



**STRUCTURE AND WRITTEN EXPRESSION  
ERROR ANALYSIS ON TOEFL TEST  
STUDENTS OF ENGLISH DEPARTMENT  
PADANGSIDIMPUAN STATE INSTITUTE  
FOR ISLAMIC STUDIES**

**A THESIS**

*Submitted to Padangsidimpuan State Institute for Islamic Studies  
as a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd.) in English*

Written by

**FERI SANDI NASUTION**  
NIM. 15 203 00003

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

**2019**



Scanned with  
CamScanner



STRUCTURE AND WRITTEN EXPRESSION  
ERROR ANALYSIS ON TOEFL TEST  
STUDENTS OF ENGLISH DEPARTMENT  
PADANGSIDIMPUAN STATE INSTITUTE  
FOR ISLAMIC STUDIES

**A THESIS**

*Submitted to Padangsidimpuan State Institute for Islamic Studies  
as a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd.) in English*

Written by

**FERI SANDI NASUTION**  
NIM. 15 203 00003

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

2019





STRUCTURE AND WRITTEN EXPRESSION  
ERROR ANALYSIS ON TOEFL TEST  
STUDENTS OF ENGLISH DEPARTMENT  
PADANGSIDIMPUAN STATE INSTITUTE  
FOR ISLAMIC STUDIES

**A THESIS**

*Submitted to Padangsidimpuan State Institute for Islamic Studies  
as a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd.) in English*

Written by

**FERI SANDI NASUTION**  
NIM. 15 203 00003



**ENGLISH EDUCATION DEPARTMENT**

ADVISOR I

ADVISOR II

*Ray Fahmei Lubis*

Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

*Zainuddin*  
Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

**TARBIYAH AND TEACHER TRAINING FACULTY**  
**STATE INSTITUTE FOR ISLAMIC STUDIES**  
**PADANGSIDIMPUAN**

2019



Scanned with  
CamScanner

## LETTER OF AGREEMENT

Term : Munaqosyah  
a.n. Feri Sandi Nasution  
Item : 7 (seven) exemplars

Padangsidempuan, 4 November 2019  
To:  
Dean of Tarbiyah and Teacher Training  
Faculty  
In-  
Padangsidempuan

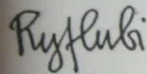
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to **Feri Sandi Nasution**, entitled "**Structure and Written Expression Error Analysis on TOEFL Test Students of English Department Padangsidempuan State Institute for Islamic Studies**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Educational Department of Tarbiyah and Teacher Training Faculty, IAIN Padangsidempuan. Thank you.

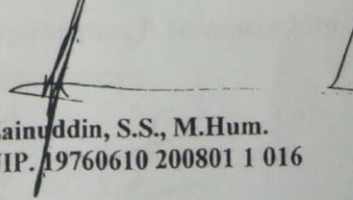
Wassalamu'alaikum Wr. Wb.

Advisor I



Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

Advisor II



Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016



Scanned with  
CamScanner

### DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Feri Sandi Nasution  
Registration Number : 15 203 00003  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1  
Title of the Thesis : Structure and Written Expression Error Analysis on  
TOEFL Test Students of English Department  
Padangsidimpuan State Institute for Islamic Studies

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 4 November 2019

Declaration maker,



METERAI  
TEMPEL  
7A605AHF019714807  
6000  
RUPIAH

**FERI SANDI NASUTION**  
Reg. No. 15 203 00003



## PUBLICATION AGREEMENT OF FINAL TASK FOR ACADEMY CAVITY

---

As Academic Cavity of the Padangsidimpuan State Institute for Islamic Studies,  
the name who signed here:

Name : **FERI SANDI NASUTION**  
Registration number : 15 203 00003  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1  
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present the Padangsidimpuan State Institute for Islamic Studies **Non Exclusive Royalty Right** on my thesis with entitled “**Structure and Written Expression Error Analysis on TOEFL Test Students of English Department Padangsidimpuan State Institute for Islamic Studies**” with all the sets of equipments (if needed). Based on this non exclusive royalty right, the Padangsidimpuan State Institute for Islamic Studies has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, 4 November 2019

Signed



**FERI SANDI NASUTION**

Reg. No. 15 203 00003



Scanned with  
CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

**BERITA ACARA UJIAN MUNAQSAH**

Ketua bersama anggota-anggota penguji lainnya, setelah memperhatikan, hasil ujian siswa:

Nama : Feri Sandi Nasution  
NIM : 15 203 00003  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris/Pendidikan Bahasa Inggris

dan ini menyatakan :

**LULUS/LULUS BERSYARAT/MENGULANG (\*)**

Ujian Munqasah skripsi IAIN Padangsidimpun dengan Nilai 95 ( A<sup>+</sup> ).

Dengan demikian mahasiswa tersebut telah menyelesaikan seluruh beban studi yang telah ditetapkan IAIN Padangsidimpun dan memperoleh YUDISIUM:

- ✓ PUJIAN
- SANGAT MEMUASKAN
- MEMUASKAN
- CUKUP
- TDK LULUS (\*)

dan IPK 3,62 oleh karena itu diberikan kepadanya hak memakai gelar SARJANA (S.Pd) dan segala hak yang menyertainya.

Mahasiswa yang namanya di atas terdaftar sebagai alumni ke 700.  
Demikian berita acara ini dibuat dengan sebenarnya.

Padangsidimpun, 14 November 2019  
Panitia Ujian Munqasyah Skripsi  
IAIN Padangsidimpun  
Ketua

Pengetahuan

Rayendriani Fahmei Lubis, M.Ag  
19710510 200003 2 001

Fitri Rayani Siregar, M.Hum  
N.P. 19820731 200912 2 004

Penguji:

Fitri Rayani Siregar, M.Hum  
(Penguji Bidang Isi dan Bahasa)  
Rayendriani Fahmei Lubis, M.Ag  
(Penguji Bidang Bahasa Inggris)  
Eka Susti Harida, M.Pd  
(Penguji Bidang Metodologi)  
Zainuddin, S.S., M.Hum  
(Penguji Bidang Umum)

1.

2.

3.

4.



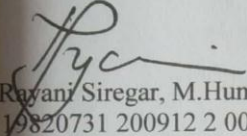
Scanned with  
CamScanner

## EXAMINERS OF SCHOLAR MUNAQOSYAH EXAMINATION

Name : Feri Sandi Nasution  
Registration Number : 15 203 00003  
Faculty/Department : Tarbiyah and Teacher Training Faculty / TBI-1  
Title of the Thesis : **Structure and Written Expression Error Analysis  
on TOEFL Test Students of English Department  
Padangsidempuan State Institute for Islamic Studies**

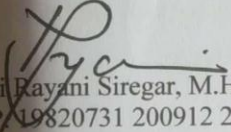
Chief,

Secretary,


  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

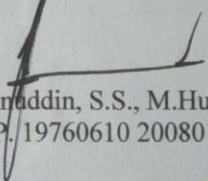
  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

Members,

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

  
Eka Susti Harida, M.Pd.  
NIP. 19750917 200312 2 002

  
Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidempuan  
Date : November 14, 2019  
Time : 14.00 WIB until finish  
Result/Mark : 95 (A+)  
IPK : 3.62  
Predicate : Pujian



Scanned with  
CamScanner





**RELIGION MINISTRY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY**

at: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

**LEGALIZATION**

is : Structure and Written Expression Error Analysis on  
TOEFL Test Students of English Department  
Padangsidimpuan State Institute for Islamic Studies  
ten By : FERI SANDI NASUTION  
No : 15 203 00003  
ity/Department : TARBIYAH AND TEACHER TRAINING FACULTY  
/TBI-1

This thesis had been accepted as a partial fulfillment of the requirement for the degree of  
graduate of Education (S.Pd.) in English

Padangsidimpuan, 15 November 2019  
Dean of Tarbiyah and Teacher  
Training Faculty



Dr. Lela Hilda, M.Si.  
NIP. 19720910 200003 2 002



Scan by CamScanner

## ABSTRACT

Name : Feri Sandi Nasution  
Reg. Number : 15 203 00003  
Department : English Education  
Title : Structure and Written Expression Error Analysis on TOEFL  
Test Students of English Department Padangsidempuan State  
Institute for Islamic Studies

The problem of this research came from students' errors in answering inverted subject-verb item, adjective clause item, and noun clause item in TOEFL test. The errors found in their answer sheets could be analyzed, so that it rose a study of error analysis. By the error analysis, it could describe the analyzed errors clearly. Those errors became something important for the students to study, even if it became a further study. The objectives of this research are to identify and to analyze the errors found in inverted subject-verb item, adjective clause item, and noun clause item in structure and written expression section of TOEFL test 3 and test 4, and to find the dominant errors of each analyzed item in TOEFL test 3 and test 4.

This was a library research which used document analysis method. The participants of this research were 9 students of English departments. The data were collected from students' documents of question sheets and answer sheets in TOEFL test 3 and test 4. Analysis of the data consisted of 5 steps; they are data managing, reading/memoing, description, classifying, and interpreting. This research used member checking to check data trustworthiness.

Based on the result of the research, there were 22 errors found in test 3 and 26 errors found in test 4. In the test 3, all 22 errors were classified into error of addition with the detail as follows; 8 errors in inverted subject-verb, 2 errors in adjective clause, and 12 errors in noun clause. In the test 4, 26 errors were classified into different kinds of error. 7 errors found in inverted subject-verb; 1 error of addition and 6 errors of misordering. 6 errors found in adjective clause; 5 errors of omission and 1 error of misformation. 5 errors found in noun clause number 9; 3 errors of addition and 2 errors of misformation. 8 errors found in noun clause number 11; 7 errors of omission and 1 error of misordering.

Key Words : *Error Analysis, Inverted Subject-Verb, Adjective Clause, Noun Clause*

## ABSTRAK

Nama : Feri Sandi Nasution  
NIM : 15 203 00003  
Program Studi : Tadris Bahasa Inggris  
Judul : Structure and Written Expression Error Analysis on TOEFL  
Test Students of English Department Padangsidempuan State  
Institute for Islamic Studies

Permasalahan penelitian terdapat pada kesalahan mahasiswa dalam menjawab soal-soal inverted subject-verb, adjective clause, dan noun clause dalam tes TOEFL. Kesalahan yang didapati pada lembar jawaban mereka dapat dianalisis sehingga memunculkan studi analisis kesalahan. Dengan analisis tersebut dapat mendeskripsikan kesalahan tersebut dengan jelas sehingga kesalahan tersebut dapat menjadi bahan kajian bagi mahasiswa tersebut, bahkan itu menjadi bahan kajian untuk studi lebih lanjut. Penelitian ini bertujuan untuk mengidentifikasi and menganalisis kesalahan dalam menjawab soal-soal inverted-subject verb, adjective clause, dan noun clause yang terdapat pada tes TOEFL ke-3 dan ke-4, dan untuk menemukan error yang dominan pada setiap soal yang dianalisis dalam tes TOEFL ke-3 and ke-4.

Penelitian ini adalah penelitian pustaka yang menggunakan metode analisis dokumen. Subjek penelitian ini adalah 9 orang mahasiswa dari jurusan tadris bahasa Inggris. Pengumpulan data menggunakan dokumen-dokumen berupa lembar soal dan lembar jawaban mahasiswa pada tes TOEFL ke-3 and ke-4. Analisis data terdiri dari 5 tahap, yaitu data managing, reading/memoing, description, classifying, dan interpreting. Penelitian ini menggunakan teknik member checking untuk menilai keabsahan data penelitian.

Berdasarkan hasil penelitian, terdapat total 22 kesalahan pada tes ke-3 dan 26 kesalahan pada tes ke-4. Pada tes ke-3, setiap jenis kesalahan yang terdapat pada 22 kesalahan tersebut diklasifikasikan ke dalam jenis kesalahan yang sama yaitu error of addition dengan penjabaran sebagai berikut; 8 kesalahan pada inverted subject-verb, 2 kesalahan pada adjective clause, dan 12 kesalahan pada noun clause. Pada tes ke-4, 26 kesalahan tersebut diklasifikasikan ke dalam jenis kesalahan yang berbeda. 7 kesalahan pada inverted subject-verb; 1 error of addition dan 6 error of misordering. 6 kesalahan pada adjective clause; 5 error of omission dan 1 error of misformation. 5 kesalahan pada noun clause nomor 9; 3 error of addition dan 2 error of misformation. 8 kesalahan pada noun clause nomor 11; 7 error of omission dan 1 error of misordering.

Kata Kunci : *Error Analysis, Inverted Subject-Verb, Adjective Clause, Noun Clause*



## ACKNOWLEDGEMENT

### بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful thanks to Allah SWT., the most Beneficent, and the most Merciful who has given me health, time, chance, and blessings for finishing this thesis untitled “Structure and Written Expression Error Analysis on TOEFL Test Students of English Department Padangsidempuan State Institute for Islamic Studies”. Secondly, salam and shalawat always be upon the great Prophet Muhammad SAW. as the messenger of Allah SWT and the best pattern for human life.

It is common having some troubles in finishing this thesis. Exactly, it is impossible to finish this thesis without any help from people around me. Therefore, I wish to express my sincere thanks and this opportunity I take to do so. My great gratitude is along with the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag. as my first thesis advisor, my academic advisor and be the head of Language Development Center, and Mr. Zainuddin, S.S., M.Hum. as my second thesis advisor. They both have guided and supported me patiently to finish this thesis.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL as the Rector of Padangsidempuan State Institute for Islamic Studies (IAIN Padangsidempuan) who has given me chance to study in the college.
3. Mrs. Dr. Lelya Hilda, M.Si. as the Dean of Tarbiyah and Teacher Training Faculty and the vices.

4. Mrs. Fitri Rayani Siregar, M.Hum. as the lecturer and the Chief of English Education Department.
5. All lecturers, staffs, academic communities of IAIN Padangsidempuan who have helped me during my study in this college.
6. Mr. Yusri Fahmi, S.S. as the head of IAIN Padangsidempuan's library, all staffs, and librarians for the permission to access and use the books.
7. Mrs. Liah Rosdiani Nasution, S.Pd.I., M.A. as the lecturer of TOEFL Preparation Program who gave me chances to learn TOEFL and to teach the students TOEFL, she also gave me permissions to make a research in her class and use some properties of Language Development Center.
8. My beloved parents, Mr. Abdul Kadir Nasution and Mrs. Mawarni Lubis who have taught me many things with love and patient, who always pray for me and support me of what I am doing in the right way.
9. My sister, Rika Nasution, S.Pd. who always entertain me, support me, and motivate me to finish the thesis.
10. My best friends, Ahmad Ayyub Tanjung, Amilin Lubis, Imam Tarmizi Situmeang, Fitra Sandria, Muhammad Afrizal Hasibuan, Suhendra Efendi Harahap, Aidul Safitri Ritonga, Siti Aminah Lubis, Nikmah Nur Rambe, Ahmad Sakir Hasibuan, Rian Syaputra Siregar, Pirhot Matua Harahap, Iqbal Febriansyah Lubis, David Rais Daulay, Ahmad Dahlan Harahap, Alfian Harahap, all my friends in TBI-1, TBI-2, TBI-3, and my friends in each faculty and organization of IAIN Padangsidempuan. Thanks for the time we spend a lot in the college. Best wishes for you all.

11. My juniors who allow me to take them as the participants of the research.
12. All brothers and sisters in TOEFL boot camp program batch 4. Thanks for allowing me to teach you TOEFL and to share knowledge.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure to get critiques and suggestions from the readers in order to make this thesis better.

Padangsidempuan, September 23, 2019  
Researcher

Feri Sandi Nasution  
Reg. Num. 15 203 00003



## TABLE OF CONTENTS

	Page
<b>COVER</b>	
<b>LETTER OF AGREEMENT</b>	
<b>DECLARATION OF SELF THESIS COMPLETION</b>	
<b>PUBLICATION AGREEMENT OF FINAL TASK FOR</b>	
<b>ACADEMIC CAVITY</b>	
<b>EXAMINERS OF SCHOLAR MUNAQOSYAH EXAMINATION</b>	
<b>LEGALIZATION</b>	
<b>ABSTRACT .....</b>	i
<b>ACKNOWLEDGEMENT .....</b>	ii
<b>TABLE OF CONTENTS.....</b>	v
<b>LIST OF TABLES .....</b>	vii
<b>LIST OF FIGURES .....</b>	viii
<b>LIST OF APPENDICES .....</b>	ix
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Research.....	1
B. Focus of the Problem .....	4
C. Definition of Terminologies .....	5
D. Formulation of the Problem.....	6
E. Objectives of the Research .....	7
F. Significances of the Research.....	7
G. Outline of the Thesis.....	8
<b>CHAPTER II THEORETICAL DESCRIPTION</b>	
A. Error Analysis .....	10
1. Definition of error .....	11
2. Difference between mistake and error .....	11
3. Source of error .....	12
4. Error Classification .....	14
B. Inverted Subject-Verb.....	17
1. Inverted subject-verb in question.....	17
2. Inverted subject-verb in place expression.....	18
3. Inverted subject-verb in negatives .....	20
4. Inverted subject-verb in conditionals.....	21
5. Inverted subject-verb in comparisons .....	21
C. Adjective Clause.....	22
1. Adjective clause modifying the subject .....	22
2. Adjective clause modifying the object.....	23
3. The use of relative adverbs .....	24
4. Adjective clause modifying indefinite pronouns ...	25
D. Noun Clause.....	25
1. Noun clause beginning with a question word .....	26

2. Question word followed by infinitive .....	28
3. Noun clause beginning with <i>whether</i> or <i>if</i> .....	29
4. Noun clause beginning with <i>that</i> .....	29
E. TOEFL .....	30
F. Review of Related Findings.....	31
 <b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Time and Place of the Research.....	34
B. Research Method .....	34
C. Research Subject.....	35
D. Source of the Data .....	35
E. Technique of Collecting Data.....	35
F. Technique of Checking Data Trustworthiness .....	36
G. Technique of Data Analysis .....	37
 <b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b>	
A. Research Findings.....	39
1. Research findings in TOEFL test 3.....	40
a. Errors in inverted subject-verb item.....	40
b. Errors in adjective clause item .....	43
c. Errors in noun clause item.....	44
2. Research findings in TOEFL test 4.....	47
a. Errors in inverted subject-verb item.....	47
b. Errors in adjective clause item .....	49
c. Errors in noun clause item.....	51
3. Dominant error in each analyzed item .....	54
a. Dominant error in inverted subject-verb .....	54
b. Dominant error in adjective clause.....	55
c. Dominant error in noun clause .....	55
B. Checking Data Trustworthiness.....	56
C. Discussion.....	57
 <b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	60
B. Suggestion .....	61
 <b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1. Structure of sentence and question .....	18
2. Structure of noun clause.....	26
3. Noun clause with verb and complement .....	27
4. Noun clause as the object of sentence.....	27
5. Infinitive in noun clause.....	28



## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
1. Inverted subject-verb formed with words of place expression .....	19
2. Inverted subject-verb with prepositional phrase .....	19
3. Exception in inverting subject-verb .....	20
4. Inverted subject-verb in negatives .....	21
5. Inverted subject-verb in conditional sentences .....	21
6. Optional comparison .....	22

## **LIST OF APPENDICES**

- Appendix 1 List of Research Participant
- Appendix 2 Question Sheets for Structure and Written Expression Section in TOEFL Test 3
- Appendix 3 Students' Answer Sheets for TOEFL Test 3
- Appendix 4 List of Errors Found in TOEFL Test 3
- Appendix 5 Distribution of the Analyzed Items in TOEFL Test 3 & Error Analyzed in TOEFL Test 3
- Appendix 6 Question Sheets for Structure and Written Expression Section in TOEFL Test 4
- Appendix 7 Students' Answer Sheets for TOEFL Test 4
- Appendix 8 List of Errors Found in TOEFL Test 4
- Appendix 9 Distribution of the Analyzed Items in TOEFL Test 3 & Error Analyzed in TOEFL Test 4

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Indonesia is a country which does not use English as its first or second language, but English in Indonesia is as a foreign language in term. Even if such condition is happening, people should realize the influence of English as international language they cannot deny. Understanding English and being able to apply English is the best way people really need in this present time.

English has become an important subject that some people must master because of their desire. That desire seems like intention of people in mastering English for some reasons. One way people take to fulfill the desire is by learning English whether it is from a course or a class in an institution, school, college, or learning from the natives. All they do is to become qualified people. Thus, English proficiency must be one thing that people need to improve in order to reach what they want to.

In this case, ETS (English Testing Service) comes to respond people's need of English. ETS is an organization that officially holds a test of English proficiency named TOEFL. TOEFL stands for Test of English as a Foreign Language which is internationally worthy in assessing English proficiency. That is why this kind of test becomes a great challenge to deal with for who wants to assess his English proficiency.

ETS presents some kinds of TOEFL that are widely accepted, popular, and preferred such as ITP (Institutional Testing Program), iBT (Internet-



Based Test), and Paper-delivered Test or PBT (Paper-Based Test) in earlier term. Each one kind has different system to another kind. TOEFL has more than one kind, but the test generally consists of English ability in terms of listening, reading, writing, speaking, and sub-skills that students must master.

A country which English becomes a foreign language, Indonesia makes TOEFL as a requirement that people need to fulfill in some cases. Fortunately, Padangsidempuan State Institute for Islamic Studies where the researcher is studying has begun to take TOEFL class since early 2018. It got great appreciations from many people because this might be a new way to produce qualified students more with good English proficiency.

According to the researcher's experience as one of the first generation students in TOEFL class, it was way good to improve students' English proficiency particularly for students of English education department. Considering their mastery in English should be better than other students, TOEFL became a challenging test they need to face. After all, that proved whether their English proficiency went along with them or not.

In the TOEFL class, students will be presented with some sections of TOEFL in general such as listening comprehension section, structure and written expression section, reading comprehension section, and writing essay. They will also learn many topics and sub-topics related to those sections. So, joining to TOEFL class is a great decision for who is intent on passing the TOEFL test.

The TOEFL class run for one semester and the students will be tested every month started from first test in the first month, second test in the next month, and until the final test or the fourth test in the fourth month. The students will be tested for 4 times in total. It is common to get some errors after the test because the questions in TOEFL test are challenging.

Structure and written expression, the second section or the section 2 get the researcher's attention. It is because this section examines students or test-takers' ability in identifying structure, expressions, and grammatical patterns. Furthermore, Philips, Roger, King and Stanley as quoted from Hajri categorize structure and written expression into some topics. They are:

- |                           |                             |
|---------------------------|-----------------------------|
| 1. Subject-verb agreement | 6. Gerund and infinitive    |
| 2. Verb-tense agreement   | 7. Comparison               |
| 3. Word form              | 8. Clause-formation         |
| 4. Reduced clause         | 9. Parallel structure       |
| 5. Connector              | 10. Redundancy <sup>1</sup> |

It is common to find error in test-takers' or students' answer sheets. The errors in this section can be clearly identified and analyzed either. That is why structure and written expression section on TOEFL is worth to study. It is known that inverted subject-verb, adjective clause, and noun clause are commonly tested in this second section of TOEFL test. The researcher had experienced dealing with them. Certainly, every student or test-taker will deal with inverted subject-verb, adjective clause, and noun clause.

---

<sup>1</sup>Titin Hajri, Jufriзал, and Delvi Wahyuni, "An Analysis of Difficulties in Answering Structure and Written Expression of TOEFL Made by English Students of Universitas Negeri Padang," *English Language Teaching* 7, no. 1 (2018): p. 94–96, [ejournal.unp.ac.id](http://ejournal.unp.ac.id).

There is a situation where the students or test-takers get error in answering items particularly in inverted subject-verb, adjective clause, and noun clause items. The error students get can be studied and it will be a study of error analysis. It can clearly describe the errors based on the theory of error. The analyzed errors become something important for the students, and even it can be a reference for further study. This reason drives the researcher to do a research, to analyze the errors in inverted subject-verb, adjective clause, and noun clause items from students' answer sheets. So, the researcher is interested in making a research of analyzing errors in inverted subject-verb, adjective clause, and noun clause items which are found in structure and written expression section of TOEFL test at Padangsidempuan state institute for Islamic studies.

## **B. Focus of the Problem**

Here the researcher focuses on two parts in this thesis:

1. Analyzing errors in inverted subject-verb items, adjective clause items, and noun clause items which are found in structure and written expression section of TOEFL test 3 and test 4.
2. Finding the dominant errors in inverted subject-verb items, adjective clause items, and noun clause items of TOEFL test 3 and test 4.

### C. Definition of the Terminologies

The researcher uses some terminologies to define the topic of the research. To avoid misunderstanding between the researcher and the reader, the terminologies are explained in these following definitions:

#### 1. Error Analysis

According to Longman dictionary, error analysis is a study of errors made by learners in order to identify strategy in language learning, cause of learner errors, and to obtain information as an aid for teaching.<sup>2</sup> Instead of just comparing a pair of languages, error analysis talks about study and it describes the communicative production of learner.<sup>3</sup> From above definitions, it may say that error analysis comes for study of language, so the errors should be based on students' real production.

#### 2. Structure and Written Expression

This is the second section in TOEFL test after listening comprehension section. Structure and written expression section tests the test-takers' ability to recognize formal written English.<sup>4</sup> Test-takers should know well about correct grammar to avoid errors in order to answer the questions. In this section, test-takers will find that there are two parts there, structure as the first part and written expression as the second part.

---

<sup>2</sup>Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edit (London: Pearson Education Limited, 2002), p. 184.

<sup>3</sup>Monika Ciesielkiewicz, "Error Analysis and Its Relevance to Teaching ESL Composition," *International Journal of Linguistics* 7, no. 5 (2015): p. 122, [www.researchgate.net](http://www.researchgate.net).

<sup>4</sup>Michael A. Pyle and Mary Ellen Munoz Page, *Cliffs Test of English as a Foreign Language: Preparation Tutor* (New Delhi: Wiley Dreamtech India, 2005), p. 25.

The first part contains 15 questions which the instruction will order the test-takers to choose one word or phrase to complete the sentence. The second part contains 25 questions which the instruction will order the test-takers to choose one of four underlined words or phrases which are wrong or grammatically not suitable to the sentence as the correct answer. Test-takers deal with this section for 25 minutes.

### 3. TOEFL Test

TOEFL stands for *Test of English as a Foreign Language*. TOEFL is one way to assess someone's language proficiency in English through the way of test. TOEFL is internationally organized by ETS (Educational Testing Service) in the United States. As the researcher said before, TOEFL has some kinds of itself. One of the kinds is TOEFL applied in paper-based system and use hand writing on it, so this is called as TOEFL-PBT (Paper-Based Test), the other kinds are called as TOEFL-iBT (Internet-Based Test), and TOEFL-ITP (Institutional Testing Program).

#### **D. Formulation of the Problem**

The researcher formulates the problem of the research as follows:

1. What are students' errors in inverted subject-verb items, adjective clause items, and noun clause items found in structure and written expression section of TOEFL test 3 and test 4?
2. What are the dominant errors in inverted subject-verb items, adjective clause items, and noun clause items found in structure and written expression section of TOEFL test 3 and test 4?



### **E. Objectives of the Research**

The objectives of the research are stated in the following sentences:

1. To identify and to analyze students' errors in inverted subject-verb, adjective clause, and noun clause items found in structure and written expression section of TOEFL test 3 and test 4.
2. To find the dominant errors occurred in inverted subject-verb items, adjective clause items, and noun clause items found in structure and written expression section of TOEFL test 3 and test 4.

### **F. Significances of the Research**

The result of this research is expected to be useful at least in four domains:

1. Lecturer of TOEFL class, this research may be useful to help finding the problems that the students get and try to overcome them. Thus, the lecturer can give attention more for inverted subject-verb, adjective clause, and noun clause. However, this also can be a reference for the one who is teaching TOEFL preparation program.
2. Students of TOEFL class, the students can realize their errors so that they can make improvements and give effort more to study TOEFL especially in inverted subject-verb, adjective clause, and noun clause items.
3. The researcher, this is a great experience to make a research about TOEFL. The researcher can apply what he has learnt from TOEFL preparation program through this research, to share some knowledge about TOEFL.

4. Other researcher, this research may stimulate other researcher to do further research in TOEFL whether it has the same topic but in different way or it is really different but still in area of TOEFL.

### **G. Outline of the Thesis**

This research consists of five chapters. Each chapter has some sub-chapters which are explained in detail. Chapter one talks about introduction of this research. It is started from background of the research, focus of the problem, definition of the terminologies, formulation of the problem, objective of the research, and significances of the research.

Chapter two is about theoretical description. This chapter contains the theories that the researcher uses to construct the understanding about the topic discussed in this study. The theories are related to definition of error, error analysis, error analysis in structure and written expression, inverted subject-verb, adjective clause, and noun clause. This chapter also contains the related findings from other studies.

Chapter three is methodology of the research. This chapter is about the method or the way that the researcher goes with in order to build and to do the research properly. This consists of time and place of the research, method, research subject, source of data, technique of collecting data, technique of checking data trustworthiness, and technique of data analysis.

Chapter four contains the result of the research and discussion. The result is clearly described based on the research findings in reality. The result shows the errors found in structure and written expression section of TOEFL

test. The result will be divided into two parts to make it easier to understand. These both parts consist of errors in inverted subject-verb, adjective clause, and noun clause. The first part contains findings in TOEFL test 3, and the second part contains findings in TOEFL test 4. This chapter also provides a section of discussion with other results from the related studies.

Chapter five consists of conclusion of the research and suggestion. In the conclusion, the researcher concludes whole the research into a part as the closing. The researcher also has some words to say for the readers in the suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Error Analysis

In learning any knowledge, there is fundamentally a process of making mistake, misjudgment, miscalculation, and erroneous no matter how good someone to learn it.<sup>1</sup> By the things that have been done wrongly, it involves revisions that bring them into better development. The revisions are even preceded in a way of analyzing.

According to Komaruddin, analysis is a way of studying on whole of something by deeply seeing the components, classifying them into its true part and making interpretation.<sup>2</sup> Analysis means a process of examining something to learn what it is made up. Furthermore, what is got should be separated into parts and possibly comes with comment and judgment.<sup>3</sup> To conclude, analysis becomes a way of studying something in-depth, examining, and giving interpretation through comment and judgment.

Ali states that error analysis is a linguistics analysis that focuses on the error learners make. It can even help the teacher aware of the difficult areas so the students are able to overcome the errors they did.<sup>4</sup> That is why error analysis becomes a process of analyzing that teacher or researcher use to

---

<sup>1</sup>H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Pearson Education, 2007), p. 257.

<sup>2</sup>Komaruddin, *Kamus Riset* (Bandung: Angkasa, 1987), p. 13.

<sup>3</sup>AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1987), p. 29.

<sup>4</sup>Ali Akbar Khansir, "Error Analysis and Second Language Acquisition," *Theory and Practice in Language Studies* 2, no. 5 (2012): p. 1029, [www.academypublication.com](http://www.academypublication.com).

know erroneous existed around the participants or informants<sup>5</sup>, describing, classifying, and evaluating the erroneous based on its cause. Error analysis is existed because students do error in language becoming a fact in the real life and its phenomena also cause why the erroneous can be risen as subject for this research.

### 1. Definition of error

Error may be commonly said as a state or condition of being wrong. It is important to understand about error particularly error in language. In dictionary, error is something done in wrong way, misprinted, and wrong in writing.<sup>6</sup> Brown says that error is misapplication of grammatical utterance or sentence which refers to the language competence of the learner.<sup>7</sup> To conclude, error happens when the learner's competency in English is applied in the wrong way including misapplication of grammar.

### 2. Difference between mistake and error

Generally, people judge that mistake and error are two same things. They are not fully right because technically both of them are different things which the distinction can be able to see in its phenomena. Tarigan states that mistake comes from incorrect performance in language, while error is incorrectness of language competence.<sup>8</sup> This theory is related to

---

<sup>5</sup>Henry Guntur and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 1990), p. 170.

<sup>6</sup>Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 290.

<sup>7</sup>Brown, *Principle of Language Learning and Teaching*, p. 258.

<sup>8</sup>Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa* (Bandung: Angkasa, 1988), p. 274.



language competence which it is the learner's ability to understand and use language appropriately to communicate in social and school environment. This research discusses analyzing errors in sentence structure so that this research goes along with linguistics of language competence.

James as quoted in Brown states that error cannot be corrected by someone himself, while mistake can be objectively corrected and observable.<sup>9</sup> Ellis states in Erdogan that there are two ways to distinguish between mistake and error. First one is to check learner's performance in using language, if he sometimes uses correct form and sometimes is wrong, it must be mistake.<sup>10</sup> However, if he always uses it incorrectly, it is error. The second is to ask him to fix his incorrect utterance. When he is able to, it must be mistake, but it will be error if he is unable to.

Error cannot be self-corrected, while mistake can be self-corrected. So to conclude, both mistake and error should be understood so that people do not misunderstand what the truth of them are which mistake is something wrong in someone's performance in using language, while error is something wrong in someone's language competence.

### 3. Source of error

Brown in Hasyim classifies source of error into four kinds, they are:

---

<sup>9</sup>Brown, *Principle of Language Learning and Teaching*, P. 258.

<sup>10</sup>Vacide Erdogan, "Contribution of Error Analysis to Foreign Language Teaching," *Mersin University Journal of the Faculty of Education* 1, no. 2 (2005): p. 263, [www.researchgate.com](http://www.researchgate.com).

- a. Inter-lingual transfer. It is the negative influence of the mother tongue of learner.
- b. Intra-lingual transfer. It is the negative transfer of items within the target language, the incorrect generalization of rules within the target language.
- c. Context of learning. It overlaps both inter-lingual and intra-lingual transfer.
- d. Communication Strategies. Norrish as quoted in Hasyim classifies cause of error from someone's communication strategies into three types that are carelessness, first language interference, and translation.<sup>11</sup>

Furthermore, they are described as follows:

#### 1) Carelessness

It is closely related to lack of motivation. Many teachers will admit that it is not always student's fault if he loses interest, perhaps the materials or style of presentation does not suit him.

#### 2) First language interference

Learning a language whether a mother language or foreign language is a matter of habit formation. When someone is trying to learn new habit, the old one will interfere to the new one.

#### 3) Translation

Translation becomes error when student translate his first language sentences or utterances into target language word by

---

<sup>11</sup>Sunardi Hasyim, "Error Analysis in the Teaching of English," *Letters* 4, no. 1 (2002): p. 45, puslit2.petra.ac.id.

word.<sup>12</sup> This case comes from incorrectness that student does in the way of transferring grammatical elements from source language into target language. This can be said as overgeneralization. Meanwhile, the rules in source language may not be suitable to target language.

#### 4. Error Classification

Error is classified into some kinds such as linguistic category classification, surface structure classification, up to combined classifications. In this research, the researcher uses surface structure for the error classification. Based on the surface structure quoted from James, error has 4 categories, they are:

##### a. Omission

Omission is a language phenomenon which element of the grammar is deleted. It affects the function of word rather than the content.<sup>13</sup> On the correct sentence, all elements needed to form a simple sentence are existed which there are the subject, the verb, the object or the compliment. Otherwise, it can be error if it is constructed such as missing a word which grammatically affects the structure of the sentence though the sentence still has meaning in context.

Someone can get what the other wants to say though it has something missing in his sentence. For example, sentence *She beautiful* has one missing element. The missing word is an auxiliary verb *is*. It is

---

<sup>12</sup>Hasyim, p. 47.

<sup>13</sup>Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (New York: Routledge, 2013), p. 106, libgen.is.

grammatically an error which the auxiliary verb *is* is omitted. In spite of the error, the reader can understand what the sentence is trying to say.

b. Addition

Dulay, Burt, and Krashen as quoted in James classify this indicator of error into 3 subtypes. They are regularization and irregularization, double marking, and simple addition.<sup>14</sup> Here the explanation of those indicators.

1) Regularization and irregularization

First, regularization, which is to spread rules to domains where they do not apply, takes the word *buyed* for *bought* as example. In this case, the correct form for past time is *bought* while *buyed* is an error of regularization which the writer writes the word in past form just like judging that all verbs become regular in past time. Irregularization is to form verb into irregular while it is regular verb.

2) Double marking

The second subtype is double marking, defined as failure to delete certain items which are required to construct a sentence. For example, *he doesn't knows me* contains redundant of third person mark which verb *knows* is still used when there is an auxiliary verb *does* come first.

---

<sup>14</sup>James, p. 107–108.

### 3) Simple addition

The third type is simple addition which means all additions found in the sentence but out of regularization and double marking types. It includes addition of anything not needed or not proper to for the sentence.

#### c. Misformation

Misformation is defined as the use of wrong form of a structure or morpheme.<sup>15</sup> Take an example of sentence *I drunk a glass of juice* which word *drunk* as a past participle is presented while this sentence is in past tense form. Sentence *I bought that books* which the misformation is happened on word *that* or *books*. It depends on the context, if it is talking about buying one book, certainly the word *books* is misformation. If it is talking about buying more than one book, certainly the word *that* is misformation of demonstrative pronoun.

#### d. Misordering

This happens when someone cannot put the words in right place or order they should be. Arranging words in right order is also needed besides selecting the right form to use in the right context.<sup>16</sup> Misordering is sensitive in area of adverbials, interrogatives, and adjectives where in modern English words are less free than old English.

---

<sup>15</sup>James, p. 108.

<sup>16</sup>James, p. 110.

## B. Inverted Subject-Verb

Structure in normal sentence in English generally contains subject, verb, and object or complement in order, but inverted subject-verb does not apply that. Inverted subject-verb is one variety of English structure which subject and verb do not stand in order of sentence formation as usual. They are inverted just like the formation of a question in English where the verb comes first then the subject follows it.<sup>17</sup> Take example of making question which subject and verb are inverted. In normal sentence subject comes first then verb follows it, but in question verb comes first then subject follows it. That is what called as inverted subject-verb.

On TOEFL test, most common inverted subject-verb items occur in situations of forming questions, place expressions, negative expressions, conditional sentences, and comparisons. Those situations are going to be explained more. Every subject here is coded with “S” and verb is coded with “V”.

### 1. Inverted subject-verb in question

Forming question needs question words and auxiliary verbs. Even it can be formed using auxiliary verb without question words. Both ways order sentence to make condition where subject and verb must be inverted.

---

<sup>17</sup>Deborah Phillips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests* (New York: Pearson Education, 2001), p. 234, [www.pdfdrive.com](http://www.pdfdrive.com).



**Table 1**  
**Structure of sentence and question**

Sentence	Question
<u>He is</u> our teacher. S V	<u>Is he</u> our teacher? V S
<u>She went</u> to the hospital. S V	<u>Did she go</u> to the hospital? V S V
<u>They want</u> apples. S V	What <u>do they want</u> ? V S V
<u>He lives</u> with his brother. S V	Who <u>does he live</u> with? V S V

That is how inverted subject-verb constructs questions. In case of the sentence *What do they want?*, there are two verbs but only one verb is inverted. It happens because the first verb is functioned to introduce the question<sup>18</sup> and it is the rule to make question form that it needs auxiliary verb after the question word. If the auxiliary verb “do” does not exist there, it may say that the question word is to join clauses not to make a question form.

## 2. Inverted subject-verb in place expression

When a sentence starts with a word or phrase that tells place, it sometimes inverts the subject and the verb. This often uses the words *here*, *there*, and *nowhere*.<sup>19</sup> They are not the subjects but words to express place. Take a look at the following figure.

---

<sup>18</sup>Phillips, p. 235.

<sup>19</sup>Phillips, p. 236.

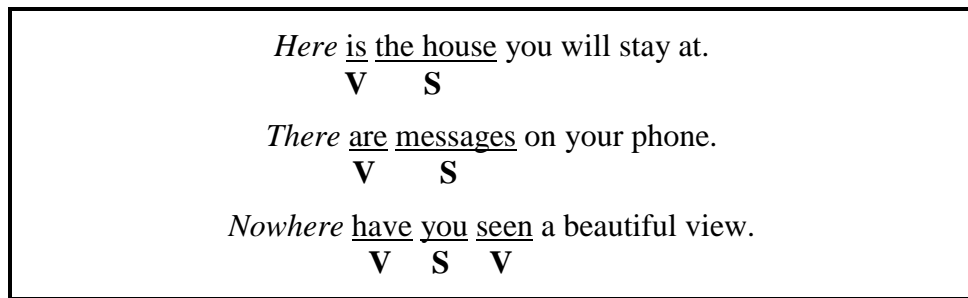


Figure 1. Inverted subject-verb formed with words of place expression

From above example, it shows how the words of place expression work in inverted subject-verb. *Here*, *there*, and *nowhere* do not represent the subjects but they are the words of place expression though they stand in the beginning of sentences.

Not only using words *here*, *there*, and *nowhere*, expressing place also can be presented by using prepositional phrase. Again, it is not the subjects at all.

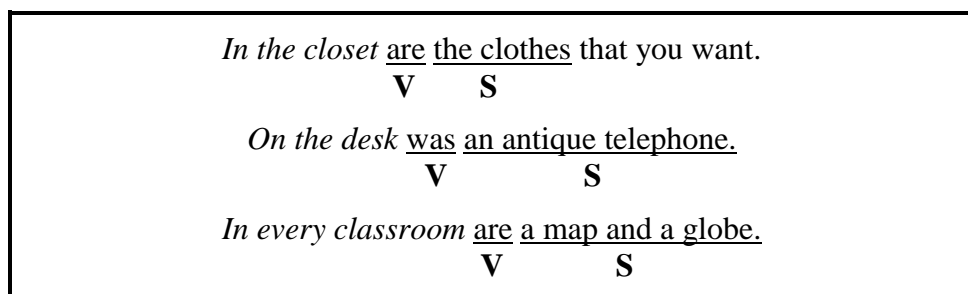


Figure 2. Inverted subject-verb with prepositional phrase

It is important to understand that the subject and verb will invert after place expression in the beginning of a sentence only when the place expression is necessary to complete the sentence. Look at these following examples.

<i>In the forest</i> <u>are</u> many <u>exotic birds</u> .		
	<b>V</b>	<b>S</b>
<i>In the forest</i> <u>I</u> <u>walked</u> for many hours.	<b>S</b>	<b>V</b>

Figure 3. Exception in inverting subject-verb

In the first example, the subject *birds* and the verb *are* are inverted because the place expression *in the forest* is needed to complete the idea *many exotic birds*. In the second example, the subject and the verb are not inverted because the idea *I walked for many hours* is complete without the place expression *in the forest*. Therefore, the place expression is not needed.

### 3. Inverted subject-verb in negatives

Negatives and related expression also become the condition which inverted subject-verb can be applied. The expressions in the beginning of the sentence include *no*, *not* or *never*. Certain words in English such as *hardly*, *barely*, *scarcely*, and *only* act like negatives.<sup>20</sup> If one of them comes in the beginning then subject and verb are also inverted.

<i>Not once</i> <u>did</u> <u>I</u> <u>miss</u> a question.		
	<b>V</b>	<b>S</b> <b>V</b>
<i>Never</i> <u>has</u> <u>Mr. Jones</u> <u>taken</u> a vacation.		
	<b>V</b>	<b>S</b> <b>V</b>
<i>At no time</i> <u>can</u> <u>the woman</u> <u>talk</u> on the telephone.		
	<b>V</b>	<b>S</b> <b>V</b>

<sup>20</sup>Phillips, p. 239.

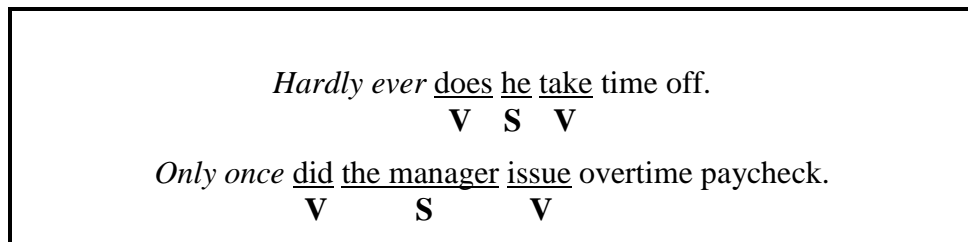


Figure 4. Inverted subject-verb in negatives

#### 4. Inverted subject-verb in conditionals

Inversion may happen when the auxiliary verbs in conditional sentences are *had*, *should*, or *were*, and conditional connector *if* is omitted.

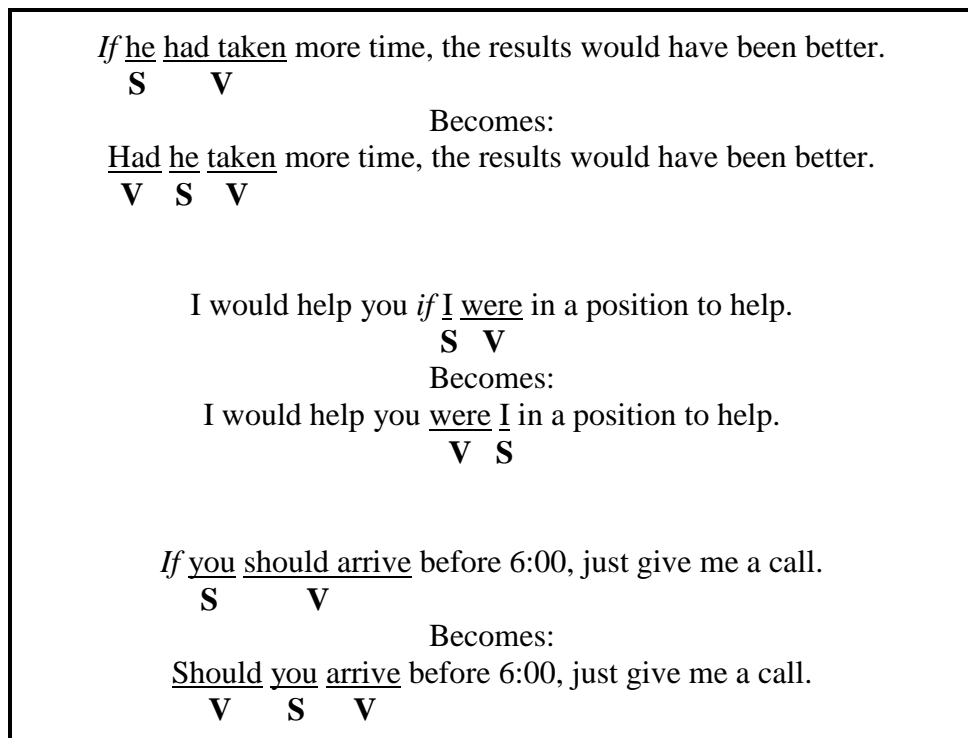


Figure 5. Inverted subject-verb in conditional sentences

#### 5. Inverted subject-verb in comparisons

Inversion in comparison is optional, rather than required, and it is rather formal structure. There are a number of inverted comparisons on TOEFL test test-takers should be familiar with that.

My sister spends <i>more</i> hours in the office <i>than</i> John.
My sister spends <i>more</i> hours in the office <i>than</i> <u>John</u> <u>does</u> .
S      V
My sister spends <i>more</i> hours in the office <i>than</i> <u>does</u> <u>John</u> .
V      S

Figure 6. Optional comparison

No matter how it looks, all those three comparison are correct in English. It is possible to have *John* alone, *John does*, or *does John*. That is why inversion in comparison is optional.

### C. Adjective Clause

Adjective clause is also called relative clause. Adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun.<sup>21</sup> It simply defines that adjective clause is a clause which functions as an adjective for a noun.

Adjective clause uses word *that* and also question words such as *who*, *whose*, *where*, *when*, *why*, *which*, and *whom* as connectors or they are usually called relative pronouns. Furthermore, adjective clause combines two phenomena into one sentence and it is defined into these kinds, they are adjective clause modifying subject, adjective clause modifying the object, the use of relative adverb, and adjective clause modifying indefinite pronouns.

#### 1. Adjective clause modifying the subject

This means the adjective clause modifies the subject of the second sentence. These following examples show the pattern.

<sup>21</sup>Betty Schramper Azar, *Understanding and Using English Grammar*, Third Edit (New York: Pearson Education, 1999), p. 267.

- a. They listened to the man. He was reading the announcement.
- b. I saw the boy. He won the race.
- c. I know Amir. His motorcycle was broken.
- d. This is the letter. It is going to be sent.
- e. The car is mine. It is parked beside yours.

Those all have two sentences for each example. They can be joined into one sentence by forming adjective clauses. Adjective clause modifies the underlined subject of each sentence with the connector and combines it so that the sentence becomes one sentence. In addition, connector *who* is used for person, *whose* is used for possession, *which* is used for thing, and *that* is used for both person and thing.<sup>22</sup> Then, they will look like these:

- a. They listened to the man *who* was reading the announcement.
- b. I saw the boy *who* won the race.
- c. I know Amir *whose* motorcycle was broken.
- d. This is the letter *which* is going to be sent.
- e. The car *that* is parked beside yours is mine.

From the above examples, it shows that the adjective clauses modify only the subjects with proper connectors in right sentence phenomena. As in every sentence, each connector suits its own sentence such as *who* is used as connector to describe person and “the man” is the person in one case.

## 2. Adjective clause modifying the object

In this kind, the adjective clause modifies the object of sentence.

The adjective clause is placed in the beginning of the clause.<sup>23</sup> Unlike the

---

<sup>22</sup>Azar, p. 268.

<sup>23</sup>Azar, p. 268.



previous kind, this cannot be placed in the middle. Adjective clause modifies the object of sentence so that the object can be described by forming clause. These may be the examples.

- a. The boy was Ahmad. I saw him.
- b. The book was yours. He took it.
- c. The last food was not delicious. We ate it last night.

Those examples are formed into adjective clause and the changes can be seen as below.

- a. The boy *who* I saw was Ahmad.
- b. The book *which* he took was yours.
- c. The last food *that* we ate last night was not delicious.

The changes can be seen which every object of those examples form adjective clauses with their connector *who*, *which*, and *that*. So, someone does not need to state two ineffective sentences, all he needs is to form an adjective clause such as the examples above.

### 3. The use of relative adverbs

Relative adverbs are an adverb used to introduce clauses. Relative adverbs have the same function as relative pronouns do, but both relative pronouns and relative adverbs are a little bit different which relative adverbs are not used to modify subject or object but they modify certain information such as time, place, and reason.

- a. That house is big. He lives there.
- b. I will always remember the day. We first met at that day.
- c. He left them. They wanted to know the reason

Those examples will be like these.

- a. That house *where* he lives is big.
- b. I will always remember the day *when* we first met.
- c. They wanted to know *why* he left them.

In the first example, word “there” is modified with connector *where* because it signs place. In the second example, “at that day” is modified with connector *when* as it signs time. The last, connector *why* signs reason of the phenomenon.

#### 4. Adjective clause modifying indefinite pronouns

Adjective clause can modify indefinite pronoun such as *somebody*, *someone*, *anybody*, *anyone*, *anything*, *everything* or other.<sup>24</sup> These examples show that.

- a. Anybody *who* wants to come is welcome.
- b. There is no one *who* knows the answer.

In certain case, people do not place a connector into a sentence containing an indefinite pronoun. They often omit the connector such as like these.

- a. Is there anyone wants to join me?
- b. Everything he did was nonsense

#### D. Noun Clause

Noun clause is a dependent clause that functions as a noun. It can be a subject or object of the sentence.<sup>25</sup> Unlike adjective clause, noun clause is not

---

<sup>24</sup>Azar, p. 280.

<sup>25</sup>Slamet Riyanto, *A Complete Grammar for TOEFL Preparation* (Yogyakarta: Pustaka Pelajar, 2009), p. 187.

to describe or give more information about the noun but to state a noun. Becoming a noun, noun clause should consist of subject and verb<sup>26</sup> and it also needs a marker or subordinator placed before the subject such as a question word, *whether*, *if*, or *that*.

#### 1. Noun clause beginning with a question word

This shows that the noun clause can be began with a question word as its subordinator. The question word must be in the beginning of the clause then it is followed by the subject and verb of the clause. Here some examples of noun clause beginning with a question word

**Table 2**  
**Structure of noun clause**

<b>Noun Clause (Question Word + S + V)</b>	<b>Be + Complement</b>
<i>What</i> you did	was not good.
<i>Who</i> stayed there	was my father.
<i>Where</i> he comes from	is important.

In above examples, all noun clauses are formed as the subjects of the sentences. Question word as the subordinator begins each clause then it is followed by subject and verb while the next clause contains auxiliary verb and complement. If it is like second example which the subordinator *who* is not followed by any subject while the noun clause should has subordinator, subject, and verb as it is explained above, it is still correct because *who* simultaneously becomes the subordinator and the subject in

---

<sup>26</sup>Azar, *Understanding and Using English Grammar*, p. 239.

this case. These following examples are the noun clause with verb and complement.

**Table 3**  
**Noun clause with verb and complement**

<b>Noun Clause</b>	<b>Verb</b>	<b>Complement</b>
<i>How</i> you get it	will be	a big chance.
<i>Where</i> you live	Affects	your personality.
<i>Who</i> stands against him	may lose.	

It is not far different from the previous. Unlike the previous that has auxiliary verb without head verb, those examples have auxiliaries and head verbs. The same case as above, where there is no subject in the noun clause of the third example and *who* represent both the subordinator and the subject.

**Table 4**  
**Noun clause as the object of sentence**

<b>Subject + Verb</b>	<b>Noun Clause</b>
This is	<i>what</i> I need
I am worried	<i>how</i> she is now
You knew	<i>why</i> I he did it.
I don't know	<i>where</i> Agung studies
People like	<i>how</i> the man acts in the film

Those above examples show that noun clause placed as the object of sentence. Still, subordinator must be presented in the beginning of the noun clause. Reminding again, every subordinator must suit its noun such

as *what* and *which* state thing, *who* states person, *when* states time, *where* states place, *why* states reason, and *how* states way of process.

## 2. Question word followed by infinitive

This kind is a little different with the noun clause beginning with a question word. Infinitive follows the question word to state the noun. Unlike noun clause beginning with a question word which after the question word must be subject and verb, this kind places infinitive after the question word just to express meaning of *should*, *can*, and *could*.<sup>27</sup> Look at this following table.

**Table 5**  
**Infinitive in noun clause**

<b>Noun Clause Beginning with a Question Word</b>	<b>Question Word Followed by Infinitive</b>
You know <i>what you should write</i> .	You know <i>what to write</i> .
She cannot think <i>whether she can trust him or betray him</i> .	She cannot think <i>whether to trust or to betray him</i> .
Tell me <i>how I can get that prize</i> .	Tell me <i>how to get that prize</i> .
The man told them <i>where they could find the key</i> .	The man told them <i>where to find the key</i> .
Father reminded me <i>when I could go outside</i> .	Father reminded me <i>when to go outside</i> .
My teacher taught me <i>how I should respect parents</i> .	My teacher taught me <i>how to respect parents</i> .

---

<sup>27</sup>Azar, p. 247.

Those make the sentences varied. Every subject and words *should*, *can*, and *could* of the noun clause are changed into infinitive. In addition, word *whether* can also be used in this kind but it functions to make choice.

### 3. Noun clause beginning with *whether* or *if*

*Whether* is a word usually used to make a choice of action and *if* is a word to express condition and sometimes to make choice. *Whether* is more acceptable in formal English, but *if* is commonly used in speaking.<sup>28</sup> Being almost the same as noun clause beginning with question word, this kind also presents *whether* and *if* in the beginning of the noun clause. Look at these examples.

- a. I don't know *whether she will come*.
- b. I don't know *if she will come*.
- c. I wonder *whether he needs help or not*.
- d. I wonder *if he needs help*.
- e. I wonder *whether or not she will come*.
- f. I wonder *whether she will come or not*.
- g. I wonder *if she comes or not*.
- h. *Whether she comes or not* is unimportant to me.

### 4. Noun clause beginning with *that*

When word *that* introduces the noun clause, it does not have meaning in itself. It simply marks the beginning of the noun clause.<sup>29</sup> In some cases, it is usually omitted. Take a look at these examples.

- a. I think *that she is a good actor*.
- b. I think he is a good actor.
- c. We know (*that*) the world is round.

---

<sup>28</sup>Azar, p. 245.

<sup>29</sup>Azar, p. 248.

## E. TOEFL

TOEFL stands for Test of English as a Foreign Language. It is a kind of test organized by ETS or English Testing Service which to assess test-taker's proficiency in English language. This test is provided for nonnative speaker of English who uses English as a foreign language.<sup>30</sup> TOEFL currently has 2 formats; they are paper format and computer format. They both have the same number of section which consists of listening comprehension section, structure and written expression section, reading comprehension section, and test of writing English or TWE section. Otherwise, paper format and computer format have a number of differences such as time given for each section, the number of the item, and in calculating the score.

Listening comprehension section in paper format contains 50 items for 35 minutes, while in computer format contains 30 to 50 items for 40 to 60 minutes. Structure and written expression section in paper format contains 40 items for 25 minutes, while in computer format contains 20 to 25 items for 15 to 20 minutes. Reading comprehension section in paper format contains 50 items for 55 minutes, while in computer format contains 44 to 60 items for 70 to 90 minutes. Otherwise, test of writing English in both paper and computer format has the same number of question and time, 1 essay question for 30 minutes.

---

<sup>30</sup>Phillips, p. xiii.

Structure and written expression, the chosen section for this research tests the test-taker's ability to recognize formal written English. The questions are about subject verb agreement, adverb connector, appositive, coordinate conjunction, adjective clause, degree of comparison, past participle, passive meaning, noun form, article, verb form, distinguishing alike and like, preposition, countable and uncountable noun, pronoun, using other and another, adverb of time, present perfect continues, parallelism, adverb of manner, the use of such and such as, and diction.<sup>31</sup> Having errors in answering this section is common around students. Thus, analyzing errors in this section become an important thing to do in order to evaluate erroneous that students made. Error analysis in structure and written expression section is about to indicate errors in inverted subject-verb, adjective clause, and noun clause items.

#### **F. Review of Related Findings**

The researcher needs to make a discussion between researcher's own research and other researches in order to complete this study. This also becomes a way to create a good comparison with other sources. The researcher finds three other researches related to this research, they come from Jonathan's, Qonaatun's, and Rohmah's.

In Jonathan's research, he found that there was variety of error presented on his analysis of 20 topics in structure and written expression section. 21 students failed to achieve the minimum score of 50 in structure and

---

<sup>31</sup>Nunung Nurhayati and Berita Mambarasi Nehe, "An Analysis of Students' Strategies in Answering TOEFL," *English Language Studies* 1, no. 1 (2016): p. 13, [jurnal.untirta.ac.id](http://jurnal.untirta.ac.id).



written expression.<sup>32</sup> He limited only analyzing five most frequent errors; they were noun phrase, participial phrase, adjective phrase, relative pronoun, and complex sentence. After doing the research, it showed that the participial phrase took the most error with 66.67% in percentage, then it was followed by 57.14% for adjective phrase, 51.79% for noun phrase, 51.19%, and 31.75% for complex sentence.

In Qonaatun's study, she explained that the test-takers' ability in structure and written expression section of TOEFL was poor. There were 12 participants as the research subjects and the highest percentage of errors showed that the test-takers were poor in passive by 79.1% of participants, then it was followed by 76.47% for verb, 75.72% for noun, 75% for adverb, 66.62% for conjunction, 65.42% for adjective, and 62.45% for pronoun.<sup>33</sup> In the end, she stated that the result of his research showed how poor or weak the test-takers' ability were.

Other study came from Rohmah's. In her study, there were 30 students who became the participants of the research and 51.24% of error percentage showed that most students did error in word form, one of 9 skill areas that she decided to study. It was the highest frequency of error, then it was followed by word order, the verbal, correct usage, subject and verb, parallel structure, pronoun form, full subordination, up to verb agreement,

---

<sup>32</sup>Jonathan Tanihardjo, "The Analysis of Students' English Competence in the Grammar Section in the Paper-Based TOEFL: A Case Study at English Department in Bunda Mulia University," *English Language and Culture* 6, no. 1 (2016):p. 22, journal.ubm.ac.id.

<sup>33</sup>Aa Qonaatun, "An Analysis of Test Taker's Error on Structure and Written Expression of TOEFL Test at JLC (Jims Language Course)," *English Language and Teaching Literature* 2, no. 1 (2019): p. 38–39, ejournal.lppm-unbaja.ac.id.

tense, and form as the lowest percentage.<sup>34</sup> She stated that word form items needed to be emphasized more.

The researcher presented the result of this research in chapter IV of this thesis. There the researcher needs to make discussion with three related findings above. It will be provided in part discussion where the result of this research will be compared with the three related findings to get wider view related to the topic of the researches.

---

<sup>34</sup>Aini Ainur Rohmah, "An Analysis on the Students' Grammatical Errors in the TOEFL Test" (UIN Syarif Hidayatullah, 2004), p. 50, id.123dok.com.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of the Research**

The research was begun from August 2019 up to September 2019. It was the proper time to do this research because the documents that the researcher needed could be taken after the last test of TOEFL was conducted. The research was conducted at Padangsidempuan State Institute for Islamic Studies (IAIN Padangsidempuan), located at Jln. H.T. Rizal Nurdin Sihitang, Padangsidempuan, North Sumatera. Specifically, the place of the research was in Language Development Center.

#### **B. Research Method**

This research was a library research which uses documents analysis method. It is a content analysis which is a method for studying documents.<sup>1</sup> This method was suitable to study the documents already available as a solution. Using qualitative way, the documents could be understood and interpreted so that the results would be presented through words. This research was not going to generalize the result because different phenomenon means different experience of each participant or informant which affects interpretation and results of the collected data.

---

<sup>1</sup>C.R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International, 2004), p. 7, en.bookfi.net.

### **C. Research Subject**

According to the condition, the researcher took 9 students of TOEFL class as the participants for this research. All of them were students of English department gathered from the fifth and the seventh semester in state. They were chosen because they had fulfilled the researcher's consideration of taking research participants.

### **D. Source of the Data**

Source of the data in this research is documents. The documents are taken from students' question sheets and answer sheets of TOEFL test. Through these question sheets and answer sheets, the researcher found the items needed to be analyzed and identified the errors then. TOEFL class provided 4 tests which each test was held once a month so that 4 months meant 4 tests in its process. Test 1 tested of what the students had learned from the lessons in the first month. Test 2 tested of what the students had learned in the second month then so did test 3 and 4. Question sheets and answer sheets of test 3 and 4 became the source of the data. They were taken from the students and property of Language Development Center with permission.

### **E. Technique of Collecting Data**

Key instrument of this research was the researcher himself. This research is to analyze students' errors in structure and written expression on

TOEFL test. Thus, the data of this research were taken from documents of students' question sheets and answer sheets of test 3 and 4. Both level 3 and 4 contained the items needed to be analyzed; there were inverted subject-verb, adjective clause, and noun clause.

By studying the documents, the researcher was able to find which erroneous points that the students got from the tests. In addition, studying documents could be appropriate to find which errors of inverted subject-verb, adjective clause, and noun clause that the students got in structure and written expression section. The researcher was able to analyze the findings either.

#### **F. Technique of Checking Data Trustworthiness**

Credibility is the one of the most important factors in establishing trustworthiness besides transferability, dependability, and confirmability. This criterion asks the researcher to seek for the truth and to ensure that the data obtained in the research is convenient to what the researcher intended. Here the researcher used member checking. Member checking asks the researcher to take back part of polished data.<sup>2</sup> It is a technique of credibility to check data accuracy through verifying the findings to the research participants. It was done in order to verify what the researcher had found to what the participants did and felt.

---

<sup>2</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Third Edit (Thousand Oaks: Sage, 2009), p. 191.

## G. Technique of Data Analysis

After collecting the data, then the next thing that researcher did was to analyze the data. Analyzing data was conducted in five steps as follows:

1. Data Managing. It is to start on process of analyzing and interpreting the data. Data managing is also to organize the data and check it for completeness. Here in data managing, the researcher examines all information or data has got from the instrument.
2. Reading/Memoing. It is time to read the data, trying to wisely point out issues that seem important by taking notes, underlining, or else.
3. Description. It addresses the issues. The aim is to provide a true picture of the phenomena that took place on it so the researcher and the reader have an understanding of context in this study.
4. Classifying. It is a process of categorizing ideas or concepts after they are examined and compared to one another.
5. Interpreting. It is a process of writing result of the study. It should be reflective, integrative, and explanatory aspect of dealing with a study's data.<sup>3</sup>

The researcher followed the steps stated on the above theory. First, the researcher examined all the documents needed for the research including question sheets and students' answer sheets in TOEFL test 3 and 4. Second, the researcher found the errors by reading all the documents, matching the analyzed items with the students' answers. Third, the researcher described

---

<sup>3</sup>L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, Sixth Edit (New Jersey: Prentice-Hall, 2000), p. 240.

clearly the errors found in each analyzed items, presenting the description of the errors. Fourth, the researcher put the errors into the categories they must be; omission, addition, misformation, and misordering. The researcher also categorized which one of the errors was the dominant error in each analyzed item. In the last step, the researcher wrote the result of this research with thick description so that what the researcher wanted to tell to the reader could be explained clearly.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

The researcher had mentioned before that this research was to analyzing errors in structure and written expression section on TOEFL test. There were 3 kinds of items the researcher intended to analyze. Particularly, the researcher meant to analyze the errors of inverted subject-verb, adjective clause, and noun clause items in the section of structure and written expression.

The researcher took the 9 students as the participants which they all were from English department in various states. The question sheets and the answer sheets were taken from the students and language development center with permission. List of research participants could be seen in the appendix 1.

The researcher prepared the data or documents needed to be analyzed and managed them. The prepared data or documents were students' question sheets and answer sheets in TOEFL test 3 and test 4. The question sheets for TOEFL test 3 could be seen in the appendix 2 and the students' answer sheets were in the appendix 3. The question sheets for TOEFL test 4 were in the appendix 6 and the students' answer sheets were in the appendix 7. What the researcher did next was reading the data and taking notes for some important points. This helped the researcher to analyze and describe the findings. The description of the findings was started from here.



Here the researcher divided the findings based on the test. There were 2 tests, so this became 2 parts. The researcher analyzed the errors found from TOEFL test 3 and test 4. Documents of each test were analyzed one by one. The findings were described in detail as follows.

### **1. Research findings in TOEFL test 3**

Looking at TOEFL test 3, the researcher found that inverted subject-verb, adjective clause, and noun clause were available. Look at appendix 2 for the question sheets and appendix 3 for the students' answer sheets. Distribution of the items could be seen in the appendix 5. The result was divided into 3 parts based on what was described inside.

#### **a. Errors in inverted subject-verb item**

In TOEFL test 3, there was only one inverted subject-verb item. It was located on number 11 in structure and written expression section. Here the researcher found the errors and analyzed them.

According to AF's answer sheet, she chose B which it was an error. The question was begun with word *only* followed by adverb of time *when* which meant subject and verb were inverted. In the answer choice, it is known that the subject was *a seed* and the verb was *germinate*. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. Thus, the correct answer was A which contained the inversion. What she chose was an

error of addition which she added something not needed to form the sentence.

In ASD's answer sheet, she chose B which it was an error of addition. The sentence needed an inversion since it was begun with words *only when* that indicated inverted subject-verb. What she answered was not proper with the need of sentence. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. What she had made or chosen was an error of addition, adding something not needed to form the sentence.

In IH's answer sheet, she chose B which it was an error of addition. The sentence needed an inversion since it was begun with words *only when* that indicated inverted subject-verb. What she answered was not proper with the need of sentence. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. What she had made or chosen was an error of addition, adding something not needed to form the sentence.

MS did error in answering inverted subject-verb item. She chose D which did not form an inverted subject-verb. What she answered was not proper with the need of sentence. In answer D, *for seed to germinate* was not what the sentence needed. The sentence needed an inversion since it was begun with words *only when* that indicated

inverted subject-verb. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. That was the error of addition she made, adding something not needed to form the sentence.

In PR's answer sheet, she chose B which it was an error of addition. The sentence needed an inversion since it was begun with words *only when* that indicated inverted subject-verb. What she answered was not proper with the need of sentence. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. What she had made or chosen was an error of addition, adding something not needed to form the sentence.

PS did error in answering inverted subject-verb item. She chose D which did not form an inverted subject-verb. What she answered was not proper with the need of sentence. In answer D, *for seed to germinate* was not what the sentence needed. The sentence needed an inversion since it was begun with words *only when* that indicated inverted subject-verb. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. That was the error of addition she made, adding something not needed to form the sentence.

In RH's answer sheet, she chose B which it was an error of addition. The sentence needed an inversion since it was begun with words *only when* that indicated inverted subject-verb. What she answered was not proper with the need of sentence. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. What she had made or chosen was an error of addition, adding something not needed to form the sentence.

TNN did error in answering inverted subject-verb item. She chose D which did not form an inverted subject-verb. What she answered was not proper with the need of sentence. In answer D, *for seed to germinate* was not what the sentence needed. The sentence needed an inversion since it was begun with words *only when* that indicated inverted subject-verb. The sentence was formed in simple present. Linguistically, the verb *germinate* consists of word *does* and *germinate*, so *does* must stand before *germinate* and it becomes an inversion. That was the error of addition she made, adding something not needed to form the sentence.

b. Errors in adjective clause item

In TOEFL test 3, there was only one adjective clause item. It was located on number 9 in structure and written expression section. Here the researcher found the errors and analyzed them.

In RH's answer sheet, she chose D and it was an error. The sentence needed an adjective clause connector in the blank space. She answered D which contained an adjective clause connector, but it was followed by word *they* as addition. Addition such as *they* was not proper because the sentence needed only the connector *which*. This was an error of addition since it added something wrong.

In TNN's answer sheet, she also did error by choosing D. The sentence needed an adjective clause connector in the blank space. She answered D which contained an adjective clause connector, but it was followed by word *they* as addition. Addition such as *they* was not proper because the sentence needed only the connector *which*. This was an error of addition since it added something wrong.

c. Errors in noun clause item

In TOEFL test 3, there were two noun clause items. They were located on number 8 and 12 in structure and written expression section. Here the researcher found the errors and analyzed them.

In AF's answer sheet, she chose A for question number 8 which it was wrong. Something needed in the blank space was a connector of noun clause. Answer A was not a noun clause connector and it indicated that she made an error of addition by choosing answer A. However, the correct answer was C which contained the noun clause connector *whether*. In number 12, she chose A which it was an error of addition since the sentence presented a noun clause at the beginning but

she made an addition out of noun clause there. Thus, the correct answer was D which contained connector *what* to imply a thing.

ASD chose D in noun clause item number 8 which it was an error of addition. The answer D contained what the sentence needed, a noun clause connector, but there was an addition of word *over* which made it an error. It added something not needed to form a noun clause. In number 12, she chose A which it was an error of addition. The sentence needed a noun clause connector to form the sentence. Word *causing* was not needed, the only needed was answer D contained noun clause connector. That made her did an error of addition which she added a word not proper to form the sentence.

IH chose C in noun clause item number 12 which it was an error. The sentence needed a noun clause connector to form the sentence. *To cause* was not needed, the only needed was answer D contained noun clause connector. That made her did an error of addition which she added a word not proper to form the sentence.

MS chose D in noun clause item number 8 which it was an error of addition. The answer D contained what the sentence needed, a noun clause connector, but there was an addition of word *over* which made it an error. It added something not needed to form a noun clause. In number 12, she chose A which it was an error of addition. The sentence needed a noun clause connector to form the sentence. Word *causing* was not needed, the only needed was answer D contained noun clause

connector. That made her did an error of addition which she added a word not proper to form the sentence.

PS chose A in noun clause item number 12 and it was an error. The sentence needed a noun clause connector to form the sentence. Word *causing* was not needed, the only needed was answer D contained noun clause connector. That made her did an error of addition which she added a word not proper to form the sentence.

RH chose C in noun clause item number 12 and it was an error. The sentence needed a noun clause connector, not an infinitive. She chose an infinitive which became an error of addition. It added something not needed to form the sentence

SM chose A in noun clause item number 12 which meant an error. The sentence needed a noun clause connector to form the sentence and word *causing* was wrong to fill the blank. What she did was an error of addition which added something not needed to the sentence.

TNN chose B in noun clause item number 8 which meant an error. It contained an adjective clause connector, but it was followed by word *it* as addition. Addition such as *it* was not proper because the sentence needed only the connector *which*. This was an error of addition since it added something wrong. In noun clause item number 12, she chose A which meant an error too. What the sentence needed was a noun clause connector, not a verb. That was *causing* did not suit the

sentence. It was an error of addition which she added something not needed to form a sentence.

All errors in found in TOEFL test 3 had been listed into a table. Look at appendix 4. They were categorized into what kind each error belonged to. Look at appendix 5 for the result.

## **2. Research findings in TOEFL test 4**

Looking at TOEFL test 4, the researcher found that inverted subject-verb, adjective clause, and noun clause were available. Look at appendix 6 for the question sheets and appendix 7 for the students' answer sheets. Distribution of the items could be seen in the appendix 9. The result was divided into 3 parts based on what was described inside.

### **a. Errors in inverted subject-verb item**

In TOEFL test 4, there was only one inverted subject-verb item. It was located on number 13 in structure and written expression section. Here the researcher found the errors and analyzed them.

Based on ASD's answer sheet, she answered A in inverted subject-verb item number 13 and it was an error. The sentence was begun with *not only*, a sign that indicated the subject and the verb should be inverted. Answer A did not invert the subject and the verb and it was formed normal without inversion. That made answer A was an error of misordering.

IH chose A in inverted subject-verb item number 13 and it was an error. The sentence was begun with *not only*, a sign that indicated the



subject and the verb should be inverted. Answer A did not invert the subject and the verb and it was formed normal without inversion. That made answer A was an error of misordering.

MS chose D in inverted subject-verb item number 13 which meant an error. The sentence was begun with *not only*, a sign to indicate an inverted subject-verb. The sentence needed to invert the subject and the verb, but answer D did not invert anything. Answer D added even an auxiliary verb *is* which indicated an error of addition.

PR chose A in inverted subject-verb item number 13 which meant an error. The sentence was begun with *not only*, a sign that indicated the subject and the verb should be inverted. Answer A did not invert the subject and the verb and it was formed normal without inversion. That made answer A was an error of misordering.

PS chose A in inverted subject-verb item number 13 and it was an error. The sentence was begun with *not only*, a sign that indicated the subject and the verb should be inverted. Answer A did not invert the subject and the verb and it was formed normal without inversion. That made answer A was an error of misordering.

RH chose A in inverted subject-verb item number 13 which meant an error. The sentence was begun with *not only*, a sign that indicated the subject and the verb should be inverted. Answer A did not invert the subject and the verb and it was formed normal without inversion. That made answer A was an error of misordering.

In TNN's answer sheet, she chose A in inverted subject-verb item number 13 and it was an error. The sentence was begun with *not only*, a sign that indicated the subject and the verb should be inverted. Answer A did not invert the subject and the verb and it was formed normal without inversion. That made answer A was an error of misordering.

b. Errors in adjective clause item

In TOEFL test 4, there was only one adjective clause item. It was located on number 14 in structure and written expression section. Here the researcher found the errors and analyzed them.

ASD chose A which meant an error. The sentence needed to form an adjective clause. The blank space should be filled with a connector. Answer A had the connector needed, but was not followed by linking verb which the clause should be. Answer A was an error of omission because there was a missing word in forming the clause with linking verb.

IH chose A in adjective clause item number 14 and it was an error. The sentence needed to form an adjective clause. The blank space should be filled with a connector. Answer A had the connector needed, but was not followed by linking verb which the clause should be. Answer A was an error of omission because there was a missing word in forming the clause with linking verb.

PR chose A in adjective clause item number 14 which meant an error. The sentence needed to form an adjective clause. The blank space

should be filled with a connector. Answer A had the connector needed, but was not followed by linking verb which the clause should be. Answer A was an error of omission because there was a missing word in forming the clause with linking verb.

PS chose A in adjective clause number 14 and it was an error. The sentence needed to form an adjective clause. The blank space should be filled with a connector. Answer A had the connector needed, but was not followed by linking verb which the clause should be. Answer A was an error of omission because there was a missing word in forming the clause with linking verb.

SM chose A in adjective clause item number 14 which meant an error. What the sentence needed was a connector to form a noun clause. This connector should be followed by linking verb. Answer A contained the connector, but not the linking verb. It was an error of omission by deleting a word from the sentence.

TNN chose D in adjective clause item number 14 and it was an error. The sentence needed to form a noun clause followed by a linking verb. It meant the sentence needed a connector of noun clause. Answer D had the proper linking verb already, but the problem was the connector. The connector in answer D was not used for a noun clause, but it was used for adjective clause. That made answer D an error of misformation.

c. Errors in noun clause item

In TOEFL test 4, there was two noun clause items. It was located on number 9 and 11 in structure and written expression section. Here the researcher found the errors and analyzed them.

Based on AF's answer sheet, she chose D in noun clause item number 9 which meant an error. The sentence needed a noun clause connector. Answer D did not have any connector there. There was an addition of word *about* that made this answer error. Thus, this answer was categorized as an error of addition. In noun clause item number 11, she did error too by choosing C which meant an error. The sentence needed to construct a noun clause in the blank space. Answer C contained two errors which one of them was an error of addition and the other was an error of misordering. There was an addition *are* which made the clause have two predicates, and word *from* was needed before the clause connector *whose*, not after the connector. That was why answer C was categorized as error of addition and error of misordering.

In noun clause item number 9, ASD chose A which meant an error. The sentence needed to form a noun clause preceded by present perfect tense. Answer A had the connector already, but the present perfect tense was wrong so that the clause was not related. The verb before the connector had to be formed in past participle, not formed in present. That made answer A an error of misformation. In noun clause item number 11, she chose A which meant an error. Answer A omitted

word *from* which was needed and it should be placed before the clause connector *whose*. Without the word *from*, sentence could not express what it intended to say correctly. That made answer A as an error of omission.

IH did error by choosing A in answering noun clause item number 11. Answer A omitted word *from* which was needed and it should be placed before the clause connector *whose*. Without the word *from*, sentence could not express what it intended to say correctly. That made answer A as an error of omission.

MS did error by choosing A in answering noun clause item number 11. Answer A omitted word *from* which was needed and it should be placed before the clause connector *whose*. Without the word *from*, sentence could not express what it intended to say correctly. That made answer A as an error of omission.

PR did error by choosing B in answering noun clause item number 11. Answer B omitted the clause connector *whose* that the sentence needed to construct noun clause. Without the connector *whose*, noun clause could not be constructed and the sentence could not express what it intended to say correctly. That made answer B as an error of omission.

PS did error by choosing B in answering noun clause item number 11. Answer B omitted the clause connector *whose* that the sentence needed to construct noun clause. Without the connector *whose*,

noun clause could not be constructed and the sentence could not express what it intended to say correctly. That made answer B as an error of omission.

RH did errors in answering noun clause items number 9 and 11. In noun clause item number 9, she chose D which meant to be an error. The sentence needed a noun clause connector. Answer D did not have any connector there. There was an addition of word *about* that made this answer error. Thus, this answer was categorized as an error of addition. In noun clause number 11, she did error by choosing A. Answer A omitted word *from* which was needed and it should be placed before the clause connector *whose*. Without the word *from*, sentence could not express what it intended to say correctly. That made answer A as an error of omission.

SM chose A in noun clause item number 9 and it was an error. What the sentence needed was a connector of noun clause. This connector should be preceded by a past participle since there was word *has* which indicated a past participle verb. Answer A contained the connector, but it was not preceded by a past participle verb. That made the answer A an error of misformation. In noun clause item number 11, she did error by choosing A. Answer A omitted word *from* which was needed and it should be placed before the clause connector *whose*. Without the word *from*, sentence could not express what it intended to say correctly. That made answer A as an error of omission.

TNN chose C in noun clause item number 9 and it was an error. What the sentence needed to form was noun clause. This noun clause was preceded by present perfect tense. Answer C did not contain any of sentence's need. It filled even something that was not needed to form noun clause. Answer D became an error of addition.

All errors in found in TOEFL test 4 had been listed into a table. Look at appendix 8. They were categorized into what kind each error belonged to. Look at appendix 9 for the result.

### **3. Dominant error in each analyzed item**

The researcher needed to show the readers dominant error in each analyzed item. This was done in accordance with one of the research objectives, besides identifying and analyzing the errors found in structure and written expression section on TOEFL test 3 and test 4, finding the dominant error in each analyzed item became the objective of the research too. Here the researcher divided this section into 3 parts which each part showed the dominant error in each item.

#### **a. Dominant error in inverted subject-verb**

The errors in inverted subject-verb had been described. Based on the finding in TOEFL test 3, it could be seen that 8 errors were found in inverted subject-verb item. It meant that 8 students made the errors. Look at appendix 5, it showed the 8 errors were categorized into errors of addition. In another words, the dominant error in inverted subject-verb on TOEFL test 3 was error of addition.

According to findings in TOEFL test 4 or appendix 9, the researcher found that there were 7 errors in inverted subject-verb item. 1 error was categorized into error of addition, while 6 other errors were categorized into errors of misordering. Here it was known that the dominant error in inverted subject-verb item on TOEFL test 4 was error of misordering.

b. Dominant error in adjective clause

In TOEFL test 3, the researcher found that there were 2 errors in adjective clause item. Look at appendix 5, the 2 errors were categorized into errors of addition. To conclude, the dominant error in adjective clause item on TOEFL test 3 was error of addition.

In TOEFL test 4, the researcher found that there were 6 errors in adjective clause item. Look at appendix 9, 1 error was categorized into errors of misformation, while the 5 other errors were categorized into errors of omission. To conclude, the dominant error in adjective clause item on TOEFL test 4 was error of omission.

c. Dominant error in noun clause

According to findings in TOEFL test 3, there were 4 errors in noun clause item number 8, and 8 errors in noun clause item number 12. All errors found in both noun clause item number 8 and 12 were categorized into errors of addition. So, the dominant error in noun clause item on TOEFL test 3 was error of addition.



In TOEFL test 4, there were 5 errors in noun clause item number 9, and 8 errors in noun clause item number 11. 3 errors of addition and 2 errors of misformation were found in number 9. On number 11, 7 errors of omission and 1 error of misordering were found. To conclude, the dominant error in noun clause item number 9 was error of addition, and the dominant error in noun clause item number 11 was error of omission.

## **B. Checking Data Trustworthiness**

The researcher mentioned that this research used member checking technique to check data trustworthiness. This technique allowed the researcher to seek for the truth and to ensure that the data obtained in the research was convenient to what the researcher intended. Member checking technique was to verify the findings to the research participants.

The researcher took the data from the research back to the participants and showed them the result in order to verify the data. The researcher explained the findings and asked all participants that the data were convenient to what came from participants. It made the data could be valid and be away from wrong interpretation.

In the process, the researcher showed the participants the findings in the research by matching the questions to their answers. It consisted of questions and answers in TOEFL test 3 and test 4. The researcher explained them the errors found based on their answers. The explanation of the errors included the reason why the errors happened and what kind of error they

were. The researcher also showed the participants the dominant error in each analyzed item on TOEFL test 3 and TOEFL test 4. After doing that, the researcher asked the participants whether all the errors found in each analyzed item on TOEFL test 3 and test 4 were truly their errors in order to clarify the findings. Finally, the researcher concluded that all the errors were truly their errors.

### C. Discussion

This research took 9 participants with their documents of question sheets and answer sheets in TOEFL test 3 and test 4. The researcher analyzed errors in structure and written expression on TOEFL test. All analyzed items consisted of inverted subject-verb, adjective clause, and noun clause. Based on the research findings, the researcher found that there were 23 errors in TOEFL test 3 and 18 errors in TOEFL test 4. Here the researcher needed to discuss the findings with other findings from other studies. The researcher had written the findings of other studies or researches come from Jonathan's, Qonaatun's, and Rohmah's.

In Jonathan's study, he took 21 students as the participant of his research and 20 topics in structure and written expression became analyzed. He found that participial phrase took the most error with 66.67% in percentage. It was followed by other topics such as adjective phrase, noun phrase, and complex sentence.<sup>1</sup> On the other hand, the researcher analyzed

---

<sup>1</sup>Jonathan Tanihardjo, "The Analysis of Students' English Competence in the Grammar Section in the Paper-Based TOEFL: A Case Study at English Department in Bunda Mulia University," *English Language and Culture* 6, no. 1 (2016): p. 22, journal.ubm.ac.id.

only 3 subjects of TOEFL. The researcher found that inverted subject-verb item and noun clause item took the most errors in TOEFL test 3. 8 errors in inverted subject-verb item and 8 errors in noun clause item number 12 were categorized into errors of addition. In TOEFL test 4, the most errors were found in noun clause item number 11. 8 errors were categorized into 7 errors of omission and 1 error of misordering.

In Qonaatun's research, she took 12 participants and found that 79.1% were wrong in answering passive item. It was followed by some other items up to the lowest 62.45% in pronouns. She stated that the participants had poor or weak ability in TOEFL.<sup>2</sup> According to the researcher's finding, there was no importance in assessing students' or test-takers' ability in answering TOEFL. The researcher only did error analysis in 3 subjects in structure and written expression of TOEFL test. However, from students' documents of test 3 and test 4, the researcher found that each student or participant did error whether it was in one, two, or even three subjects analyzed in both test 3 and test 4.

In Rohmah's research, she took 30 students as participants and 9 skills to be analyzed. She found that the highest percentage of error came from word form skill. It was followed by other skills up to verb agreement, tense, and form skill.<sup>3</sup> The researcher found the similarity between Rohmah's research and this research. Her research found that there were errors in word

---

<sup>2</sup>Aa Qonaatun, "An Analysis of Test Taker's Error on Structure and Written Expression of TOEFL Test at JLC (Jims Language Course)," *English Language and Teaching Literature* 2, no. 1 (2019): p. 38–39, [ejournal.lppm-unbaja.ac.id](http://ejournal.lppm-unbaja.ac.id).

<sup>3</sup>Aini Ainur Rohmah, "An Analysis on the Students' Grammatical Errors in the TOEFL Test" (UIN Syarif Hidayatullah, 2004), p. 50, [id.123dok.com](http://id.123dok.com).

order and subordination. In this research, the research also found errors in inverted subject-verb which became a part of word order just like in her research. Adjective clause and noun clause in this research also became parts of subordination in her research. In this research, the researcher also found errors in adjective clause and noun cause just like she did in her research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

##### 1. Errors in structure and written expression

The errors found in both test 3 and test 4 consisted of error of omission, error of addition, error of misformation, and error of misordering. 8 errors in inverted subject-verb, 2 errors in adjective clause, and 12 errors in noun clause were found in TOEFL test 3. In TOEFL test 4, 7 errors in inverted subject-verb, 6 adjective clause, and 13 errors in noun clause were found. In brief, 22 errors in TOEFL test 3 and 26 errors in TOEFL test 4 with various kinds of error showed that errors could not be avoided.

##### 2. Dominant error in each item

The dominant error in inverted subject-verb item on TOEFL test 3 was error of addition, while on TOEFL test 4 was error of misordering. In adjective clause item, error of addition became the dominant error on TOEFL 3, while error of omission became the dominant error in TOEFL test 4. In noun clause item, the dominant error on TOEFL test 3 number 8 and 12 was error of addition, while on TOEFL test 4 number 9 was error of addition, and number 11 was error of omission.

## **B. Suggestion**

After getting the result of the research, the researcher would like to give some suggestions as follows:

1. It is necessary for students to do more exercise and to learn more about TOEFL particularly in structure and written expression and all sections of TOEFL in general. It is to improve students' proficiency in English language.
2. Language Development Center of IAIN Padangsidimpuan can improve quality of organizing and running the TOEFL Boot Camp program better. This institution needs to make other great programs such as the TOEFL Boot Camp that has been running either. It is needed in order to produce better students with better English proficiency as the purpose of the institution itself.
3. Hopefully, people can realize that TOEFL is one important thing to master. It is not about English education students only, but it is about people that have to be qualified more in English language.

## REFERENCES

- Azar, Betty Schramper. *Understanding and Using English Grammar*. Third Edit. New York: Pearson Education, 1999.
- Brown, H. Douglas. *Principle of Language Learning and Teaching*. New York: Pearson Education, 2007.
- Ciesielkiewicz, Monika. "Error Analysis and Its Relevance to Teaching ESL Composition." *International Journal of Linguistics* 7, no. 5 (2015): 119–38. [www.researchgate.net](http://www.researchgate.net).
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Third Edit. Thousand Oaks: Sage, 2009.
- Erdogan, Vacide. "Contribution of Error Analysis to Foreign Language Teaching." *Mersin University Journal of the Faculty of Education* 1, no. 2 (2005): 261–70. [www.researchgate.com](http://www.researchgate.com).
- Gay, L.R., and Peter Airasian. *Educational Research: Competencies for Analysis and Application*. Sixth Edit. New Jersey: Prentice-Hall, 2000.
- Guntur, Henry, and Djago Tarigan. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa, 1990.
- Hajri, Titin, Jufrizal, and Delvi Wahyuni. "An Analysis of Difficulties in Answering Structure and Written Expression of TOEFL Made by English Students of Universitas Negeri Padang." *English Language Teaching* 7, no. 1 (2018): 93–105. [ejournal.unp.ac.id](http://ejournal.unp.ac.id).
- Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press, 1987.
- James, Carl. *Errors in Language Learning and Use: Exploring Error Analysis*. New York: Routledge, 2013. [libgen.is](http://libgen.is).
- Khansir, Ali Akbar. "Error Analysis and Second Language Acquisition." *Theory and Practice in Language Studies* 2, no. 5 (2012): 1027–32. [www.academypublication.com](http://www.academypublication.com).
- Komaruddin. *Kamus Riset*. Bandung: Angkasa, 1987.
- Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International, 2004. [en.bookfi.net](http://en.bookfi.net).
- Nurhayati, Nunung, and Berita Mambarasi Nehe. "An Analysis of Students' Strategies in Answering TOEFL." *English Language Studies* 1, no. 1 (2016): 10–18. [jurnal.untirta.ac.id](http://jurnal.untirta.ac.id).

- Phillips, Deborah. *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests*. New York: Pearson Education, 2001. [www.pdfdrive.com](http://www.pdfdrive.com).
- Pyle, Michael A., and Mary Ellen Munoz Page. *Cliffs Test of English as a Foreign Language: Preparation Tutor*. New Delhi: Wiley Dreamtech India, 2005.
- Qonaatun, Aa. "An Analysis of Test Taker's Error on Structure and Written Expression of TOEFL Test at JLC (Jims Language Course)." *English Language and Teaching Literature* 2, no. 1 (2019): 31–40. [ejournal.lppm-unbaja.ac.id](http://ejournal.lppm-unbaja.ac.id).
- Richards, Jack C., and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edit. London: Pearson Education Limited, 2002.
- Riyanto, Slamet. *A Complete Grammar for TOEFL Preparation*. Yogyakarta: Pustaka Pelajar, 2009.
- Rohmah, Aini Ainur. "An Analysis on the Students' Grammatical Errors in the TOEFL Test." UIN Syarif Hidayatullah, 2004. [id.123dok.com](http://id.123dok.com).
- Tanihardjo, Jonathan. "The Analysis of Students' English Competence in the Grammar Section in the Paper-Based TOEFL: A Case Study at English Department in Bunda Mulia University." *English Language and Culture* 6, no. 1 (2016): 19–30. [journal.ubm.ac.id](http://journal.ubm.ac.id).
- Tarigan, Henry Guntur. *Pengajaran Pemerolehan Bahasa*. Bandung: Angkasa, 1988.



## **CURRICULUM VITAE**

### **A. PERSONAL IDENTITY**

1. Name : Feri Sandi Nasution
2. Reg. Number : 15 203 00003
3. Place/Date of Birth : Padangsidempuan, 11 Februari 1997
4. Address : Jln. Jenderal Sudirman ex Merdeka No. 197 A,  
Padangsidempuan

### **B. EDUCATION**

1. In the of year 2009, graduated from SDN 200107 / 10 Padangsidempuan
2. In the year of 2012, graduated from MTsN 1 Padangsidempuan
3. In the year of 2015, graduated from MAN 1 Padangsidempuan
4. In the year of 2015, entered in IAIN Padangsidempuan, took English Educational Department in Tarbiyah and Teacher Training Faculty.

### **C. PARENT**

1. Father
  - a. Name : Abdul Kadir Nasution
  - b. Occupation : Seller
2. Mother
  - a. Name : Mawarni Lubis
  - b. Occupation : Housewife
3. Address : Jln. Jenderal Sudirman ex Merdeka No. 197 A,  
Padangsidempuan

## Appendix 1

### List of the Research Participants

No.	Name	Semester	Code
1	Aisah Fitri	V	AF
2	Aulia Sylvia Devana	VII	ASD
3	Ihsania	VII	IH
4	Meliana Sinaga	V	MS
5	Putri Ramadhani	VII	PR
6	Paujia Siregar	V	PS
7	Rismawati Harahap	VII	RH
8	Suci Maharani	VII	SM
9	Tasya Namira Nasution	V	TNN

## **Appendix 2**

### **Question Sheets for Structure and Written Expression Section in TOEFL Test 3**

## **Appendix 3**

### **Students' Answer Sheets for TOEFL Test 3**

## Appendix 4

### List of Errors Found in TOEFL Test 3

Student Code	Error in the Item				Number of Error
	ISV (no. 11)	AC (no. 9)	NC (no. 8)	NC (no. 12)	
AF	<i>E</i>	-	<i>E</i>	<i>E</i>	3
ASD	<i>E</i>	-	<i>E</i>	<i>E</i>	3
IH	<i>E</i>	-	-	<i>E</i>	2
MS	<i>E</i>	-	<i>E</i>	<i>E</i>	3
PR	<i>E</i>	-	-	-	1
PS	<i>E</i>	-	-	<i>E</i>	2
RH	<i>E</i>	<i>E</i>	-	<i>E</i>	3
SM	-	-	-	<i>E</i>	1
TNN	<i>E</i>	<i>E</i>	<i>E</i>	<i>E</i>	4
<b>Total</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>22</b>

Note : the table contains abbreviations; *ISV* for inverted subject-verb, *AC* for adjective clause, and *NC* for noun clause.

## Appendix 5

### Distribution of the Analyzed Items in TOEFL Test 3

No.	Subject	Item	Number of Items
1	Inverted Subject-Verb	11	1
2	Adjective Clause	9	1
3	Noun Clause	8, 12	2
<b>Total</b>			4

### Errors Analyzed in TOEFL Test 3

Item	Error				Number of Errors
	Om	Add	Mf	Mo	
Inverted Subject-Verb (no. 11)	-	8	-	-	8
Adjective Clause (no. 9)	-	2	-	-	2
Noun Clause (no. 8)	-	4	-	-	4
Noun Clause (no. 12)	-	8	-	-	8
<b>Total</b>					22

Note : the table contains abbreviations; *Om* for omission, *Add* for addition, *Mf* for misformation, and *Mo* for misordering.

## **Appendix 6**

### **Question Sheets for Structure and Written Expression Section in TOEFL Test 4**

## **Appendix 7**

### **Students' Answer Sheets for TOEFL Test 4**



## Appendix 8

### List of Errors Found in TOEFL Test 4

Student Code	Error in the Item				Number of Error
	ISV (no. 13)	AC (no. 14)	NC (no. 9)	NC (no. 11)	
AF	-	-	<i>E</i>	<i>E</i>	2
ASD	<i>E</i>	<i>E</i>	<i>E</i>	<i>E</i>	4
IH	<i>E</i>	<i>E</i>	-	<i>E</i>	3
MS	<i>E</i>	-	-	<i>E</i>	2
PR	<i>E</i>	<i>E</i>	-	<i>E</i>	3
PS	<i>E</i>	<i>E</i>	-	<i>E</i>	3
RH	<i>E</i>	-	<i>E</i>	<i>E</i>	3
SM	-	<i>E</i>	<i>E</i>	<i>E</i>	3
TNN	<i>E</i>	<i>E</i>	<i>E</i>	-	3
<b>Total</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>26</b>

Note : the table contains abbreviations; *ISV* for inverted subject-verb, *AC* for adjective clause, and *NC* for noun clause.

## Appendix 9

### Distribution of the Analyzed items in TOEFL test 4

No.	Subject	Item	Number of Items
1	Inverted Subject-Verb	13	1
2	Adjective Clause	14	1
3	Noun Clause	9, 11	2
<b>Total</b>			4

### Errors Analyzed in TOEFL Test 4

Item	Error				Number of Errors
	Om	Add	Mf	Mo	
Inverted Subject-Verb (no. 13)	-	1	-	6	7
Adjective Clause (no.14)	5	-	1	-	6
Noun Clause (no. 9)	-	3	2	-	5
Noun Clause (no. 11)	7	-	-	1	8
<b>Total</b>					26

Note : this table contains abbreviations; *Om* for omission, *Add* for addition, *Mf* for misformation, and *Mo* for misordering.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
 Telephone (0634) 22080 Faximile (0634) 24022

07 Desember 2018

: 291 /In.14/E.6a/PP.00.9/12/2018

nomor  
 amp  
 rihal

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

- 1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
- 2. Zainuddin, S.S., M.Hum. (Pembimbing II)

di-Padangsidimpuan

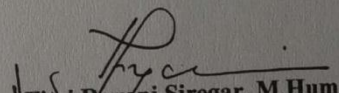
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Feri Sandi Nasution
NIM	: 1520300003
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: <b>Structure and Written Expression Error Analysis on TOEFL Test Students of English Department Padangsidimpuan State Institute for Islamic Studies</b>

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

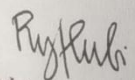
Ketua Program Studi Tadris Bahasa Inggris

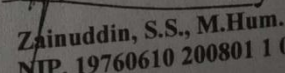
  
 Fitri Rayani Siregar, M.Hum  
 NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~  
 Pembimbing I

BERSEDIA/~~TIDAK BERSEDIA~~  
 Pembimbing II

  
 Rayendriani Fahmei Lubis, M.Ag.  
 NIP. 19710510 200003 2 001

  
 Zainuddin, S.S., M.Hum.  
 NIP. 19760610 200801 1 016