:

1) Subject – verb

Every sentence has at least on esubject and one verb. The subject is usually placed before the verb. The subject is always a noun (i.e. Your Invitation), pronoun (i.e. It), gerund (i.e. Accepting your invitation makes me happy), infinitive (i.e. To accept your invitation), noun clause (i.e. That you invited me).

2) Verb Agreement, Tense, and Form

Verb are the most comple part of speech in English. They can take many different forms and function in many different ways. Promblems that may occur with verb are:

a) Subject-verb agreement

If a subject is singular, the verb must be singular. If the subject is plular, the verb must be plural

b) Tense

The tense of verb is correct for the meaning of the sentence if it contains a time maker such as today or two years ago, which controls the tense of verb.

c) Form of irregular verb

Many verbs in English have Irregular Past and Past Participle forms.

3) Full subordination

A complex sentence countains at least two clauses; a main clause and subordinate clause. A main clause is a subject-verb combination that can function independently as a sentence. A subordinste clause is a subject verb combination that begins with a word such as because, which, after or if and cannot function independently as a sentence which is dependent on the main clause for its meaning may function in a sentence as an adjective, an adverb, or a noun.

a) An adjective clause (also called a relative clause) usually begins with a pronoun such as *who, whom, whose, that, where,* or *when* and immediately follows the noun or pronoun which it describes.

b) An adverb clause begins with and adverbial conjuction, such as *because, although, if,* or *while* and frequently found at the beginning or the end of a sentence.

c) A noun clause begins with the word that or a question such *as why, what,* or *how* and can function indonesia a sentence in any of the ways that a noun can frequently omitted

It is a subordinste clsde thst function subjects but key are more commonly used as objects of verbs of telling, and thinking when a noun clause function as an object the word that is frequently omitted.

Bothnoun clauses and adjective clause following special words like fact, hope, etc. can begin with word that, but only adjective clauses can also begin with the word which.

4) The verbal

a) Verbal noun

A gerund is averbal which is form by adding the suffix-ing to the base form of verb. A gerund never functions as a noun. Gerunds should not be confused with-ing words that are part of all progressive tense verbs.

b) Verbal adjective

Reducing an adjective clause to a phrase or a word form it. It can take the form of either the present participle (-ing) or the past participle (-d,-n,-t). (When the noun being described is actively "doing" the action, the present participle is used as the verbal adjective; when the noun is receiver of the action and is passively having something "done" to it, the past participle is used.)

A one-word verbal adjective goes before the noun it describes. A verbal phrase follows the noun it describes.

Adj clause: dosctors couldn't save the man who was dying a cancer

Verbal adj: doctors couldn't save the man who dying a cancer.

One-word verbal adj: doctors couldn't save the dying man

c) Verbal phrase

Subbordinate clause of time beginning with a word such as after, while, or before and subordinate clauses of cause/result eginning with a word such as because, or since can be reduced to a verbal phrase. This reduction is possible only when the subject of the subordinate clause is the same as the subject of the main clause.

i.e time:

subordinate clause: while she was playing outside, the child hrt herself

verbal phrase: while playing outside, the child hurt herself

cause:

subordinate clause: because he had broken his leg, he was taken to the emergency room

verbal phrase: having broken his leg, he was taken to the emergency room.

5) Pronoun form, agreement, and reference

a) Pronoun form

A pronoun can have up to five different forms:

i)   Subject is used for pronouns that follow the verb to be. i.e. it was *he* at the door and used when the subjects of two clauses are being compared. i.e. *she* is taller than he (is)

ii) Object is used for a pronoun that function as the object of a preposition, i.e. everyone *except her* took the test and used when the objects of two clauses are being compared. i.e. the teacher like *you* better than (she likes) *me*.

iii) Possesive adjective is used when a pronoun modifies a gerund. i.e.the audience really likes *his singing*.

iv) Possessive pronoun is used after the preposition of meaning possession. i.e. John is a good friend of *mine*.

v) Reflexive is used to emphasize the noun or pronoun it refers to. i.e. I always do the dishes *myself* and used as the object of the preposition by ti mean that a person does something *alone* or *without help*. i.e. young children cannot get dressed by *themselves*.

b) Pronoun Agreement

i) A plural pronoun is used to refer to words joined by both... and or two or more words joined by and i.e. both Johan and Mary are returning to their class.

ii) A singular pronoun is used to refer to these indefinite pronouns, which are singular in form and require verbs. i.e. everyone must do his homework.

iii) When two words are joined by either... or, neither ...nor... or not only ... but also the pronoun should agree with the part it closer. i.e. either the students or the *teacher* will give you *his* book.

c) Pronoun reference

The pronoun which begin adjective clause (who and which) refer to the nouns that come before them. Different pronouns are used to different types of nouns. i.e. He is very careful *which* prevents many accidents

6) Word form

Attaching a short form called an affix to either the beginning or the end of a word makes many English words. The word it self is referred to as a stem. The form at the beginning of the stem is called prefix, and the form at the end is called suffix. i.e. happy (stem), unhappy (prefix), happines (suffix).

The prefix changes the meaning of the word but not the part of speech. The suffix however changes the part of speech but does not generally change the meaning.

There are only three word classes that can take suffixes:

a) Noun forming suffixes i.e. suffixes that change a verb into a noun (-ment (achievement); al (betrayal); -ance or ence (acquintance, conference); etc) and adjective into a noun (-ness (awarness); -ity (captivity))

b) Verb forming suffives i.e. suffixes that change a noun into a verb (-ize (harmonize; -ate (facilitate) –ify (beautify)) and an adjective into verb (-en (blacken))

c) Adjective forming suffixes i.e. suffixes that change a noun into adjective (-al or ial (agricultural, commercial); -y (bossy); -ary (primary); etc.) and a verb into adjective (-ive (comparative); -able (desirable); -ant or ent (pleasant, different))

7) Word order

The most common word of the core parts of sentence Indonesia English is subject + verb + object (S+V+O). The subject comes before the verb Indonesia all but a few special situations. Indonesia these situations the word order is interved and the verb is placed before the subject: just as it is Indonesia all direct questions.

a) When a sentence begins with a prepositional phrase, has an intransitive verb as a main verb, and states a location.

i.e On the corner *stood* a police officer.

b) In conditional sentence (type 2 dan 3) withot if or unless.

i.e. (If he asked her, she would surely help him)

type 2: Were he to ask here, she would surely help him (If he hed known, he would have come)

type 3: Had he known, he would have come.

c) When a sentence begins with a " negative" word or expression such as never, hardly, seldom, rarely, barely, scarely, not only, and etc. i.e. Not only *did he leave me*, but also broke my heart.

Real: Not only has he left me, but he has also broken my heart

d) When a sentence begins with only and a time expression. The subject and verb of the main clause Indonesia inverted.

i.e. Only after I reminded him, he realize his mistake

e) When a sentence begins with few, such, little, unless.

i.e. Little does she know that she had won the grand prize

f) When a passive verb is split and main verb begins the sentence.

i.e Held as hostages *were several* reporter

Real: Several reporter were held as hostages

8) Parrarel Strcture

Many sentence present a series of ideas about one prson or object. All parts of series must have the grammatical structure. When all the parts of a series Indonesia a sentence have the same grammatical structure, the sentence has good parallel structure.

9) Unnecessary Repetition

Many verbs express the general ide of more or less within their specific meaning. If a verb implies the idea of more, it is unnecessary to repeat this idea by adding the word more to the sentence.

Wrong: The store raised the cost by ten dollars *more*

Correct: The store raised the cost by ten dollars.

10) Correct Usage

There are six verbs that cause problems Indonesia correct usage because their meaning are similar and some of their forms are irregular. Three of these verbs (sit,

lie, and rise) are never followed by a direct object and are never Indonesia the passive form. The other three verbs (set, lay, raise) are followed by direct objects and can be passive form.

Wrong: The campers got up as soon as the sun had *raised*

Correct: The campares got up as soon as the sun had risen

3. Error Analysis

a. Definition

There are some opinions by some linguistist to get clear understanding about error. Davis and pearse (2002: 103) state that error are integral part of language learning and not evidence of failure to learn. Those errors should be analyzed because they give a contribution in understanding the process of language learning.

According to Brown (1980: 165), error is a noticeable deviation from the adult grammar of a native speaker, reflecting the language competence of the learner.

From the opinion above it can be concluded that error, which linguist explains is a noticeable deviation and inappropriate forms of the grammar of the target language and the competence of the language learner.

Error is usually compared with mistake. Both of them indicate that form or structure that the learner used is unacceptable and inappropriate according to the native speaker. We should distinguish error from mistake in language learner.

According to Edge (1989 in Harmer, 2002: 99) suggests that mistakes can be divided into three categories: 'slips' (that is mistakes which student can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they cannot correct themselves and which therefore need explanation), and 'attemps' (that is when a student tries to say something butdoes not yet know the correct way of saying. Dullay et al (1982: 139) stated that mistake refers to a performance error such as fatigue and inattention, while the error itself is one caused by lack of language rule knowledge

(competence factor) or systematic deviation due to the learner is still developing knowlwdge of the second language rule system.

The errors are necessary part of learning language and the process of leading to the errors is clearly a creative one. Errors also believed to be an indicator of the learners' stage in their target language development and it can determine their level of mastery of language system (Rohmah, 2004: 27).

b. Types of Errors

According to Rohmah (2004: 28), there are three types of errors are viewed from psychological process in acquiring a seconf language.

1) Transfer error is error because of interference from a mother tongue. A student that has not known the rules of the target language will use the same rules as he obtained in his native language.

2) Analogical error is error because of misconception in applying the rules of the target language.

3) Teaching induced error is error that has something to do with the methods or materials of the teaching.

C. Conseptual Framework

```
        ┌──────────────────┐
        │      TOEFL       │
        └────────┬─────────┘
                 │
                 ▼
     ┌──────────────────────┐
     │ Structure and Written │
     │   Expession session   │
     └───┬──────────────┬────┘
         │              │
         ▼              ▼
  ┌────────────┐  ┌────────────┐
  │    Test    │  │   submit   │
  └──────┬─────┘  └─────┬──────┘
         │              │
         ▼              ▼
      ┌────────────────────┐
      │   Result of the    │
      │   prediction Test  │
      └─────────┬──────────┘
                │
                ▼
      ┌────────────────────┐
      │   Error Analysis   │
      └────────────────────┘
```
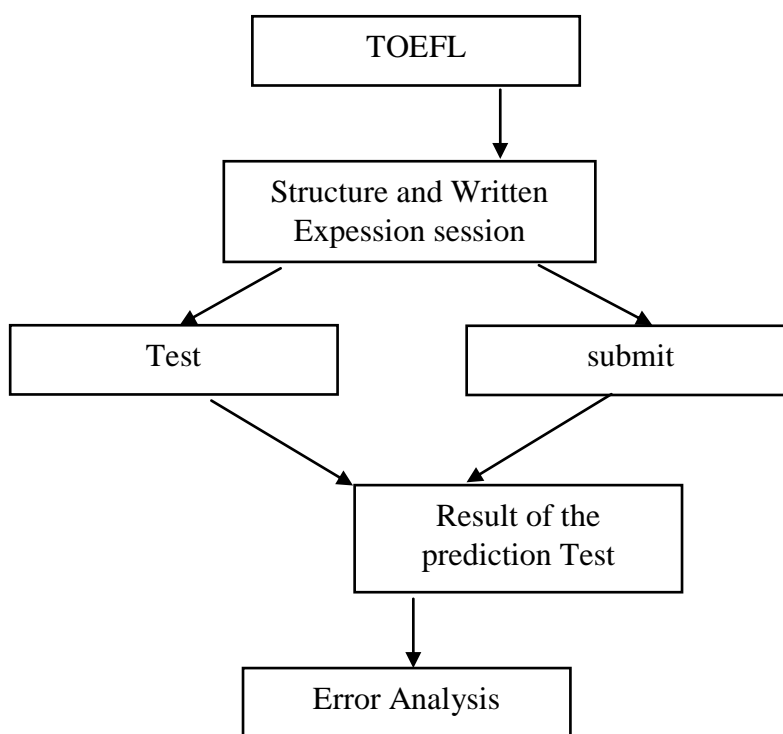
Figure 2.1 Conceptual Framework

In this reseach, the students concern with the TOEFL Prediction test specially in Structure and Written Expession session. The reseacher sosialize the stdents about the way Prediction Test. After that, the students do the test with answering the Structured and Written Expession session in order to analyze the error grammar from result of the students.

CHAPTER III

METHODOLOGY

A. Research Design

The type of this research was field research which the researcher gave a Grammar TOEFL Prediction test to Fifth semester students of English Department of Muhammadiyah University of Makassar academic year 2018/2019 in expression Subject-Verb, Verb Agreement, Tense, Form, Full Subordination, Verbal, Pronoun Form, Agreement, and Reference, Word Form, Word Order, and Parrarel Structure and the most common error materials of Grammar TOEFL Prediction test result score at Fifth semester students of English Department of Muhammadiyah University of Makassar academic year 2018/2019. While, the approach of this research was quantitative descriptive method based on computation and measurement, operational variables and statistics. The data measured were in the form of numbers.

Based on the statement, quantitative descriptive focused on numerical data that was analyzed using statistic method. Quantitative descriptive basically was used for concluding the result to know the answer. By using it, the difference or the relation between the variables was gotten. In doing so, the researcher intended to use quantitative descriptive to complete the research.

B. Research Variable

Variable is a concept, a noun that stands for variation within a class of object, such as gender, achievement or motivation (Frankel and Wallen, 2008: 39). This descriptive research consisted of one variable which was error analysis in Grammar TOEFL Prediction in structure and written expression section.

C. Research Subject

The subject of research was Fifth semester students at English Department of Muhammadiyah University of Makassar academic year 2018/2019. The population consisted of 10 classes from A until J, the total was 372 students.

Method of taking sample in this research was random sampling because all of students in English Department especially Fifth semester students had the same level (lows, middle, and high level). This research took four students (10.7% from population) randomly in every class, so sample of this research consisted of 40 students from the population.

D. Research Instrument

Instrument is tools that arerequired to get information. Its function is to obtain the data or information that consisted of fact, belief, feeling or intentions.

The instrument that was used in this research was structure and written expression in section 2 TOEFL Prediction Test. The test contained 40 questions and need 25 minutes to answer it. The aim of the test was to find out students' error in their Grammar Prediction and the most common error in Grammar TOEFL Preparation Test at Fifth Semester Students of English Department. There were several topics in Grammar area of this research, they were Subject-Verb, Verb Agreement, Tense, Form, Full Subordination, Verbal, Pronoun Form, Agreement, and Reference, Word Form, Word Order, and Parrarel Structure.

E. Data Collection Procedure

To collect the data, the researcher used the following steps:

a. Socialization

In this procedure, the researcher socialized the students about the way of the Grammar TOEFL Prediction Test.

b. Test

This technique was used to collect the data about the result of Grammar TOEFL Prediction Test. The type of the test was multiple choices. It contained forty items and typically lasted 25 minutes. The test was taken from several sources, like TOEFL book and Websites.

c. Submitting

After answering the test, the students submitted their answer sheet.

F. Technique of Data Analysis

Data analysis is the process of systematically searching and arranging all information gained from test. To find out the result score of TOEFL Prediction test, the following standard will be applied:

Table 3.1. standard score of structure in TOEFL count

Score	Level's Categories
57- 68	Excellent
49 - 56	Good
41 - 48	Fair
31 - 40	Low
20 - 29	Poor

Mean of the score was obtained by the formula below:

$$M = \frac{\Sigma X}{N}$$

M = Mean

Σ = Accumulative Score of variety

N = Number of the respondents

To find out the most common error materials, according to Corder (1967: 161-170) there are five steps to analyse data in error analysis:

a. Collecting samples of learner language

b. Identifying the errors

c. Describing the errors

d. Explaining the errors

e. Evaluating/correcting the errors

To count the percentage of error in each topic the researcher used a formula:

$P = \dfrac{f}{N}$ x 100%

P = Percentage of error in each topic

f = The number of wrong answer in each topic

N = Total number of all wrong answer

(Sudjana, 2002: 67)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

1. Description About The Result Score in Grammar TOEFL Prediction Test at Fifth Semester Students of English Department of Muhammadiyah University of Makassar

To know about students' result score in grammar TOEFL Prediction Test, the researcher conducted test at Fifth Semester of English Department of Muhammadiyah University of Makassar. Based on research that was conducted, it will be known which the most common error materials of Grammar were Fifth Semester Students of English Department must have a good mastery in all materials of grammar.

This research used objective questions test; 40 questions of mutiple-choice. which were divided into two parts; (1) 15 question in part A, the samples needed to find the word or phrase that correctly completes the sentence (2) 25 questions in part B, the samples needed to identify which one of the underlined words or phrases was incorrect in the sentence. The test contained 40 questions for 25 minutes. The highest score was 68 and the lowest was 20.

Based on result score of Grammar TOEFL Prediction test of Fifth Semester Students at English Department of Muhammadiyah University of Makassar, it was found the data that the highest score in the test was 53 and the lowest score was 37. Then the accumulated score was 1651.

Table 4.1 The Frequency of the Students' Test Result and the Classification.

No.	Score	Frequency	Percentage	Category
1.	20-29	0	0%	Poor

2.	30-40	20	50%	Low
3.	41-48	17	42.5%	Fair
4.	49-56	3	7.5%	Good
5.	57-68	0	0%	Excellent
	Total	40 students	100%	

Based on the table above, it showed that there was no student in poor category, 20 students (50%) in low category, 17 students (42.5%) in fair category, 3 students (7.5%) in good category, and no student in excellent category. In students' test result score, it was known that students' total score was 1651. The mean score was 41.27 which showed that the result score in Grammar TOEFL Prediction Test of Fifth Semester Students at English Department of Muhammadiyah University of Makassar was categorized in fair category.

2. Description About Most Common Error Materials in Grammar TOEFL Prediction Test Faced by Fifth Semester Students of English Department of Muhammadiyah University of Makassar

a. Subject and Verb

Frequency of the most common error students in subject and verb after known the result in Grammar TOEFL Prediction Test can be seen the table below.

Table 4.2 Frequency of Errors in Subject and Verb

No	Skill Area	Number of Item	Frequency of Error	Percentage of Error
1.	Subject and	2	15	37.5%

	verb	4	15	37.5%
		6	14	35%
		7	24	60%
		30	14	75%
		15	12	30%
		17	19	47.5%
		30	17	42.5%
Total			130	45.6%

Table 4.2 showed the type of error existed on number 2, 4, 6, 7, 14, 15, 17, 30 and the total number was 8 item numbers. 15 students made error on number 2 with the percentage of error was 37.5%. 15 students made error on number 4 with the percentage 37.5%. 14 students made error on number 6 with the percentage of error was 35%. 24 students made error on number 7 with the percentage 60%. 30 students made error on number 14 with the percentage of error was 75%.

Furthermore, 12 students made error on number 15 with the percentage of error was 30%. 19 students made error on number 17 with the percentage of error was 47.5%. 17 students made error on number 30 with the percentage of error was 42.5%. Overall, the average describe that 45.6% of 40 students made errors in answering subject and verb.

The question that the most common error materials in subject and verb was:

7. Billie Holiday's reputation as a great jazz-blues singer rests on her
   ability _____ emotional depth to her songs.
   (A) be giving
   (B) are given
   (C) being given
   (D) to give

The answer should be a form of post-modifier of infinitive. So the answer was D.

b. Verb Agreement, Tense, and Form

Frequency of the most common error students in verb agreement, tense, and form after known the result in Grammar TOEFL Prediction Test can be seen the table below.

Table 4.3 Frequency of Errors in Verb Agreement, Tense, and Form

No.	Skill area	Number of Item	Frequency of Error	Percentage of Error
2.	Verb Agreement, Tense, and Form	5	17	42.5%
		18	20	50%
		26	24	60%
		33	24	60%
		35	26	65%
		40	26	65%
Total			137	57.08%

Table 4.3 showed the type of error existed on number 5, 18, 26, 33, 35, 40 and the total number was 6 item numbers. 17 students made error on number 5 with the percentage of error was 42.5%. 20 students made error on number 18 with the percentage 50%. 24 students made error on number 26 with the percentage of error was 60%. 24 students made error on number 33 with the percentage 60%.

Furthermore, 26 students made error on number 38 with the percentage of error was 65%. 26 students made error on number 40 with the percentage 65%. Overall, the average describe that 57.08`% of 40 students made errors in answering verb agreement, tense, and form.

The question that the most common error materials in verb agreement, tense, and form was:

35. Anthropologists <u>agree</u> that our <u>primitive ancestors</u> who inhabited the
                    A   B
  tropics <u>probably have</u> natural protection <u>against</u> the sun.
             D

Clause subject THAT was primitive ancentors, verb can also use the past tense. In this sentence, HAVE should be HAD. So the answer was D.

c. Full Subordination

Frequency of the most common error students in full subordination after known the result in Grammar TOEFL Prediction Test can be seen the table below.

Table 4.4 Frequency of Errors in Full Subordination

No.	Skill area	Number of Item	Frequency of Error	Percentage of Error
3.	Full Subordination	1	15	37.5%
		3	30	75%
		9	24	60%
		10	27	67.5%
		11	20	50%
		12	18	45%
		13	21	52.5%
		37	27	67.5%
Total			185	56,8%

Table 4.4 showed the type of error existed on number 1, 3, 9, 10, 11, 12, 13, 37 and the total number was 8 item numbers. 15 students made error on number 1 with the percentage of error was 37.5%. 30 students made error on number 3 with the percentage 75%. 24 students made error on number 9 with the percentage of error was 60%. 27 students made error on number 10 with the percentage 67.5%.

Furthermore, 20 students made error on number 11 with the percentage of error was 47.5%. 18 students made error on number 12 with the percentage of error was 45%. 21 students made error on number 13 with the percentage 52.5%. 27 students made error on number 37 with the percentage of error was 67.5%. Overall, the average describe that 56.8% of 40 students made errors in answering full subordination.

The question that the most common error materials in full subordination was:

3. The knee is the joint _____ the thigh bone meets the large bone of the lower bag.
   (A) When
   (B) Where
   (C) Why
   (D) Which

Attributive clause into a sign that there might be conjuction WHERE. Choice A more referred to the time, choice C referred to reason/cause, choice D referred to noun. So the answer was B.

d. The Verbal

Frequency of the most common error students in the verbal after known the result in Grammar TOEFL Prediction Test can be seen the table below.

Table 4.5 Frequency of Errors in the Verbal

No.	Skill area	Number of Item	Frequency of Error	Percentage of Error
4.	The verbal	32	34	85%
Total			30	85%

Table 4.5 showed the type of error existed on number 32 and the total number was 1 item number. 34 students made error on number 32 with the percentage of error was 85%. Overall, the average describe that 85% of 40 students made errors in answering the verbal.

The question that the most common error materials in verbal was:

32. <u>To run</u> toward <u>the</u> finish line, Kelly Smiled and threw her <u>hands</u> <u>into</u>
    A   B   C   D
    the air.

The question above was about the verbal phrase so the sentence should read, "Running toward the finish line, Kelly Smiled and threw her hands into the air". So the answer was A.

e. Pronoun, Agreement, Reference

Frequency of the most common error students in pronoun, agreement, reference after known the result in Grammar TOEFL Prediction Test can be seen the table below.

Table 4.6 Frequency of Errors in Pronoun, Agreement, Reference

No.	Skill area	Number of Item	Frequency of Error	Percentage of Error
5.	Pronoun, Agreement, Reference	20	24	60%
		25	19	47.5%
		27	22	55%
		29	27	67.5%
		36	26	65%
Total			118	59%

Table 4.6 showed the type of error existed on number 20, 25, 27, 29, 36 and the total number was 5 item numbers. 24 students made error on number 20 with the percentage of error was 60%. 19 students made error on number 25 with the percentage of error was 47.5%. 22 students made error on number 27 with the percentage 55%. 27 students made error on number 29 with the percentage of error was 67.5%. 26 students made error on number 36 with the percentage of error was 65%. Overall, the average describe that 59% of 40 students made errors in answering Pronoun, agreement, reference.

The question that the most common error materials in Pronoun, agreement, reference was:

29. <u>According</u> to cognitive theories of emoticon, anger occurs when
    A
individuals believe that they <u>have been</u> harmed and <u>that the harm</u> was
                            B   C
<u>either</u> avoidable and underserved.
  D

The word and in avoidable and underserved indicated to both not either. So the answer was D.

f. Word Form

Frequency of the most common error students in word form after known the result in Grammar TOEFL Prediction Test can be seen the table below.

Table 4.7 Frequency of Errors in Word Form

No.	Skill area	Number of Item	Frequency of Error	Percentage of Error
6.	Word Form	16	14	35%
		19	20	50%
		21	27	67.5%
		23	30	75%
		28	24	60%
		31	33	82.5%
		34	25	62.5%
		39	22	55%
Total			207	69.6%

Table 4.7 showed the type of error existed on number 16, 19, 21, 23, 28, 31, 39 and the total number was 7 item numbers. 14 students made error on number 16 with the percentage of error was 35%. 20 students made error on number 19 with the percentage 50%. 27 students made error on number 21 with the percentage of error was 67.5%. 30 students made error on number 23 with the percentage 75%.

Furthermore, 24 students made error on number 28 with the percentage of error was 60%. 33 students made error on number 31 with the percentage 82.5%. 25 students made error on number 34 with the percentage of error was 62.5%. 22 students made error on number 39 with the percentage 55%. Overall, the average describe that 69.6% of 40 students made errors in answering word form.

The question that the most common error materials in word form was:

31. In the United States, <u>both</u> the federal and state goverments have laws
                      A
  <u>designed</u> to   guard consumers <u>againts</u> deceptive <u>advertice</u>.
    B   C   D

Adjective deceptive might be connected after a noun and advertice is a verb. The truth was advertisement. So the answer was D.

g. Word Order

Frequency of the most common error students in word order after known the result in Grammar TOEFL Prediction Test can be seen the table below.

Table 4.8 Frequency of Errors in Word Order

No.	Skill area	Number of Item	Frequency of Error	Percentage of Error
7.	Word Order	8	30	75%
Total			30	75%

Table 4.8 showed the type of error existed on number 8 and the total number was 1 item number. 30 students made error on number 8 with the percentage of error was 75%. Overall, the average describe that 75% of 40 students made errors in answering word order.

The question that the most common error materials in word order was:

8. _____ 1895 did Cornell University begin to offer a degree in ornithology.
(A) Not until
(B) Not since
(C) Until
(D) In 9

The word did appeared before the subject, so the sentence was topsy-turvy. Adverbial time was 1895. The answer was selescted to a sentence behind the phrase NOT UNTIL. Choice D did not suitable for the sentence. So the answer was A.

h. Parallel Structure

Frequency of the most common error students in parallel structure after known the result in Grammar TOEFL Prediction Test can be seen the table below.

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Table 4.9 Frequency of Errors in Parallel Structure

No.	Skill area	Number of Item	Frequency of Error	Percentage of Error
8.	Parallel Structure	22	29	72.5%
		24	8	20%
		38	31	77.5%
Total			37	56.6%

Table 4.9 showed the type of error existed on number 22, 24, 38 and the total number was 3 item numbers. 29 students made error on number 22 with the percentage 72.5%. 8 students made error on number 24 with the percentage of error was 20%. %. 31 students made error on number 38 with the percentage 77.5%. Overall, the average describe that 56.6% of 40 students made errors in answering parallel structure.

The question that the most common error materials in parallel structure was:

38. <u>Applied</u> research aims <u>at</u> some <u>specific</u> objective, such as the
      A   B   C
  development of a new <u>produce</u>, process, or material.
                          D
      The word PRODUCE might be PRODUCT because the parallel structure in this sentence was noun (product, process, or material). So the answer was D.

Finally, the sequence of grammar area of TOEFL Prediction Test which was based on high frequency of problems as in the following table. It can be seen which one of the structure that was the highest and lower frequency of problem.

Table 4.10 the Sequence of Structure Area of TOEFL Prediction Test Based on High Frequency of Problems

No	Skill Area	Average of Error (%)
1.	The verbal	85%
2.	Word order	75%
3.	Word form	69.6%
4.	Pronoun form, agreement, reference	59%
5.	Verb agreement, tense, and form	57.08%

6.	Full subordination	56.8%
7.	Parallel structure	56.6%
8.	Subject and verb	45.9%

B. DISCUSSION

1. The Result Score of Grammar TOEFL Prediction Test at Fifth Semester Students of English Department of Muhammadiyah University of Makassar

This research aimed to analyze the result score and the most common error material made by the fifth students in Grammar TOEFL Prediction Test. The result test of this research was fair category with the average 41.27. It was different with result test by Khairunnisa (2016:52) that was categorized into good category with the average score 54.23.

In this case, foreign language teachers in pedagogies have to realize that fair category as the result score of grammar TOEFL prediction test needed to be able to arrange learning strategy effectively. It was important to discuss the result of students because if the students failed in an exam or a test so, teachers also failed in their learning strategy. They should know how the target language was learned and acquired, what strategy or procedure the learners employ in order to master the target language.

2. The Most Common Error Materials in Grammar TOEFL Prediction Test Faced by the Fifth Semester Students of English Department of Muhammadiyah University of Makassar

The most common error materials faced by the students was the verbal with average of error 85%. The second level of problem was word order with average of error 75%. The third was word form with average of error 69.6%. The fourth was pronoun form, agreement, reference with average of error 59%. The fifth was verb agreement, tense, and form with average of error 57.08%. The sixth was full subordination with average of error

56.8%. The seventh was verb parallel structure with average of error 56.6%. The eighth was subject and verb with average of error 45.9%.

Most of Fifth Semester Students of English Department of Muhammadiyah University of Makassar made error and got problem in the verbal, word order, and word form. It was different with Munadia (2016: 53) stated that Students found difficulties in some elements in grammar use. The elements were reduce clause with 100% failed the test, the use of verb with 81%, parralelism with 64%, subject verb agreement (SVA) with 59%, and relative clause with 56%.

Although grammar in Muhammadiyah University of Makassar was taught until five semesters, there was no guarantee that the students did not make the errors in every skill area in Grammar TOEFL Prediction Test. In hope, this research gives benefit for English lecturer, especially Grammar lecturer and the student, because it is very important to improve their ability in English Grammar and the most common error materials of Grammar can be more solve.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. Based on the research in Grammar TOEFL Prediction Test of Fifth Semester Students at English Department of Muhammadiyah University of Makassar it can be concluded that the result score of the test, there was no student in poor category, twenty students in low category, seventeen students in fair category, three students in good category, and no student in excellent category. It meant that the result score of Fifth Semester Students at English Department of Muhammadiyah University of Makassar was fair category.

2. The most common error faced by the students was the verbal. The second level of problem was word order. The third was word form. The fourth was pronoun form, agreement, reference. The fifth was verb agreement, tense, and form. The sixth was full subordination. The seventh was verb parallel structure The last was subject and verb.

B. Suggestions

1. Students need to practice on their own when taking the structure and written expression in the TOEFL test because they still have fair category in result score. The section does not only require the test takers knowledge on grammar, but also the time management in the test. therefore, practicing beforehand is necessary to get better score.

2. The lecturers try to give more different material in teaching English, especially the most common error materials in grammar, it can help students to be better in learning English and keep on give motivations for students to improve their ability in understanding and using grammar (structure). Lecturers need to elaborate the syllabus of grammar to make grammar material and enrich the students with the styles and the most common error material in grammar TOEFL test.

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Appendix 1

Students' Result in Grammar TOEFL Prediction Test

Students	the Number of Right Answer of Test	Score
1	14	38
2	15	40
3	12	36
4	14	38
5	13	37
6	14	38
7	13	37
8	26	50
9	11	35
10	14	38
11	16	40
12	13	37
13	13	37
14	19	43
15	16	40
16	17	41
17	17	41
18	14	38
19	19	43
20	24	48
21	17	41

22	20	44
23	19	43
24	16	40
25	18	42
26	18	42
27	18	42
28	14	38
29	16	40
30	24	48
31	14	38
32	13	37
33	16	40
34	20	44
35	18	42
36	19	43
37	26	50
38	23	47
39	22	46
40	25	49

Appendix 2

The Frequency of Error of All Items

No.	Skill Area	Item Number	Frequency	Percentage
1.	Full Subordination	1	15	37.5%
2.	Verb and Subject	2	15	37.5%
3.	Full Subordination	3	30	75%
4.	Verb and Subject	4	15	37.5%
5.	Verb Agreement, tense, and Form	5	17	42.5%
6.	Verb and Subject	6	14	35%
7.	Verb and Subject	7	24	60%
8.	Word Order	8	30	75%
9.	Full Subordination	9	24	60%
10.	Full Subordination	10	27	67.5%
11.	Full Subordination	11	20	50%
12.	Full Subordination	12	18	45%
13.	Full Subordination	13	21	52.5%
14.	Verb and Subject	14	30	21%
15.	Verb and Subject	15	12	30%
16.	Word Form	16	14	35%
17.	Verb and Subject	17	19	47.5%
18.	Verb Agreement, tense, and Form	18	20	50%
19.	Word Form	19	20	50%
20.	Pronoun Form, Agreement, Reference	20	24	60%
21.	Word Form	21	27	67.5%
22.	Parallel Structure	22	29	72.5%
23.	Word Form	23	30	75%
24.	Parallel Structure	24	8	20%
25.	Pronoun Form, Agreement, Reference	25	19	47.5%
26.	Verb Agreement, tense, and Form	26	24	60%
27.	Pronoun Form, Agreement, Reference	27	22	55%
28.	Word Form	28	24	60%
29.	Pronoun Form, Agreement, Reference	29	27	67.5%
30.	Verb and Subject	30	17	42.5%
31.	Word Form	31	33	82.5%
32.	The verbal	32	34	85%
33.	Verb Agreement, tense, and Form	33	24	60%
34.	Word Form	34	25	62.5%
35.	Verb Agreement, tense, and Form	35	26	65%
36.	Pronoun Form, Agreement, Reference	36	26	65%

37.	Full Subordination	37	27	67.5%
38.	Verb and Subject	38	31	77.5%
39.	Word Form	39	22	55%
40.	Verb Agreement, tense, and Form	40	26	65%

STRUCTURE & WRITTEN EXPRESSION
TIME: APPROXIMATELY 25 MINUTES
40 QUESTIONS

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

Part A: Structure

DIRECTIONS
Questions 1-15 are incomplere sentebces. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), (D). Choose the one word or phrase that best completesthe sentence. Then, on your answer sheet, find the number of the quesion and fill in the space that corresponds to the letter of the answer yiu have chosen. Fill in the space that the letter inside the oval cannot be seen.

Example:
Geysers have often been compared to vilcanoes_____ they both emit hot liquids from below the Earth's surface.
(A) Due to
(B) Because
(C) In spite of
(D) Regadless of

Sample Answer: (B)

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

NOW BEGIN TO WORK ON THE QUESTIONS

1. The difference between liber and slander is that is printed while _____.
   a. Spoken is slander
   b. Is spoken slander
   c. Slander is spoken
   d. Is slander spoken

2. Great numbers of tiny shelled animals _____ on the ocean floor.
   a. Live
   b. living
   c. They will live
   d. If they lived

3. The knee is the joint _____ the thigh bone meets the large bone of the lower bag.
   a. When
   b. Where
   c. Why
   d. Which

4. Closed plane figures like the square or the equilateral triangle can be grouped into a class _____ polygons.
   a. Called
   b. To call
   c. Is called
   d. Call as

5. Acids the chemical compounds that, i water solution, have _____, a corrosive action on metals, and the ability to turn certain blue vegetable dyes red.
   a. Tastes sharp
   b. Sharp-tasting
   c. A sharp taste
   d. Tasting sharp

6. _____ the history of the tough strong-willed Nebraska farmer.
   a. Not only is much of the history of Nebraska
   b. Although it is much of the history of Nebraska that is
   c. It is much the history of Nebraska's being
   d. Much of the history of Nebraska is

7. Billie Holiday's reputation as a great jazz-blues singer rests on her ability _____ emotional depth to her songs.
   a. be giving
   b. are given
   c. (C) being given
   d. (D) to give

8. _____ 1895 did Cornell University begin to offer a degree in ornithology.
   a. Not until
   b. Not since
   c. Until
   d. In

9. Uniform acceleration occurs _____ the rate of changes remainds the same over successive and equal intervals of time.
   a. according
   b. if
   c. with
   d. under

10. people's expectations for a hinger standarts of living increase _____.
    a. Conditions in their community improve
    b. Since conditions in their improving community
    c. Conditions improve in their community
    d. As conditions in their community improve

11. Essentially, a theory is an abstract, symbolic represenntation of _____ reality.
    a. what it is conceived
    b. that is conceived
    c. what is conceived to be
    d. that is being conceived of

12. All of the plants now raised on farms have been developed from plants _____ wild.
    a. once they grew
    b. they grew once

    c. that once grew

    d. once grew

13. _____ relatively costly, the diesel
    engine is highly efficent and needs
    servicing infrequently.
    a. Even
    b. It is
    c. Even though
    d. There is

14. _____ images ot og clay, stone,
    and metal.
    a. The shaping of sculpture
    b. Sculpturing the shapes
    c. To shape sculpture
    d. Sculptors shape

15. _____ dates from the end of the
    eighteenth century.
    a. The modern circus
    b. That the modern circus
    c. While the modern circus
    d. The modern circus tha

Part B: Written Expressions

DIRECTIONS

In question 1 br6-40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrases that must be changed in order for the sentence to be correct. 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 1: Guppies are sometimes <u>call</u> rainbow <u>fish</u> <u>because</u> of the males' <u>bright</u> colors.

                                                     A   B   C   D

Sample Answer : A

The sentence should read. "Guppies are sometimes called rainbow fish because of the males' bright colors."Therefore, you should choose (A).

Example 2: <u>Serving</u> several <u>term</u> in Cougress, Shirley Chisholm became an <u>important</u> united States

                A   B   C

      <u>Poltician</u>.

      D

Sample answer: B

The sentence should read, "Serving several terms in Cougress, Shirley Chisholm became an important united States Poltician." Therefore, you should choose (B).

NOW BEGIN TO WORK ON THE QUESTIONS

16. The boiled point of any liquid is determined by the pressure of the surrounding gases.
        A   B   C   D

17. The ranger spacecraft it provided more than 17,000 pictures of the moon.
                A   B   C   D

18. Many people who live in New York City thinks that life in a large city offers special advantages.
                A   B   C   D

19. The scientific revolution of the early 1990's affected education by change the nature of
         A   B   C

    Technology.
        D

20. Meadowlarks are about the same size than robins, but they have heavier bodies, shorter
                  A   B   C

    tails, and longer bills.
             D

21. On May 20, 1932, Amelia Earhart became the first woman fly solo across the Atlantic Ocean.
     A   B   C   D

22. Translated into terms of psychological theory, association has thought of as the basis of
        A   B

    to learn, conditioning, and creative thinking.
       C   D

23. The Statue of Liberty was originally proposed in 1865 to commemoration the
                        A   B   C

    alliance of France with American colonies during the American Revolution.
       D

24. Reptiles are widely distributed all over the word, but are much abundant in warm
                A   B

    regions and are virtually absent beyond the tree line in the Arctic.
               C   D

25. Mammals lose body heat to them environment in cold weather more quickly than in hot weather.
              A   B   C   D

26. Industrial buyers are responsible for supplying the goods and services that an
                 A   B   C

    organization required for its operations.
              D

27. The most easiest process for mining gold is panning, which involves using a circular dish
         A   B   C

    with a small pocket at the bottom.
                D

28. Farm animals have been regardless by nearly all societies as a valuable economic resource.
        A   B   C   A

29. <u>According</u> to cognitive theories of emoticon, anger occurs when individuals believe that they
          A

 <u>have been</u> harmed and <u>that the harm</u> was <u>either</u>   avoidable and underserved.
          B   C   D
30. The field of dynamics in physics <u>is concerned</u> with a partice's <u>motion</u> in <u>relation</u> to the
                                          A   B   C

     forces <u>acting it</u>.
            D
31. In the United States, <u>both</u> the federal and state govermments have laws <u>designed</u> to
                              A   B

     guard consumers <u>againts</u> deceptive <u>advertice</u>.
                          C   D
32. <u>To run</u> toward <u>the</u> finish line, Kelly Smiled and threw her <u>hands</u> <u>into</u> the air.
      A   B   C   D
33. When <u>overall exports</u> exceed <u>imports</u>, a <u>country said</u> to have a <u>trade</u> surplus.
              A   B   C   D
34. Instructors <u>at</u> the school of American Ballet first <u>examine</u> a young applicant's instep <u>to</u>
                  A   B   C

     <u>see</u> whether it is pliant and shows <u>promising</u> of a good arch.
      D   D
35. Anthropologists <u>agree</u> that our <u>primitive ancestors</u> who inhabited the tropics <u>probably have</u>
                        A   B   C

     natural protection <u>against</u> the sun.
                            D
36. Behavior modification <u>techniques</u> work <u>best</u> with problems that manifest <u>itself</u> in overt <u>actions</u>.
                              A   B   C   D
37. Because they are <u>generally</u> taken simply to obtain a <u>recognizable</u> and relatively <u>clear</u> image,
                        A   B   C

     most nonprofessional photographs demand <u>few</u> equipment.
                                                D
38. <u>Applied</u> reseach aims <u>at</u> some <u>specific</u> objective, such as the development of a new <u>produce</u>,
      A   B   C   D

     process, or material.

39. James Whistler was <u>indifferent to</u> the titles of his <u>painted</u> and even <u>change</u> the names of some
                          A   B   C

     works <u>years</u> after their completion.
              D
40. The origins of the Democratic party <u>is often</u> traced to the coalition <u>formed</u> <u>behind</u>
                                            A   B   C

Thomas Jefferson in the 1790's to resits the <u>policies</u> of George Washington's.

D

Appendix 4

ANSWER KEY

TOEFL SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

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

Appendix 5

DOCUMENTATION

CURRICULUM VITAE

Nurul Lathifah Imran is a student of English Department of Muhammadiyah University of Makassar. She was born on December 18th, 1996 in Gowa. She is the first child of marriage between Muhammad Imran Ismail, S.Ag., and Syarifah Suryani, S.Pd. She has 2 sisters and 1 brother (Nurul Azizah Imran, Abul Khaier Imran, and Alifah Barizah Imran). In 2002, she started in Elementary School at SD INP Tetebatu, graduated in 2008. Then, she continued her study at SMPN 1 Pallangga and graduated in 2011. After that, she continued her Senior High School at SMAN 1 Pallangga (now SMAN 9 Gowa) and graduated in 2014. The same year, she was accepted as English Department Student of Faculty of Teacher Training and Education of Muhammadiyah university of Makassar. At the end of her study, she could finished her thesis in 2018 entitle *"The Error Analysis in Grammar TOEFL Prediction Test of Fifth Semester Students at English Department of Muhammadiyah University of Makassar"*.