



**AN ANALYSIS ON ENGLISH STUDENTS' DIFFICULTIES
IN TOEFL TEST OF STRUCTURE AND
WRITTEN EXPRESSION SECTION
AT IAIN PADANGSIDIMPUAN**

A THESIS

Submitted to the State Institute For Islamic Studies (IAIN)
Padangsidimpuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd) in English Program

Written by:

ANGGIA PUTRA
Reg. No. 16 203 00086

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**



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Appendix : 4 (Four) Exemplars

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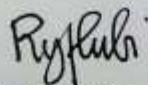
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to ANGGIA PUTRA, entitle "*An Analysis on English Stuaents' Difficulties in TOEFL Test of Structure and Written Expression Section at IAIN Padangsidempuan*", we assume that the thesis has been acceptable to complete the assignment and fulfill for the Bachelor degree of Education (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hoped he could be defined his thesis in Munaqosyah. That is all and thank you for the selection.

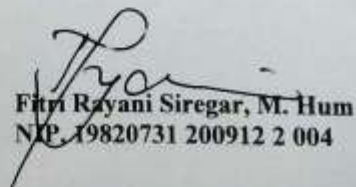
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ABSTRACT

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The problem of this research came from students' difficulties in analyzing errors on aspects of structure and written expressions that exist on each sentence in TOEFL test. Students did not understand how to analyze the errors and to find the answer to fulfill what it was being asked on each sentence.

The objectives of this research are to identify the difficulties on aspects of structure and to identify the difficulties on aspects of written expression in TOEFL test 1.

This is a qualitative research which used document analysis method. The participants of this research are 35 students of English department. The data was collected from students' documents of question sheets and answer sheets in TOEFL test 1. Analysis of the data consisted of 5 steps; they are data managing, reading/memoing, description, classifying, and interpreting. This research used triangulate technique to check data trustworthiness.

Based on the result of the research, the researcher found the difficulties on aspects of structure from the students were consisted of WIAS, word choice, word order, verb form and parallelism. From these five grammatical aspects, WIAS was the highest percentage (72.85%) that students could not answer the questions correctly, so that aspect was the hardest one for the students. It also showed that verb form, which 25.71% of participants could not answer correctly, was the least difficult one for the students. From the difficulties on aspects of written expression, the researcher encountered from the students was consisted of part of speech, plural, verb form, pronoun errors, prepositional errors, article, parallelism and conjunction. From these aspects, pronoun error was the highest percentage (82.86%) that students could not answer the questions correctly, so that aspect was the most difficult one for the students. It also showed that plural, which 28.57% of participants could not answer correctly, was the least difficult one for the students.

Key Words : *Difficulties, Aspects of Structure, Aspects of Written Expression, TOEFL Test*

ABSTRAK

Nama : Anggia Putra
NIM : 16 203 00086
Program Studi : Tadris Bahasa Inggris
Judul : An Analysis on English Students' Difficulties in TOEFL Test of Structure and Written Expression Section at IAIN Padangsidempuan

Masalah penelitian ini bersumber dari kesulitan siswa dalam menganalisa kesalahan pada aspek struktur dan ekspresi tertulis yang ada dalam setiap kalimat dalam tes TOEFL. Siswa tidak mengerti bagaimana cara menganalisa kesalahan dan menemukan jawabannya untuk menyempurnakan apa saja yang diminta dalam kalimat.

Tujuan dari penelitian ini adalah untuk mengidentifikasi kesulitan yang ditemukan pada aspek struktur dan untuk mengidentifikasi kesulitan yang ditemukan pada aspek ekspresi tertulis pada tes TOEFL 1.

Jenis penelitian ini adalah kualitatif dengan metode analisis dokumen. Partisipan penelitian ini adalah 35 mahasiswa jurusan Bahasa Inggris. Data dikumpulkan dari dokumen lembar soal dan lembar jawaban siswa pada tes TOEFL 1. Analisis data terdiri dari 5 langkah; yaitu mengelola data, membaca / memoing, deskripsi, klasifikasi, dan interpretasi. Penelitian ini menggunakan teknik triangulasi untuk memeriksa keabsahan data.

Berdasarkan hasil penelitian, peneliti menemukan kesulitan pada aspek struktur dari siswa terdiri dari WIAS, word choice, word order, verb form dan parallelism. Dari kelima aspek grammar tersebut, WIAS memiliki persentase tertinggi (72.85%) yaitu siswa tidak dapat menjawab soal dengan benar, sehingga aspek tersebut merupakan aspek yang paling sulit bagi siswa. Hal ini juga menunjukkan bahwa bentuk verb form yang 25.71% partisipan tidak dapat menjawab dengan benar merupakan bentuk yang tidak terlalu sulit bagi siswa. Dari kesulitan pada aspek ekspresi tertulis yang peneliti temui dari siswa terdiri dari part of speech, plural, verb form, pronoun errors, prepositional errors, article, parallelism dan conjunction. Dari aspek tersebut, pronoun errors merupakan persentase tertinggi (82.86%) yaitu siswa tidak dapat menjawab soal dengan benar, sehingga aspek tersebut merupakan aspek yang paling sulit bagi siswa. Hal ini juga menunjukkan bahwa bentuk plural yang 28.57% peserta tidak bisa menjawab dengan benar, adalah yang tidak terlalu sulit bagi siswa.

Kata Kunci: *Difficulties, Aspects of Structure, Aspects of Written Expression, TOEFL Test*

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Padangsidimpuan, August , 2020

Researcher,

ANGGIA PUTRA

Reg. No. 16 203 00086

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Test of English as a Foreign Language abbreviated TOEFL is aimed at measuring English ability of speakers who do not speak English as a first or a second language.¹ TOEFL is an internationally accepted standard of English that measures the academic English proficiency of a non-native speaker of English, which is in learning English, students learn about basic language skill such as listening, speaking, reading and writing.² It is obviously important to meet students' ability in English standard test. It is one of the important admission requirements for students who are planning to study abroad. It also becomes quite necessary for some the businesses, government, and scholarship program. In addition, it is particularly used by some institutions in Indonesia recently as the one of requirements to get a job as well. Therefore, it will be beneficial for job seeker when they have the TOEFL certificate first.

TOEFL test is a test to measure the level of English proficiency of non-native speakers of English. It is probably the most often used examination

¹D Phillips, *Longman Complete Course for the TOEFL Test* (New York: Addison-Wesley Longman, 2001), p.13.

²Imam Tarmizi Situmeang, and Rayendriani Fahmei Lubis, "English Education Journal for Teaching and Learning Students' Difficulties in Pronouncing Fricative Consonant" Vol. 08 No. 01, June (2020): 39. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/download/2676/2069>.

in the admissions process of foreign students to colleges and universities. Therefore, the purposes of why students take the TOEFL because of ordering to ensure their ability in English as a second or foreign language, passing the graduation requirements in the university, or applying for particular things, like applying particular jobs abroad and inside the country.

The owner and organizer of the official TOEFL test is an international agency called ETS (Educational Testing Service). TOEFL certificates that are officially recognized always have the ETS logo. The ETS representative in Indonesia is The Indonesian International Education Foundation (IIEF). In conducting the tests, IIEF cooperates with various educational institutions throughout Indonesia, such as universities, academics, LPK, and others that meet the requirements. For example in Jakarta, IIEF collaborated with the University of Indonesia, IES Foundation, and LBPP LIA Scouts.

In TOEFL class at State Institute for Islamic Studies (IAIN) Padangsidimpuan, students will be presented with some sections of TOEFL in general, such as listening comprehension section, structure and written expression section, and reading comprehension section. They will also learn many topics and sub-topics related to those sections. So, it is the best place for those who want to pass the TOEFL test. Students who want to join the class are tested first. There are only students who get standard score that have been decided can join the class. The class is divided becomes two classes. First class is at 8 to 9.30 am, and second class is at 3 to 4.30 pm.

Previously, the first research in TOEFL class was carried out by Feri Sandi Nasution.³ He had also researched on structure and written expression section. The difference is he analyzed errors, whereas researcher is now analyzing difficulties. The research subjects of Feri's were students of TOEFL class batch 3, while the researcher takes English students in TOEFL class batch 5.

Based on researcher's experience, as the first and second generation from TOEFL class, the researcher really appreciates for this TOEFL class program. According to researcher, this program is one great way to help students who need TOEFL score for some particular things in the next study. On the other hand, the program also can improve students' English skills. The students are surely taught English skill ability well and are given the strategies to answer each section in the test.

Here, the researcher has interviewed several students from TOEFL class. The first was Hotni, she said that the difficulties from the structure and written expression section part was in analyzing errors in written expression. She was not able to see and analyze properly the errors that exist in each sentence in the test.⁴ The second was Melissa, she added that she also did not

³Feri Sandi Nasution. "Structure and Written Expression Error Analysis on TOEFL Test Students of English Department Padangsidempuan State Institute for Islamic Studies". 2019. <http://etd.iain-padangsidempuan.ac.id/2719/1/15%20203%2000003.pdf>.

⁴Hotni, *Private Interview*, on November 11, 2019. 15:37 WIB, in FTIK Faculty IAIN Padangsidempuan.

understand well how to analyze the errors and to find the answer to fulfill what it was being asked on each sentence.⁵

In addition, the researcher also interviewed the TOEFL's lecturer. The same respond was told out by Mrs. Liah. She said that the students were still weak in structure and written expression. They needed to study more and they had to know the strategies to answer the sentence, so that they could get high score on this second section.⁶

Based on interviews conducted by researcher with several classmates of TOEFL and also Mrs. Liah as a lecturer in TOEFL class about students' difficulties with the structure and written expression section, it can be concluded that students get many difficulties from the structure and written expression section because of their poorness on mastering structure and on analyzing written expression sentences in the test.

Consequently, the researcher is interested in analyzing the students' difficulties on structure and written expression section, because the students are still weak on that section proved by interviews that the researcher has done with them. To sum up, the students need to study more about how to answer the questions in structure and written expression section with some strategies

⁵Melissa, *Private Interview*, on November 11, 2019. 15:48 WIB, in FTIK Faculty IAIN Padangsidimpuan.

⁶Liah Rosdiani Nasution, *Private Interview*, on November 14, 2019. 14:35 WIB, in Language Center Development Office IAIN Padangsidimpuan.

that must be mastered by the fifth batch TOEFL class students as the subject of this research.

B. Focus of the Problem

There are four types of TOEFL test, they are Paper-Based Test (PBT), Computer-Based Test (CBT), Internet-Based Test (iBT), and Institutional Testing Program (ITP). Here, the researcher used ITP Toefl. In ITP TOEFL, there are three sections, namely listening comprehension section, structure and written expression section, and reading comprehension section. On this case, the researcher only focus on second section, it is test of structure and written expression section. The researcher did the research on batch 5 of TOEFL class that consisted of the fifth and the seventh semester at IAIN Padangsidimpuan in academic year 2020/2021.

C. Definition of Key Terms

To avoid misunderstanding between the researcher and the reader, the researcher used some terminologies to define the topic of the research. They were explained in these following definitions:

1. Students Difficulties in TOEFL Test

Students are people who are studying at school or university. Difficulties are the state of being difficult or hard to do. TOEFL (Test of English as a Foreign Language) is a test to measure the proficiency of English for non-native English speakers.

Therefore, students' difficulties in TOEFL test is the problems faced by students on doing TOEFL test.

2. Structure and Written Expression Section

The structure and written expression section is the multiple-choice type of questions which consists of 40 items, but divided into two parts, i.e. part A for structure, and part B for written expression. On each part contains some aspects there, like WIAS (What is a Sentence), word choice, word order, verb form, parallelism, part of speech, plural, pronoun errors, prepositional errors, deleted words, article, and conjunction.

D. Formulation of the Problem

On this research, the researcher formulates the problem as follows:

1. What difficulties are faced by English students on aspects of structure in TOEFL test at IAIN Padangsidimpuan?
2. What difficulties are faced by English students on aspects of written expression in TOEFL test at IAIN Padangsidimpuan?

E. Objectives of the Research

Here, the researcher makes some objectives of the research as follows:

1. To identify the difficulties faced by English students on aspects of structure in TOEFL test at IAIN Padangsidimpuan.
2. To identify the difficulties faced by English students on aspects of written expression in TOEFL test at IAIN Padangsidimpuan.

F. Significances of the Research

By conducting the research about an analysis of English students' difficulties in TOEFL test of structure and written expression section, hopefully the result of the research is expected to be useful as the contribution or this research gives some significances:

1. Rector, the result of this research can be used as an evaluation of the Rector's TOEFL class program.
2. The Chief of Language Development Center, the result of the research should be beneficial for the Chief of Language Development Center. It will provide information about students' difficulties that they encountered in the process of learning structure and written expression in TOEFL test. So the Chief of Language Development Center can know and find the solution to overcome students' difficulties.
3. Lecturer of TOEFL class, it is used as a consideration to optimist and evolve the lecturer's way to try overcoming students' difficulties in TOEFL, especially on aspects of structure and written expression, which those difficulties must be solved with some strategies that have to be mastered by students.
4. Other researchers, the result of this research can be beneficial for other researchers or other readers as the source of their references in doing the research in future.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consisted of some sub chapters with detail as follows:

In chapter one, it talked about introduction of this research. It consisted of background of the problem, focus of the problem, definition of the terminologies, formulation of the problem, objectives of the research, and significances of the research.

In chapter two, it consisted of the theoretical description. This chapter contained the theories that the researcher used to construct the understanding about the topic discussed in this study. The theories were related to the theoretical description of TOEFL, the difficulties in structure and written expression, and TOEFL test in IAIN Padangsidimpuan. This chapter also contained the review of related findings from other studies.

In chapter three, it consisted of the research methodology. It was about the way that was used by the researcher to do this research properly. This consisted of time and place of the research, research method, research subject, source of the data, technique of collecting data, technique of data analysis, and technique of checking data trustworthiness.

In chapter four, it consisted of the result of the research and discussion. The result was clearly described based on the research findings in reality. It showed the difficulties that were found in structure and written

expression section of TOEFL test. This chapter also provided a section of discussion with other results from the related studies.

In chapter five, it consisted of conclusion and suggestion of the research. In the conclusion, the researcher concluded the research into a part as the closing. Beside it, the researcher also gave some suggestions to the readers. From the suggestions, the researcher really hope something best will be happened and got by the readers.

CHAPTER II

THEORETICAL DESCRIPTION

A. Students' Difficulties in TOEFL Test

1. Definition of Difficulties

Difficulties are something that makes hard to do. A.S Hornby stated that difficulty is the state or condition of being difficult.¹ Difficulty is the fact or actuality of not being easy to do or understand.² It means difficulties are conditions that need an effort to do or to understand. According to Merriam Webster online dictionary, difficulty is the quality of something that makes it hard to do or the difficult nature of something.

If it is related with the English proficiency test, it is a quality of something that cause the test takers are hard to gain the score they want. There many obstacles that prevent them from getting qualified results in the test.³ According to Kempa, difficulty is the situation where the students fail to comprehend and understand a concept or idea. It means that students have no idea when they encounter something that need to be solved.

¹A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 322.

²Elizabeth Walter, *Cambridge Learner's Dictionary*, 4th ed. (Cambridge: Stella O'shea, 2012), p. 35.

³Nurfitriyah Halim and Sri Yulianti Ardiningtyas, "Difficulties Faced By the Students in Answering Toefl Test Questions," *ETERNAL (English, Teaching, Learning, and Research Journal)* 4, no. 2 (2018): 219, <https://doi.org/10.24252/eternal.v4i2.2018.a7>.

From the definitions that some experts mentioned above, the researcher draws conclusion that the difficulties is the state, the fact, or the quality of something that makes it hard to do or something that needs an effort to comprehend and to understand a concept or idea.

2. Aspects of Structure in TOEFL Test

According to Hilke & Wadden in Muhajir and Sofyan A.Gani's journal, there are five aspects of structure in PBT TOEFL. Following explains those aspects with their percentage of appearances in PBT TOEFL.⁴

a. WIAS (What is a sentence) (53%).

It is based on the presume that a clause consists of only one subject and one verb.

Example:

Pepsin ____ an enzyme used in digestion.

- (A) that
- (B) is
- (C) was
- (D) being

This sentence should properly read "Pepsin *is* an enzyme used in digestion." You should fill in (B) on your answer sheet.

⁴Muhajir, and Sofyan A.Gani, "Journal of Research in English Education (READ) Students' Difficulties in Mastering Structure and Written Expression of Paper-Based TOEFL" 3 (2), June (2018): 138.

b. Word choice (20%).

It tests students to choose the correct word or phrase appropriate to the sentence.

Example:

Platinum is harder than copper and is almost as pliable _____.

- (A) gold
- (B) than gold
- (C) as gold
- (D) gold is

This sentence should properly read “Platinum is harder than copper and is almost as pliable *as gold*.” You should fill in (C) on your answer sheet.

c. Word order (12%).

It requires students to choose the appropriate word order in a sentence.

Example:

When_____the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor’s attendance

The sentence should read, “When *did the doctor attend* the conference?” Therefore, you should choose answer (B).

d. Verb form (9%).

It concerns with the verb form aspects based on the English tenses.

Example:

The president_____Batahan city yesterday.

- (A) visiting
- (B) visits
- (C) has visited
- (D) visited

The sentence should read, “The president *visited* Batahan city yesterday” Therefore, you should choose answer (D).

e. Parallelism (1%).

It means choosing the parallel structure in the sentence.

Example:

Most of Annie Jump Cannon’s career as an astronomer involved the observation, classification, and _____.

- (A) she analyzed stars
- (B) the stars’ analysis
- (C) stars were analyzed
- (D) analysis of stars

This sentence should read “Most of Annie Jump Cannon’s career as an astronomer involved the observation, classification, and *analysis of stars*.” You should therefore select answer (D).

In addition, structure questions usually examine the following items:

a. Sentence structure

The sentence structure questions assess the examinees’ ability to complete a sentence correctly.

b. Word order

Word order questions consist of more detail-oriented sentence structure questions.

c. Word form

Word form questions assess the examinees’ ability to identify the correct use of word form in a given situation.

d. Word choice

The word choice questions examine the examinees’ ability in understanding idiomatic expressions, such as how to use prepositions with certain words.

e. Missing or extra words

The missing or extra word questions frequently examine the examinees' ability to recognize that a word is missing or that an extra word appears in a sentence.⁵

3. Aspects of Written Expression in TOEFL Test

According to Hilke & Wadden in Muhajir and Sofyan A.Gani's journal, there are ten aspects tested on this section. Following explains those aspects with their percentage of appearance in PBT TOEFL.⁷

a. Part of speech (27%).

It is defined as the class of word which consists of noun, verb, adverb, adjective, pronoun, conjunction, preposition, and interjection.

Example:

From 1865 to 1875, a remarkable various of inventions was
A B C
produced.
D

The correct answer is C.

The noun *variety* should be used in place of the adjective various.

⁵Fitri Handayani, Jurnal Educative: "Journal of Educational Studies Structure and Written Expression Section on Paper-Based TOEFL: Perceived Difficulties by Nursing Students of Poltekes Solok, West Sumatera", 4, no. 2. July-Desember, 2019. Retrieved from *ejournal.iainbukittinggi.ac.id*. On November 13, 2019.

⁷Muhajir, and Sofyan A.Gani, p. 138-139.

b. Plural (19%).

It means more than one in terms of nouns.

Example:

There are thousand of different types of roses.
A B C D

The correct answer is B.

The plural verb are indicates that a plural subject, *thousands*, must be used.

c. Parallelism (10%).

It appears much more in part B (10%) than in part A (1%).

Example:

Boolean algebra is most often used to solve problems in logic,
probability, and engineer.
A B C D

The correct answer is D.

In order to be parallel with the other words in the series (logic and probability), the name of the field (*engineering*) must be used.

d. Pronoun Errors (9%).

Pronoun is used to substitute a noun either singular or plural.

Example:

A museum in Denver, Colorado, chronicles black cowboys and
his role in the history of the American West.
A B C D

The correct answer is C.

A plural pronoun (*their*) should be used to agree with the plural noun cowboys.

e. Prepositional Errors (8%).

It is considered one of the most difficult aspect in written expression part.

Example:

Since 1908 breeders set out to produce chickens that could
A B
survive Canada's cold climate.
C D

The correct answer is A.

The preposition in should replace the preposition since (The preposition since is used only in sentences in which the verb is in the present perfect tense, not the simple past tense).

f. Verb form (7%).

Like in part A, in part B, problems with verbs also concern with choosing correct verb forms in terms of its tenses.

Example:

The French Quarter is the most famous and the most old section
A B C
of New Orleans.
D

The correct answer is C.

The superlative form of a one-syllable adjective (old) is formed with the suffix -est: *oldest*.

- g. Deleted words (5%).

It is a missing word that is needed to complete a sentence.

- h. Word order (4%).

This aspect appears more in part A (12%) than in part B.

Example:

The lion has long been a symbol of strength, power, and it is
A B C
very cruel.
D

The correct answer is B.

This is a wrong ordering of the sentence. Long should comes after been.

- i. Article (4%).

Even though it appears in small percentage, article is considered the most difficult aspect in English grammar tests.

Example:

Phi Beta Kappa is a honor society that encourages scholarship in
A B C
science and art.
D

The correct answer is A.

Before a word beginning with a vowel sound (honor), the article *an* must be used.

j. Conjunction (3%).

It is a connector to join a part of speech with another part of speech, a clause with another clause, and a sentence with another sentence.

B. Test of English as Foreign Language (TOEFL)

1. History of TOEFL

Test of English As a Foreign Language (TOEFL) is a test conducted by institutions Educational Testing Service (ETS) in the United States.⁸ The TOEFL test is a test to measure the level of English proficiency of nonnative speakers of English.⁹ It is immensely popular in higher education as evidenced by over 10,000 universities from more than 150 countries which use the TOEFL scores in the selection process of the admission of their prospective students.¹⁰ TOEFL was first initiated in 1963 by the National Council on the Testing of English as a Foreign Language, a council founded by above 30 publics and private organizations.

Since 1963, the TOEFL test has been used by various government agencies in the United States and internationally, such as the Ford Foundation, Fulbright, The Agency of International Development, Latin

⁸Dhanny R. Cyssco&Fauzan Al Rasyid, *Cracking the TOEFL: Test Preparation Models & Problem Solving* (Jakarta: Puspa Swara, 2013), p. 1.

⁹D. Phillips.

¹⁰Ayuna Netta and Ika Kana Trisnawati, "Acehnese Undergraduate Students' Strategies in Preparing for Toefl Prediction: A Preliminary Study," *Englisia Journal* 7, no. 1 (2019): 41–52, <https://doi.org/10.22373/ej.v7i1.5779>.

America Scholarship Program, the Colombo Plan, as well as various institutions or other agencies as a standard mastery of the English language for prospective recipients of such institutions. According to ETS, more than 27 million people from around the world have signed up to take the TOEFL test since the test was first launched.

TOEFL was later taken over by ETS together with the College Board in 1965, and further joined by the Graduate Record Examinations in 1973. In 1975, ETS then became the sole administrator of TOEFL under the direction of the TOEFL Board. Since its initial creation, TOEFL has undergone several formats, from the first 1963 format to paper-based testing (PBT) in 1995 to computer-based testing (CBT) in 1998 to the internet-based testing (iBT) in 2005. In addition to these, ETS also designs TOEFL ITP taking the format of its PBT predecessor, intending to be used for placement or evaluation in local/institutional settings only.

2. Types of TOEFL

There are four types of TOEFL, namely Paper-Based Test (PBT), Computer-Based Test (CBT), Internet-Based Test (iBT), and Institutional Testing Program (ITP). TOEFL PBT and ITP consist of three sections, namely listening, structure and written expression, and reading comprehension. In addition to three sections tested in PBT TOEFL, there is another section called Test of Written English (TWE) which could be

taken separately in the test.¹¹ The TOEFL test referred to this study follows the format of TOEFL ITP. Following TOEFL ITP, the questions in TOEFL test are designed in a multiple-choice format consisting of 50 items in the listening section, 40 items in the structure and written expression section, and 50 items in the reading section.¹² The test is administered for about 115 minutes and is scored between 310 and 677.

a. Paper-Based Test (PBT)

1) Definition of Paper Based Test (PBT)

Paper-Based Test (PBT) is a form of the test held since 1964. Each participant who takes this test only requires paper and pencil to answer any given question. This test is basically intended to measure the ability and level of understanding and use of English someone at the college or university.¹³ TOEFL PBT test is divided into four sections: Listening Comprehension, Structure and Written Expression, Reading Comprehension, and Test of Written English.

¹¹Sharpe, *How to Prepare for the TOEFL Test* (New York: Barron's Educational Series, Inc, 2004), 11 th ed, p. 12.

¹²Ayuna Netta, and Ika Kana Trisnawati, p.45.

¹³Dhanny R. Cyssco & Fauzan Al Rasyid, p. 1-2.

There are three sections of the Paper-Based Test, as follow:

1. Listening Comprehension

Listening Comprehension measures the ability to understand spoken English, including short and long conversations and short talks or lectures.¹⁴ This section contains 50 multiple-test items and should be completed by the participants within 30-40 minutes.¹⁵ The oral features of the language are stressed, and the problems tested include vocabulary and idiomatic expression as well as special grammatical constructions that are frequently used in spoken English. Listening comprehension section consists of three parts, each of which contains a specific type of comprehension task. The first part consists of a number of short conversations between two speakers, each followed by a single spoken question. In the second and third parts of this section, the examinee hears conversations and short talks of up to two minutes in length. The conversations and talks are

¹⁴Leffi Noviyenty, "An Evaluation of Toefl Matriculation Program for Stain," *ELITE Journal* 5, no. 1 (2018): 55–68. <http://journal.uin-alauddin.ac.id/index.php/elite/article/download/5428/4863>.

¹⁵Ardi Marwan, Anggita, and Indah Anjar Reski, "Investigating Learners' Performance in TOEFL Prior to Their Participation in the TOEFL Enhancement Training Program," *International Journal of Learning, Teaching and Educational Research* 15, no. 9 (2016): 134–52. Retrieved from <https://www.ijlter.org>. On November 16, 2019.

about a variety of subjects, and the factual content is general in nature.

2. Structure and Written Expression

The second section measures recognition of selected structural and grammatical points in standard written English. This section is divided into two parts. The first part tests an examinee's ability to identify the correct structure needed to complete a given sentence. The second part tests examinee's ability to recognize correct grammar and to detect errors in standard written English. Therefore, in this section, the test is about the grammar questions.

3. Reading Comprehension

The third section measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. The examinee reads a variety of short passages on academic subjects and answers several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passages. Therefore, in this section, the test is about the

passages that the examinee must answer the questions based on the passage.

Table 2.1
Format of a paper TOEFL test

Listening Comprehension	50 questions	35 minutes
Structure and Written Expression	40 questions	25 minutes
Reading Comprehension	50 questions	55 minutes
Test of Written English (TWE)	1 essay question	30 minutes

2) Scoring Paper Based Test (PBT)

TOEFL PBT (Paper Based Test) is calculated using a conversion system. That is, each correct answer has a certain value. For example one correct answer is worth 20, two correct answer is worth 21, three correct answer is worth 23, and so on. Values correct answer can be seen in the conversion table. Once the value of each part has been found, sum, for three, then multiplied by ten. Will eventually obtained a score between 310 (the lowest score) to 677 (the highest score). That's your TOEFL score.

The first step, correct answers that you have created and calculated how many correct answers. Then, match the number of correct answers by the value of the conversion table

Table 2.2
TOEFL Score Conversion Table¹⁶

Correct Number	Converted Score Section 1	Converted Score Section 2	Converted Score Section 3
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40

¹⁶Masagus Sulaiman, et al., "Suluh Abdi: Jurnal Ilmiah Pengabdian Kepada Masyarakat: "Pelatihan TOEFL Remaja Karang Taruna Tunas Mulia" 1, no. 2 (2019): 103–109. Retrieved from *jurnal.um-palembang.ac.id*. On November 18, 2019.

Correct Number	Converted Score Section 1	Converted Score Section 2	Converted Score Section 3
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	38	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

For example, there were 32 correct answers on listening comprehension, 35 correct answers on the structure and written expression, and 40 correct answers on the reading comprehension. Then, the third match that number to the value of the conversion table.

Table 2.3
Example Conversion Table

	Listening	Structure	Reading
The number of correct answers	30	32	35
Converted scores	51	56	52

Next, calculate the conversation value in the following ways:

- a) Add the three converted scores together

$$51 + 56 + 52 = 159$$

- b) Divide the sum by 3

$$159 : 3 = 53$$

- c) Then multiply by 10¹⁷

$$55,6 \times 10 = 530$$

There are four recognized level the scores level, with a value of minimum score of 310. That is as follows:

1. 310 – 420 = Elementary
2. 420 – 480 = Lower Intermediate
3. 480 – 520 = High Intermediate
4. 525 – 677 = Advanced

¹⁷Deborah Phillips, p. 601-602.

b. Computer-Based Test (CBT)

1) Definition of Computer-Based Test (CBT)

CBT uses a software published by ETS as the testing medium. In other words, the test participants working on the problems of computer-based TOEFL exam. In tests of this type, there are four exam sessions are Listening, Structure, Reading, and Writing. Additionally, this test lasts for 2 to 2.5 hours. CBT TOEFL has a range of values between zero and 330 as the highest value. Computer-Based Test originally appear in 1998, but today in some areas that do not have the means to conduct Computer-Based Test, still using the Paper-Based Test.

In Computer-Based Test, the test participants can see how much time they spend on each question and how much time is remaining. However, the drawback of this test is the test participants were unable to repeat the previous question. Computer-Based Test provides a clue how to answer the question correctly. Total time spent on Computer-Based Test for about four hours including reading the instructions.¹⁸ Therefore,

¹⁸Liyeni Pratiwi, "An Analysis of The Difficulties Encountered by Non-English Department Student's in Toefl Test of Listening Faculty of Education And Teacher Training The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten," 2017: 34-35. Retrieved from *repository.uinbanten.ac.id*, On November 23, 2019.

the time given is really used to answer the questions properly and as thoroughly as possible.

Table 2.4
Format of a Computer TOEFL test

Adaptive Listening	30-50 questions	40-60 minutes
Adaptive Structure	20-25 questions	15-20 minutes
Adaptive Reading	44-60 questions	70-90 minutes
Adaptive Writing	1 essay question	30 minutes

2) Scoring Computer-Based Test (CBT)

TOEFL CBT (Computer Based Test) has a different scale of values with PBT. If PBT score ranges from 310-677, CBT range between 0-300. How to calculate the same as the calculation of the score on PBT, by summing the scores for each session, divided by three, then multiplied by ten. The table below illustrates the scale of assessment TOEFL CBT:

Table 2.5
Scoring Scale of TOEFL CBT

Section	Score
Reading	0-30
Listening	0-30
Structure/Writing	0-30
Total	0-90

c. Internet-Based Test (IBT)

1) Definition of Internet-Based Test (IBT)

Internet-Based Test is a recent TOEFL test form over the internet and in force since 2005, the agency specifically replace the computer-based TOEFL. The test inquiries are listening, reading, speaking, and writing. IBT TOEFL test measures the ability of understanding and use of English someone at the university level. This test will also evaluate the person's ability to combine the skills of listening, reading, speaking, and writing for academic tasks.

Table 2.6
Format of Internet TOEFL Test

Reading	3-5 passages, 12-14 questions each	60-100 minutes
Listening	4-56 passages, 6 questions each 2-3 conversations, 12-14 questions each	60-90 minutes
Break		10 minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

2) Scoring Internet-Based Test (IBT)

In the score IBT (Internet Based Test) score is obtained by combining the votes of computer and mathematical assessment

by humans. This is different to test PBT and CBT were simply relying on mathematical calculations. To obtain an official value, you have to answer at least one question from each session of reading and listening, write at least one essay, and passed at least one test speaking. TOEFL IBT is done with the Internet network has four parts scale of assessment:¹⁹

Table 2.7
Scoring Scale of TOEFL IBT

Section	Score
Reading	0-30
Listening	0-30
Writing	0-30
Speaking	0-30
Total	0-120

d. Institutional Testing Program (ITP)

TOEFL ITP stands for Test of English as a Foreign Language for Institutional Testing Program. TOEFL has long been known as a test to measure a person's proficiency in English. TOEFL ITP is a transformation from TOEFL PBT (Paper Best Test) which is no longer used in Indonesia. It gains its popularity and is preferred by Indonesian universities and institutions because of several reasons: the accessibility of learning materials, the availability of designated

¹⁹Dhanny R. Cyssco & Fauzan Al Rasyid, p. 11.

test centers, and the affordable price.²⁰ TOEFL ITP is an official test conducted by ETS (Educational Testing Service, an internationally recognized English language test institute) and can only be used for local agencies or regions. There are three competencies tested in this test, namely listening comprehension (50 questions in 35 minutes), structure and written expression (40 questions in 25 minutes), and reading comprehension (50 questions in 55 minutes). The processing time of these 3 sessions is 2 hours and is done using the Computer Answer Sheet (LJK).

Table 2.8
Format of Institutional Testing Program

Listening Comprehension	50 questions	35 minutes
Structure and Written Expression	40 questions	25 minutes
Reading Comprehension	50 questions	55 minutes

1) Scoring TOEFL Test

Some institutions in Indonesia use TOEFL PBT version as a parameter to measure the English ability of a person the first version is PBT. It stands for Paper-Based test. The material of this test consists of listening, structure and written expression, and reading. The scoring scale is 310-677. The second version is CBT. It stands for Computer-Based test. The material

²⁰Ayuna Netta, and Ika Kana Trisnawati, p.42.

encompasses listening, structure, reading, and writing. The scoring scale for this test is 0-300. The last is IBT. It stands for Internet-Based test. The test inquiries are listening, reading, speaking, and writing. The scoring in IBT is 0-120.

Table 2.9
Comparison Score TOEFL

Internet-Based Total	Computer-Based Total	Paper-Based Total
111-120	273-300	640-677
96-110	243-270	590-637
79-95	213-240	550-587
65-78	183-210	513-547
53-64	153-180	477-510
41-52	123-150	437-473
30-40	93-120	397-433
19-29	63-90	347-393
9-18	33-60	310-343
0-8	0-30	310

C. Structure and Written Expression Section

1. Definition of Structure and Written Expression Section

Structure and written expression is the second section in TOEFL test that focuses on written English. This segment consists of two parts: (A): Structure and (B): Written expression in which the test-takers are given 25 minutes time to answer the total 40 questions. Part A has fifteen multiple choice questions marked with A, B, C and D probable answers as part of sentence completion, whereas the second part has twenty five questions. In the second part, the test-takers will encounter error analysis

type of questions in each sentence.²¹ Moreover, structure and written expression is not only existed in ITP TOEFL but also in PBT TOEFL. The difference between two is that PBT TOEFL has one section namely Test of Written English or known as TWE.

On this section, the knowledge of English grammar is being tested. Structure and grammar are two things different but they are similar and related each other. King and Stanley in their book state that an individual who studies English sentence structure and become skilful in speaking and listening but never become a competent writer is unlikely to make a good score on the structure and written expression of TOEFL. Structure and written expression (SWE) section contains sentences that test examinees' knowledge of important structural and grammatical elements of standard written English. There are forty questions on the grammar section.²²

1-15 questions are on structure's part (sentence completion), and 16-40 questions are on written expression's part (error analysis). Sentence completion is about how the test-takers find the best answer to fill in the blank sentence to make it correct. Meanwhile, in error identification, the

²¹Saiful Akmal et al., "Efl Learners' Difficulties in the Structure and Written Expression Section of Toefl Test in an Indonesian University," *Englisia: Journal of Language, Education, and Humanities* 7, no. 2 (2020): 164, <https://doi.org/10.22373/ej.v7i2.6472>.

²²D Phillips, p. 195.

test-takers are asked to look for the error, and the part of the sentences that is wrong.

2. Types of Questions

There are two types of questions in structure and written expression section with special directions for each type.

a. Structure

Directions

Questions 1-15 are incomplete sentences. Beneath each sentence, you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.²³

Example 1

Martha Graham, _____ of the pioneers of modern dance, didn't begin dancing until she was twenty-one.

(A) who, as one

(B) she was

(C) one

²³Michael A. Pyle and Mary Ellen Munoz Page, *Cliffs TOEFL Preparation Guide Test of English As a Foreign Language*, ed. Jerry Bobrow (New Delhi: Ansari Road, Daryaganj, 2002). p. 25.

(D) was one

This sentence should properly read “Martha Graham, one of the pioneers of modern dance, didn’t begin dancing until she was twenty-one.” You should fill in (C) on your answer sheet.

Example 2

Tiger moths _____ wings marked with stripes or spots.

(A) have

(B) with

(C) their

(D) whose

This sentence should properly read “Tiger moths have wings marked with stripes or spots.” You should fill in (A) on your answer sheet.

Example 3

Many communities are dependent on groundwater _____ from wells for their water supply.

(A) that obtained

(B) obtained

(C) is obtained

(D) obtained it

This sentence should properly read “Many communities are dependent on groundwater obtained from wells for their water supply.” You should fill in (B) on your answer sheet.

Example 4

_____experimental studies of the aging process, psychologist Ross McFarland determined that people could work productively much longer than had previously been thought.

- (A) In that
- (B) Through
- (C) Since
- (D) Into

This sentence should properly read “Through experimental studies of the aging process, psychologist Ross McFarland determined that people could work productively much longer than had previously been thought.” You should fill in (B) on your answer sheet.

Example 5

_____ often raise funds from the sale of stock.

- (A) For corporations to operate
- (B) The operations of corporations
- (C) Corporations operate by
- (D) To operate, corporations

This sentence should properly read “To operate, corporations often raise funds from the sale of stock.” You should fill in (D) on your answer sheet.

b. Written Expression

Directions

In questions 16-40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that has been chosen.²⁴

Example 1

A number of the materials used in manufacturing paint are
A B
potential dangerous if mishandled.
C D

The answer is C.

An adverb (potentially) not an adjective (potential) is needed.

Example 2

There are several races of giraffes, but there are only one species.
A B C D

The answer is D.

The subject of the clause (one species) is singular, so the singular verb is must be used.

²⁴Pyle and Page, p. 26.

Example 3

Chestnuts were once the most common tree in the eastern United States, but almost of them were destroyed by a disease called chestnut blight.

The answer is C.

Almost is the wrong word choice. The best word choice is most (or almost all).

Example 4

Despite they are small, ponies are strong and have great stamina.

A B C D

The answer is A.

Despite is used only before noun phrases. An adverb-clause marker (although) must be used with a clause.

Example 5

Physical therapists help patients relearn how to use their bodies
A B
after disease or injure.
C D

The answer is D.

A noun (injury), not a verb (injure), is required.

D. TOEFL Test in IAIN Padangsidimpuan

TOEFL test in IAIN Padangsidempuan is one of the programs from Rector of State Institute for Islamic Studies (IAIN) Padangsidempuan, Prof. Dr. Ibrahim Siregar, MCL, which began to be held for the first time since

June in 2018. This program is not only for English major students, but also for students from other majors. In other words, the participants of the TOEFL class are all students of IAIN Padangsidimpuan, except for Ma'had program students (semester 1 or 2).²⁵ This invited a massive amount of enthusiasm from the students of IAIN Padangsidimpuan, so that many of them were interested in taking this TOEFL class.

Students who want to take part in this program must first go through the registration process and the selection test held at the beginning of each semester of the lecture. The capacity of the participants in this class is 60 people. In TOEFL Batch 1, there are 152 registrans, but only 80 TOEFL entrance test-takers, then 60 number of participants recruited, and finally 46 survive. In TOEFL Batch 2, there are 108 registrans, but only 67 TOEFL entrance test-takers, then 60 number of participants recruited, and finally 25 survive.

In TOEFL Batch 3, there are 66 registrans, but only 56 TOEFL entrance test-takers, and finally 34 survive. In TOEFL Batch 4, there are 300 registrans, but only 151 TOEFL entrance test-takers, then 60 number of participants recruited, and finally 24 survive. In TOEFL Batch 5, the subject of this research, there are 110 registrans, but only 73 TOEFL entrance test-

²⁵Liah Rosdiani Nasution.

takers, then 60 number of participants recruited, and finally 45 survive.²⁶

This program is also included one of the strategies from Language Development Center (P2B) IAIN Padangsidimpuan, namely holding division of IELTS/TOEFL. The purpose is to expedite the action and the alteration of students English ability to follow IELTS/TOEFL test.²⁷

E. Review of Related Finding

On this part, the researcher shows some researchs that have been done by several researchers, which they are related to this research, as follows:

The first, the research was done by Titin Hajri, Jufrizal, and Delvi Wahyuni. The result of the research showed that there were 3 the most difficulties items in structure and written expression; negation, reduced form, and parallel structure items. The reasons behind the students' mistakes were ignorance, careless, dubious, oblivious and miscast. The first two reasons were the biggest causes of students' mistakes.²⁸

The second, the research was found from Feri Sandi Nasution. The result of the research showed that 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

²⁶Rayendriani Fahmei Lubis, *Evaluasi Semester I T.A 2019-2020 UPT*, (Pusat Pengembangan Bahasa Institut Agama Islam Negeri Padangsidimpuan, 2019), p. 107.

²⁷Admin, Pusat Pengembangan Bahasa IAIN Padangsidimpuan. *Retrieved from www.iain-padangsidimpuan.ac.id. On January 6, 2020.*

²⁸Titin Hajri and Delvi Wahyuni, "Journal of English Language Teaching An Analysis of Difficulties in Answering Structure and Written Expression of TOEFL Made by English" 7, no. 1 (2018): 93–105. *Retrieved from ejournal.unp.ac.id. On January 7, 2020.*

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 misinformation. 5 errors found in noun clause number 9; 3 errors of addition and 2 errors of misinformation. 8 errors found in noun clause number 11; 7 errors of omission and 1 error of misordering.²⁹

The third, the research was from Nurfitriyah Halim and Sri Yulianti Ardiningtyas about Difficulties Faced by the Students in Answering TOEFL Test Questions. It just showed the findings of the research were the difficulties faced by the students in answering the TOEFL test questions, they were fewer basic skills, less practice, less motivation, and students' individual differences.³⁰

The fourth, the research was from Muhajir and Sofyan A. Gani. The result revealed that the students faced a serious problems with redundancy (48%), followed by verb form (53%), pronoun error (55%), plural (55%), WIAS (57%), parallelism (59%), article (60%), word order (61%), conjunction (62%), deleted word (71%), prepositional phrase (71%), word

²⁹Feri Sandi Nasution.

³⁰Nurfitriyah Halim and Sri Yulianti Ardiningtyas. "Difficulties Faced by the Students in Answering TOEFL Test Questions", 4. no. 2. December, 2018. *Retrieved from journal.uin alauddin.ac.id.*

choice (73%), and part of speech (74%). It was concluded that redundancy was the most difficult aspect for the students.³¹

The fifth research was done by Faishol Hadi. The study found the most students' errors were from five items of TOEFL test, they were invert subject and verb, multi clauses, reduced clause, form of the verb, and adjective and verb. This research also showed that the main factor causing students' difficulty in TOEFL was lack of grammar.³²

The next research was from Risa Asrida and Fitrawati. This research aimed to find out the students' difficult skills in answering reading section of TOEFL. The participants of this study were 26 students at English department in 2016 academic years. This study used proportional stratified sampling to choose the sample. The instrument used in this research was reading TOEFL test. The test consisted 50 questions multiple choice with 55 minutes. The study found that the last year English students of Universitas Negeri Padang had problems in 13 skills among 5 topics assessed. There were five most difficult items; main idea questions, stated detail questions,

³¹Muhajir and Sofyan A.Gani, "Journal of Research in English Education (READ) Students' Difficulties in Mastering Structure and Written Expression of Paper-Based TOEFL" 3 (2), June (2018): 136. Retrieved from www.jim.unsyiah.ac.id. On January 8, 2020.

³²Faishol Hadi, "Journal of English Language Teaching and Islamic Integration (JELTII)" 3 (2), July (2020): 34. Retrieved from <http://e-journal.hikmahuniversity.ac.id/index.php/jeltii/article/view/297/145>. On August 22, 2020.

transition questions, context to determine meaning of simple words, and determine the tone of the passage.³³

The researcher presented the result of this research in chapter IV of this thesis. There, the researcher needed to make discussion with the related findings above. It was provided in part discussion where the result of this research was compared with the related findings to get wider view related to the topic of the researcher.

³³Risa Asrida and Fitrawati, "Journal of English Language Teaching The Difficulties of English Department Students at Universitas Negeri Padang in Answering Reading Section of TOEFL" 8, no. 4 (2016) *Retrieved from ejournal.unp.ac.id. On January 8, 2020.*

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The research was done at State Institute For Islamic Studies (IAIN) Padangsidempuan which addresses on Jl. H. Tengku Rizal Nurdin KM.4,5 Sihitang, Padangsidempuan Tenggara, North Sumatera, Indonesia. The subject of the research was English students on batch 5 in TOEFL class at IAIN Padangsidempuan. Time of this research was started on June 2020 up to September 2020 at State Institute For Islamic Studies (IAIN) Padangsidempuan.

B. Research Method

In order to achieve the purpose of this research, a qualitative research was applied which used document analysis method. It aimed to investigate and identify English students' difficulties on aspects of structure and written expression in ITP TOEFL test. Using qualitative way, the documents can be understood and interpreted so that the results presented through words. This research was not going to generalize the result because different phenomenon meant different experience of each participant or informant which affected interpretation and results of the collected data.

C. Research Subject

For the subject of this research, the researcher took 35 of TOEFL class students as participants. All of them were English students who were gathered from the fifth and the seventh semester on batch 5 of TOEFL class in State Institute For Islamic Studies (IAIN) Padangsidempuan in academic year 2020/2021. They were chosen because they have fulfilled the researcher's consideration of taking research participants.

D. Data Sources

Source of the data in this research is documents. The documents were taken from students' question sheets and answer sheets of TOEFL test. From these question sheets and answer sheets, the researcher analyzed the difficulties on aspects of structure and written expression faced by students on structure and written expression section. 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 1 became the source of the data. They were taken from the students and property of Language Development Center with permission.

E. Technique of Data Collection

For technique of data collection, the researcher passed some steps to take the data, as follows: First, the researcher asked permission to the chief of Language Development Center (P2B) to do the research in TOEFL class. Second, the researcher met and asked TOEFL's lecturer for taking the data that was needed. Third, the data was taken from documents of students' question sheets and answer sheets of test 1. Then, the data submitted and copied to do the analysis.

F. Technique of Data Analysis

After collecting the data, the next thing that researcher did is to analyze the data. Analyzing data conducted in some 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.

The first step, the researcher prepared and examined all the documents needed for the research including question sheets and students' answer sheets in TOEFL test 1.

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.

Next, the researcher read all the documents and matched the analyzed items with the students' answers. Then, the researcher made some codes for each aspects of structure and written expression, (WI) for

WIAS, (W.C) for Word Choice, (W.O) for Word Order, (V.F) for Verb Form, (Par) for Paralellism, (P.O.S) for Part of Speech, (Plu) for Plural, (P.E) for Pronoun Errors, (Pre.E) for Prepositional Error, (Ar) for Article, and (Con) for Conjunction.

3. Description. It addresses the issues. The aim is to provide a true picture of the phenomena that takes place on it, so the researcher and the reader have an understanding of context in this study.

In this step, the researcher described clearly the aspects found in each analyzed items, presenting the description of the difficulties.

4. Classifying. It is a process of categorizing ideas or concepts after they are examined and compared to one another.

Then, the researcher put the number of question into the categories on aspects of structure and written expression that must be; WIAS, parallelism, and so on. The researcher also categorized which one of the aspects was the dominant aspects in each analyzed item.

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.¹

¹L.R Gay and Peter Airasian, *Educational Research: Competencies for Application, Sixth Edition* (New Jersey: Prentice-Hall, 2000), p. 240.

In the last step, the researcher wrote the result of this research with thick description so that what the researcher want to tell to the reader can be explained clearly.

The researcher followed five steps above without exception, because they are the whole steps.

G. Technique of Checking Data Trustworthiness

Trustworthiness in qualitative research is very crucial because by using it will erase the assumption that the qualitative research is not scientific. To minify the bias of the data and to improve the validity of the data collected. Gay suggested several strategies as follows:²

1. Extent the study by staying in the field for a longer period to obtain additional data can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representativeness of the study and thus the database.
3. Make a concerned fort to obtain participants trust and comport, thus providing more detailed, honest information from participants.
4. Try to recognize one's own biases and preferences and be honest with one self in seeking them out.

²L.R Gay Geoffrey E. Mills, *Educational Research Competencies For Analysis An Application* (Hudson Street: Pearson, 2018), p. 568.

5. Work with another researcher and independently gather and compare data collected from subgroup of the participants.
6. Allow participants to review and critique field notes or tape recording for accuracy and meaning, but only at the end of the entire data collected period.
7. Use verbatim account of observation or interviews by collecting data recording with tape recording or detailed field notes.
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for examination.
10. Triangulate by using different data to source to confirm one another, as when interview, and recollection of other participants produce the same description of an event, or when a participant responds similarly to a question asked on three different occasions.

From the strategies that Gay suggested above, the researcher used a triangulate technique. This technique appropriated to the researcher's research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The researcher has conducted the research in TOEFL class in IAIN Padangsidimpuan, which the class is one of IAIN Padangsidimpuan Rector's programs. Up to now, TOEFL class has gone through the fifth batch in the learning process, which in the near future will be opened again for the sixth batch. Here, the researcher did the research on the fifth batch of TOEFL class.

The total of all students in TOEFL class was 60 students. It was divided into 2 rooms. Room 1 consisted of 30 students and room 2 consisted of 30 students. The subject of this research was English students only. In room 1, there were 18 English students. In room 2, there were 17 English students. Therefore, there were 35 students whom researcher took as participants in this research. List of research participants could be seen in the appendix 1.

In this research, the researcher focused on the second section of TOEFL test, namely structure and written expression section. This section consisted of two parts. Part 1 is for structure, which was started from item number 1 up to item number 15. Part 2 is for written expression, which was started from item number 16 up to item number 40. The researcher analyzed

English students' difficulties on aspects of structure and on aspects of written expression.

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 1. The question sheets for TOEFL test 1 could be seen in the appendix 2 and the students' answer sheets were in the appendix 3. 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 analyzed documents to encounter the difficulties on aspects of structure and written expression from TOEFL test 1. Documents were analyzed in detail. The findings from the analysis were described from students' answer sheets as follows.

The first was from SNA's answer sheet, the researcher found 10 incorrect answers. 2 from structure in item number 11 and 14, and 8 from written expression in item number 20, 28, 31, 32, 33, 36, 39 and 40. The aspects found on this answer sheet were WIAS, part of speech, article and verb form. The next answer sheet was from DS, there were 12 incorrect answers. 4 from structure in item number 8, 9, 13 and 15, and 8 from written expression in item number 22, 23, 27, 29, 30, 36, 37 and 38. The aspects found were WIAS, word order, part of speech, pronoun errors, conjunction

and verb form. In NRSP's answer sheet, she had 18 incorrect answers. 5 from structure in item number 3, 8, 13, 14 and 15, and 13 from written expression in item number 20, 23, 24, 26, 27, 29, 30, 31, 33, 35, 36, 39 and 40. The aspects were word choice, WIAS, part of speech, pronoun errors, verb form, conjunction and prepositional errors.

The next answer sheet was taken from KH. The researcher found 17 incorrect answers. 6 from structure in item number 1, 8, 12, 13, 14 and 15, and 11 from written expression in item number 18, 19, 20, 23, 26, 27, 28, 31, 32, 37 and 38. The aspects found on these incorrect answers were WIAS, word choice, part of speech, pronoun errors, verb form, conjunction and article. In AD's answer sheet, she had 22 incorrect answers. 10 from structure in item number 1, 3, 4, 5, 7, 8, 11, 13, 14 and 15, and 12 from written expression in item number 18, 20, 21, 24, 28, 30, 31, 33, 34, 38, 39 and 40. The aspects were WIAS, word choice, parallelism, part of speech and verb form. According to MAH's answer sheet, there were 15 incorrect answers. 5 from structure in item number 4, 8, 11, 13 and 14, and 10 from written expression in item number 19, 20, 23, 24, 25, 26, 31, 33, 39 and 40. The aspects gained were parallelism, WIAS, part of speech, pronoun errors and verb form.

In OVH's answer sheet, she had 15 incorrect answers. 8 from structure in item number 2, 4, 6, 7, 8, 11, 13 and 14, and 7 from written expression in item number 18, 19, 23, 24, 28, 39 and 40. The aspects were word choice,

parallelism, WIAS, part of speech and pronoun errors. The next was from VSL's answer sheet, she had 25 incorrect answers. 10 from structure in item number 1, 2, 4, 7, 8, 9, 10, 11, 13 and 14, and 15 from written expression in item number 17, 18, 20, 22, 23, 24, 25, 26, 29, 31, 32, 33, 34, 38 and 40. The aspects were WIAS, word choice, parallelism, word order, verb form, plural, part of speech, pronoun errors and article. In YAHR's answer sheet, she had 18 incorrect answers. 5 from structure in item number 7, 8, 11, 12 and 13, and 13 from written expression in item number 17, 20, 21, 23, 25, 27, 28, 30, 31, 32, 34, 36 and 38. The aspects found were word choice, WIAS, plural, part of speech, parallelism, pronoun errors, conjunction, article and verb form.

Then, the next answer sheet was taken from SR. She had 23 incorrect answers. 10 from structure in item number 3, 4, 5, 6, 7, 8, 9, 11, 12 and 14, and 13 from written expression in item number 19, 20, 22, 23, 24, 25, 26, 32, 33, 34, 36, 38 and 40. The aspects gained were word choice, parallelism, WIAS, word order, part of speech, pronoun errors, verb form and article. According to SH's answer sheet, she had 21 incorrect answers. 9 from structure in item number 1, 4, 5, 7, 9, 12, 13, 14 and 15, and 12 from written expression in item number 21, 22, 23, 25, 26, 28, 29, 31, 32, 34, 36 and 40. The aspects found were WIAS, parallelism, word choice, word order, part of speech, pronoun errors, verb form and article. In SA's answer sheet, there were 33 incorrect answers. 12 from structure in item number 1, 2, 3, 6, 7, 8,

9, 10, 11, 12, 13 and 15, and 21 from written expression in item number 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38 and 40. The aspects were WIAS, word choice, parallelism, word order, verb form, plural, part of speech, pronoun errors, conjunction, article and prepositional errors.

According to AYS's she had 27 incorrect answers. 9 from structure in item number 1, 4, 7, 8, 11, 12, 13, 14 and 15, and 18 from written expression in item number 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 38, 39 and 40. The aspects found were WIAS, parallelism, word choice, part of speech, pronoun errors, verb form, conjunction and article. In RH's answer sheet, there were 24 incorrect answers. 8 from structure in item number 2, 3, 7, 8, 11, 13, 14 and 15, and 16 from written expression in item number 18, 20, 22, 23, 24, 25, 26, 27, 28, 31, 32, 34, 37, 38, 39 and 40. The aspects found were word choice, WIAS, part of speech, pronoun errors, verb form, conjunction and article. In AH's answer sheet, she had 26 incorrect answers. 9 from structure in item number 1, 4, 5, 7, 11, 12, 13, 14 and 15, and 17 from written expression in item number 18, 20, 22, 23, 24, 25, 26, 29, 30, 31, 32, 34, 35, 37, 38, 39 and 40. The aspects gained were WIAS, parallelism, word choice, part of speech, pronoun errors, verb form, article and prepositional errors.

The next answer sheet was from RPS's, there were 21 incorrect answers. 9 from structure in item number 1, 2, 3, 4, 6, 7, 9, 11 and 13, and 12

from written expression in item number 18, 19, 23, 24, 25, 26, 27, 28, 30, 33, 34 and 38. The aspects found were WIAS, word choice, parallelism, word order, part of speech, pronoun errors, verb form and conjunction. The next was in SA's answer sheet, there were 23 incorrect answers. 8 from structure in item number 1, 4, 6, 7, 9, 12, 13 and 14, and 15 from written expression in item number 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30, 32, 36, 37 and 38. The aspects gained were WIAS, parallelism, word choice, word order, part of speech, pronoun errors, verb form, conjunction and article. In PRS's answer sheet, she had 26 incorrect answers. 8 from structure in item number 3, 4, 9, 11, 12, 13, 14 and 15, and 18 from written expression in item number 18, 19, 20, 21, 23, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38 and 39. The aspects encountered were word choice, parallelism, word order, WIAS, part of speech, pronoun errors, verb form, conjunction and prepositional errors.

In RAH's answers sheet, there were 28 incorrect answers. 9 from structure in item number 3, 4, 6, 7, 8, 9, 11, 13 and 14, and 19 from written expression in item number 16, 17, 19, 20, 21, 22, 23, 25, 26, 28, 29, 30, 31, 32, 33, 35, 38, 39 and 40. The aspects found from this answer sheet were word choice, parallelism, WIAS, word order, verb form, plural, part of speech, pronoun errors, article and prepositional errors. In SHN's answer sheet, she had 21 incorrect answers. 7 from structure in item number 1, 3, 4, 11, 12, 13 and 14, and 14 from written expression in item number 19, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 and 40. The aspects gained were WIAS,

word choice, parallelism, part of speech, pronoun errors, verb form, conjunction and article. According to VA's answer sheet, she had 31 incorrect answers. 10 from structure in item number 1, 2, 4, 5, 7, 8, 9, 11, 14 and 15, and 21 from written expression in item number 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37 and 39. The aspects found were WIAS, word choice, parallelism, word order, plural, part of speech, pronoun errors, verb form, conjunction and prepositional errors.

Based on founding in IS's answer sheet, she had 25 incorrect answers. 10 from structure in item number 1, 2, 3, 5, 6, 7, 8, 11, 14 and 15, and 15 from written expression in item number 17, 18, 20, 23, 24, 26, 27, 28, 31, 32, 33, 34, 35, 37 and 40. The aspects gained were WIAS, word choice, parallelism, plural, part of speech, pronoun errors, verb form, conjunction, article and prepositional errors. In AA's answer sheet, there were 26 incorrect answers. 10 from structure in item number 1, 2, 3, 4, 5, 6, 7, 8, 11 and 13, and 16 from written expression in item number 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 32, 33, 35, 38, 39 and 40. The aspects found were WIAS, word choice, parallelism, part of speech, pronoun errors, verb form, article and prepositional errors. In HMS's answer sheet, there were 31 incorrect answers. 14 from structure in item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14 and 15, and 17 from written expression in item number 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 30, 31, 32, 33, 34, 35 and 37. The aspects obtained were

WIAS, word choice, parallelism, word order, verb form, plural, part of speech, pronoun errors, article and prepositional errors.

In ARS's answer sheet, there were 20 incorrect answers. 8 from structure in item number 1, 3, 6, 7, 8, 11, 13, and 14, and 12 from written expression in item number 16, 20, 25, 26, 27, 28, 29, 31, 33, 34, 38 and 40. The aspects found were WIAS, word choice, parallelism, verb form, part of speech and conjunction. According to AH's answer sheet, there were 27 incorrect answers. 11 from structure in item number 1, 2, 3, 4, 6, 7, 8, 9, 11, 12 and 13, and 16 from written expression in item number 16, 17, 18, 19, 20, 22, 24, 26, 28, 31, 34, 35, 36, 37, 38 and 39. The aspects found were WIAS, word choice, parallelism, word order, verb form, plural, part of speech and prepositional errors. In NHH's answer sheet, she had 28 incorrect answers. 10 from structure in item number 1, 3, 5, 6, 7, 9, 10, 11, 12 and 14, and 18 from written expression in item number 16, 17, 18, 20, 23, 24, 26, 27, 28, 29, 30, 31, 33, 34, 36, 38, 39 and 40. The aspect found were WIAS, word choice, parallelism, word order, verb form, plural, part of speech, pronoun errors and conjunction.

In AP's answer sheet, there were 24 incorrect answers. 10 from structure in item number 1, 2, 3, 4, 7, 9, 10, 11, 13 and 14, and 14 from written expression in item number 17, 19, 21, 23, 24, 26, 27, 28, 30, 32, 34, 36, 37 and 40. The aspects found were WIAS, word choice, parallelism, word order, verb form, plural, part of speech, pronoun errors, conjunction

and article. In MSS's answer sheet, there were 31 incorrect answers. 13 from structure in item number 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14 and 15, and 18 from written expression in item number 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 36, 37, 38, 39 and 40. The aspects gained were WIAS, word choice, parallelism, part of speech, verb form and article. Then, in RRR's answer sheet, there were 27 incorrect answers. 7 from structure in item number 1, 8, 10, 11, 13, 14 and 15, and 20 from written expression in item number 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 39 and 40. The aspects found were WIAS, verb form, part of speech, parallelism, pronoun errors, conjunction, article and prepositional errors.

According to DNS's answer sheet, there were 29 incorrect answers. 11 from structure in item number 1, 2, 4, 5, 6, 7, 8, 10, 11, 12 and 14, and 18 from written expression in item number 17, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 35, 36, 38, 39 and 40. The aspects found from this answer sheet were WIAS, word choice, parallelism, verb form, plural, part of speech, pronoun errors, conjunction, article and prepositional errors. In ESH's answer sheet, she had 29 incorrect answers. 11 from structure in item number 1, 2, 4, 5, 6, 8, 10, 11, 12, 13 and 14, and 18 from written written expression in item number 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 31, 32, 33, 35, 36, 37, 38 and 40. The aspects found were WIAS, word choice, parallelism, verb form, part of speech, pronoun errors, article and prepositional errors. In SK's answer sheet, there were 25 incorrect answers.

9 from structure in item number 3, 4, 5, 7, 11, 12, 13, 14 and 15, and 16 from written expression in item number 19, 20, 23, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39 and 40. The aspects found were word choice, parallelism, WIAS, part of speech, pronoun errors, conjunction, verb form, article and prepositional errors.

Then, in JEL's answer sheet, there were 27 incorrect answers. 11 from structure in item number 1, 3, 4, 5, 7, 8, 10, 11, 13, 14 and 15, and 16 from written expression in item number 18, 19, 21, 22, 24, 26, 27, 28, 29, 31, 33, 34, 35, 36, 38 and 39. The aspects found were WIAS, word choice, parallelism, verb form, part of speech, conjunction and prepositional errors. In SS's answer sheet, he had 19 incorrect answers. 5 from structure in item number 3, 4, 8, 11 and 13, and 14 from written expression in item number 18, 19, 22, 24, 25, 26, 28, 31, 34, 35, 36, 37, 38 and 39. The aspects found were word choice, parallelism, WIAS, part of speech, verb form and prepositional errors.

In conclusion, the total of incorrect answers that students gained in doing TOEFL test of structure and written expression section that consisted of 40 items was 824. 302 (36,65%) from structure and 522 (63,35%) from written expression.

1. The Difficulties Faced by English Students on Aspects of Structure in TOEFL Test at IAIN Padangsidempuan

a. WIAS (What is a sentence)

WIAS appeared 6 times of 15 items in part A (structure). It was in item number 1,8,11,13,14 and 15. In item number 1, there were 23 students getting incorrect. The sentence from this item was incomplete. It was missing a subject. The subject that was needed to complete the sentence was on C “The epidermis”. In item no 8, there were 26 students getting incorrect. The sentence from this item was still incomplete. It needed a verb and compliment to make the sentence correct. The answer from this question was A “identify a limited number”. In item number 11, there were 30 students getting incorrect. The sentence needed right phrase to complete the opposite. Opposite in this sentence was *,opposing presidents of the Union and the Confederacy during the Civil War,*. It aimed to give more information about the subject *Abraham Lincoln and Jefferson Davis*. So, the answer was C “opposing presidents”.

In item number 13, there were 28 students getting incorrect. The sentence from this item needed preposition and relative clause to complete. D is the answer for this item “from whose cocoons”. In item number 14, there were 28 students getting incorrect. The sentence from this item needed an inverted subject. The subject

should come after the verb. Here the answer was C “does a nuclear breeder”. In item number 15, there were 18 students getting incorrect. The sentence from this item needed an adjective clause. The subject in this sentence was *D.W. Griffith* and the verb was *pioneered*. Adjective clause here was needed to explain *many of the stylish features and film making techniques*. The answer was B “that became established”.

b. Word Choice

Word choice appeared 5 times. It was in item number 2,3,5,7 and 12. In item number 2, there were 14 students getting incorrect. The sentence from this item needed a verb and match word choice to complete the sentence. The answer was “are two”. In item number 3, there were 20 students getting incorrect. The sentence from this item needed a conjunction to connect the sentences. The answer was B “but”. In item number 5, there were 13 students getting incorrect. The sentence from this item needed a prepositional phrase. The answer was B “between the mouth”. In item number 7, there were 25 students getting incorrect. The sentence from this item needed right phrase to be connected with the preposition *of*. The answer was A “*otitis media* may develop”. In item number 12, there were 17 students getting incorrect. The sentence from this item needed past participle. The sentence used

passive form. So, the verb from this sentence was *is called*. *Issued* was not a verb, but it was past participle. The answer was A “issued”.

c. Parallelism

Parallelism appeared twice. It was in item number 4 and 6. In item number 4, there were 24 students getting incorrect. The sentence from this item needed parallelism. A sentence must be parallel to another sentence. The suitable answer was A “first appeared”. In item number 6, there were 15 students getting incorrect. The sentence needed parallelism. The sentences must be parallel one each other. The suitable answer was C “appropriate temperatures”.

d. Word Order

Word order appeared once. It was in item number 9. In this item, there were 13 students getting incorrect. The sentence from this item needed a good word ordering. In this sentence, the subject must come first before the verb. The right answer was D “the statue should be”.

e. Verb Form

Verb form appeared once. It was in item number 10. In this item, there were 9 students getting incorrect. In this sentence, the prepositional must be followed by noun. On this case, it chose

gerund to make parallel with the next phrase that is connected by conjunction *and*. The suitable answer was B “damming water basins”.

2. The Difficulties Faced by English Students on Aspects of Written Expression in TOEFL Test at IAIN Padangsidempuan

a. Part of Speech

Part of speech appeared 13 times of 25 items in part B (written expression). It was in item number 18, 19, 20, 22, 24, 25, 28, 30, 31, 36, 37, 39 and 40. In item number 18, there were 20 students getting incorrect. The sentence from this item had two verbs in a procession. The second verb *occur* should be changed to be noun *occurrence*. The answer was A. In item number 19, there were 22 students getting incorrect. The article *the* should be followed by noun. It should be not *the operate*, but it should be *the operation*. The answer was C. In item number 20, there were 27 students getting incorrect. The sentence in this item was superlative sentence. *Most* becomes *the most*. The answer was C.

In item number 22, there were 18 students getting incorrect. The form to infinitive *to+VI*. From *to resides* became *to reside*, without putting *s* at the end of the word. In item number 24, there were 27 students getting incorrect. The adjective *shy* should not come after the preposition *of*. The preposition is always followed by

noun. *Shy* should be changed to be *shyness*. In item number 25, there were 23 students getting incorrect. The adverb *weakly* should not come after the verb *becomes*. It should be put adjective. *weakly* becomes *weak*. The answer was D. In item number 28, there were 27 students getting incorrect. On the sentence of this item, the word *faster* should be changed to be *fasting*. The answer was C.

In item number 30, there were 22 students getting incorrect. On the sentence of this item, the word *other* should be changed to be *others*. The answer was D. In item number 31, there were 28 students getting incorrect. On the sentence of this item, the subject *The number* was a singular, not plural. To be *are* should be changed to be *is*. The answer was B. In item number 36, there were 19 students getting incorrect. There has been already subject and verb in the sentence of this item. The verb *consumes* after *that* should be present participle *consuming*. The answer was C. In item number 37, there were 16 students getting incorrect. The *observers* in the sentence of this item should use noun *observation*. The answer was A. In item number 39, there were 20 students getting incorrect. The verb *live* should be changed to be the verb *lived*. Because this sentence used passive form. The answer was C. In item number 40, there were 24 students getting incorrect. Noun *observing* on the

sentence of this item should be changed to be adjective *observational*. The answer was C.

b. Plural

Plural appeared once. It was in item number 17. In this item, there were 10 students getting incorrect. On this sentence, the word *electrons* should be changed to be *electron*, because there was article *a* which indicates a singular form. The answer was C.

c. Parallelism

Parallelism appeared once. It was in item number 21. In this item, there were 14 students getting incorrect. All words after the preposition *of* should be parallel. All of them should use adjective. The noun *anthropology* must be changed to be adjective *anthropological*. The answer was D.

d. Pronoun Errors

Pronoun errors appeared once. It was in item number 23. In this item, there were 29 students getting incorrect. The subject in the sentence of this item was *rubberized asphalt*. So, the suitable pronoun to represent the subject was *its*, not *their*. The answer was A.

e. Prepositional Errors

Prepositional errors appeared once. It was in item number 35. In this item, there were 17 students getting incorrect. The

preposition in the sentence of this item was error. It is always *at least*, not *of least*. The answer was C.

f. Verb Form

Verb form appeared 6 times. It was in item number 16, 26, 29, 33, 34 and 38. In item number 16, there were 4 students getting incorrect. The mistake was found on the verb *accepts*. Modal *will* is always followed by V-1. *Accepts* should be changed to be *accept*. The answer was A. In item number 26, there were 27 students getting incorrect. The sentence of this item used passive form. The word *reach* in the *can be reach only by boat or plane* should use V-3. *Reach* was changed to be *reached*. The answer was C. In item number 29, there were 17 students getting incorrect. On the sentence of this item used the subject plural *The Batataken House Ruins*. So, the verb must agree with the subject. To be *is* should be changed becomes to be *are*. The answer was A.

In item number 33, there were 23 students getting incorrect. From the sentence of this item, the adverb *unlikely* in the beginning of the sentence should use adjective *unlike*. The answer was A. In item number 34, there were 21 students getting incorrect. The sentence of this item used simple past tense, not present perfect tense. It was proved by the year in 1852. So the verb *has begun* should be *began*. The answer was B. In item number 38, there were

25 students getting incorrect. The sentence of this item used simple past tense. The verb remembers should become remembered. The answer was A.

g. Article

Article appeared once. It was in item number 32. In this item, there were 22 students getting incorrect. On the sentence of this item, the article *an* should be changed to be article *a*. The word *unique* is pronounced *ju'ni:k*. It became consonant *j* in the beginning of the word, not vowel *u*. The answer went to C.

h. Conjunction

Conjunction appeared once. It was in item number 27. In this item, there were 21 students getting incorrect. On the sentence of this item, the conjunction was error. It should not use conjunction *and*, because *either* is always followed by conjunction *or*. The sentence should be *either* *on the film in a camera* *or* *on the light-sensitive tube of a television camera*. The answer was D.

i. Deleted Word

j. Word Order

From 25 items in part B, there was no two aspects of written expression found, they were Deleted Word and Word Order.

B. Discussions

This research took 35 participants with their documents of question sheets and answer sheets in TOEFL test 1. The researcher analyzed students' difficulties on aspects of structure and written expression in TOEFL test. All analyzed items consisted of WIAS, word choice, word order, verb form, parallelism, part of speech, plural, pronoun errors, prepositional errors, deleted word, article, and conjunction.

Based on the research findings, the researcher found that in structure part, from five grammatical aspects, WIAS was the highest percentage (72.85%) that students could not answer the questions correctly, so that aspect was the hardest one for the students. It also showed that verb form, which 25.71% of participants could not answer correctly, was the least difficult one for the students. In written expression part, from ten aspects, pronoun error was the highest percentage (82.86%) that students could not answer the questions correctly, so that aspect was the most difficult one for the students. It also showed that plural, which 28.57% of participants could not answer correctly, was the least difficult one for the students.

Generally, the total of incorrect answers that students gained in doing TOEFL test of structure and written expression section that consisted of 40 items was 824. They were 302 (36.65%) in structure and 522 (63.35%) in written expression. So, the percentage of students' difficulties found more in part B (written expression) than in part A (structure).

Relating to the previous studies which relevant with this study, Muhajir and Sofyan in their research analyzed the similar difficulties on aspects of structure and written expression. They were WIAS, word choice, parallelism, word order, verb form, part of speech, plural, pronoun errors, prepositional errors, deleted word, article and conjunction. Whereas the result of the research was different.

In Muhajir's and Sofyan's study, the percentage was based on the students' correct answers. The result revealed that the students faced a serious problem with redundancy (48%), followed by verb form (53%), pronoun error (55%), plural (55%), WIAS (57%), parallelism (59%), article (60%), word order (61%), conjunction (62%), deleted word (71%), prepositional phrase (71%), word choice (73%), and part of speech (74%).¹

According to the researcher's finding, the percentage was based on students' incorrect answers. The result revealed that the students faced a serious problem with pronoun errors (82.86%), followed by WIAS (72.85%), part of speech (64.40%), article (62.86%), conjunction (60%), parallelism (55.71%), verb form (55.71%), word choice (50.85%), prepositional errors (48.57%), word order (37.14%), plural (28.57%), and verb form (25.71%).

In another research from Faishol Hadi, the study discussed about the students' errors from five items of TOEFL test, they were invert subject and verb, multi clauses, reduced clause, form of the verb, and adjective and verb.

¹Muhajir, and Sofyan A.Gani.

This research also showed that the main factor causing students' difficulty in TOEFL was lack of grammar.² The items described in this study is more specific than this researcher's finding. Meanwhile, the items from Faishol's research was part of aspects from the focus of this research in general.

Invert subject and verb and multi clauses in Faishol's were included parts of aspect WIAS of structure part in researcher's, reduced clause was included a part of aspect word choice of structure, form of the verb is same as aspect verb form in structure and written expression, and adjective and verb were included parts of aspect part of speech in this study. In conclusion, the five items researched in Faishol's study were parts of aspects in structure and written expression from this research.

²Faishol Hadi.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The Difficulties Faced by English Students on Aspects of Structure in TOEFL Test at IAIN Padangsidimpuan

The difficulties on aspects of structure that researcher found from the students was consisted of WIAS, word choice, word order, verb form and parallelism. From these five grammatical aspects, WIAS was the highest percentage (72.85%) that students could not answer the questions correctly, so that aspect was the hardest one for the students. It also showed that verb form, which 25.71% of participants could not answer correctly, was the least difficult one for the students.

2. The Difficulties Faced by English Students on Aspects of Written Expression in TOEFL Test at IAIN Padangsidimpuan

The difficulties on aspects of written expression that researcher encountered from the students was consisted of part of speech, plural, verb form, pronoun errors, prepositional errors, article, parallelism and conjunction. From these aspects, pronoun error was the highest percentage (82.86%) that students could not answer the questions correctly, so that aspect was the most difficult one for the students. It also

showed that plural, which 28.57% of participants could not answer correctly, was the least difficult one for the students.

B. Suggestion

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

1. It is very important for students to study hard and to do more exercises in learning TOEFL particulally in structure and written expression section and in all sections generally. This is to advance students' ability to know more in English.
2. It is surely substantial for TOEFL's class Lecturer to evolve the way in teaching. The lecturer needs to provide more handouts to make easier for students to learn TOEFL properly and guidely. This is necessary to produce better students with better English skills in accordance with the purpose of holding TOEFL class.
3. Language Development Center in IAIN Padangsidimpuan can better improve the quality of the implementation and run TOEFL program in the next batch. The class better have four meetings in a week. Each day learns about each section in TOEFL ITP. First day for Listening Section, second day for Structure and Written Expression Section, third day for Reading Comprehension Section, and fourth day for evaluating the lessons that have been learnt.

4. Hopefully, people can realize that TOEFL is one of the important things to master. In addition to the TOEFL needed to be able to continue studying abroad, this is also useful to get the desired job abroad. It is not only about students of English education, but also about people who need to be more qualified in English language.

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CURRICULUM VITAE

A. Identify

Name : Anggia Putra
Reg. Num : 16 203 00086
Place / Birthday : Batahan, 04th July 1996
Sex : Male
Religion : Islam
Address : Kuala Batahan, Kec. Batahan
Kab. Mandailing Natal
Phone Number : 0838 4852 0614
Email : anggiaputra047@gmail.com

B. Parents

Father's Name : Alm. Zaliksman
Job : -
Mother's Name : Emi Diharti
Job : Trader

C. Educational Background

Elementary School : SD N 142710 Batahan (2009)
Junior High School : MTs NU Batahan (2012)
Senior High School : MA NU Batahan (2015)
College : IAIN Padangsidimpuan (2020)

APPENDIX I

List of Participants

No	Students' Name	Initial Name
1	Siti Nur Annisa	SNA
2	Desliana Sari	DS
3	Neng Rizki Sari Putri	NRSP
4	Khairunnisa Harahap	KH
5	Anisa Dayanti	AD
6	Meidy Annisa Hsb	MAH
7	Okta Vina Harahap	OVH
8	Vivi Sri Lestari	VSL
9	Yuni Annisa Hafni Rambe	YAHR
10	Sanita Riski	SR
11	Seriani Hutasuhut	SH
12	Syahdinar Adelina	SA
13	Asmida Yanti	AY
14	Rabiatul Adawiyah	RH
15	Anita Harahap	AH
16	Rizki Putri Siregar	RPS
17	Siti Aminah	SA
18	Putri Rifani Siregar	PRS

19	Robiatul Aminah	RA
20	Siti Hajar Nst	SHN
21	Vivi Agustina	VA
22	Indah Septiani	IS
23	Ayu Ashari	AA
24	Hafsiatul Mardiah Srg	HMS
25	Afrida Riani Sani	ARS
26	Annisa Hasibuan	AH
27	Nur Hikmah Hsb	NHH
28	Annisa Putri	AP
29	Melati Suri Siregar	MSS
30	Rizky Romaito Srg	RRR
31	Desy Nurbayanti Srg	DNS
32	Ela Sepi Hairani	ESH
33	Siti Khodijah	SK
34	Juli Ermina Lubis	JEL
35	Sahduan Sinaga	SS

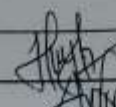
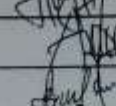
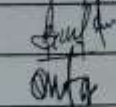
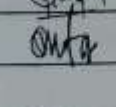
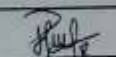
Appendix 2

Students' Question Sheets for Structure and Written Expression Section in TOEFL Test 1

DAFTAR HADIR DAN NILAI UJIAN KOMPLIT 1 PERKULIAHAN TOEFL MAHASISWA SEMESTER GENAP
PUSAT PENGEMBANGAN BAHASA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN T.A 2019/2020

Ruang 1

NAMA	NIM	JUR	NILAI	T. TANGAN
Nur Annisa	1720300124	TBI	560	
Dewi Liana Sari	1720300064	TBI	486	
Ummu Salamah Pasaribu	1840200072	ES	460	
Neng Rizki Sari Putri	1720300121	TBI	476	
Dewi Namiroh	1720200029	TMM	470	
Nilda Sani Harahap	1720300100	TBI	370	
Nurunnisa Harahap	1820300024	TBI	466	
Fitri Rahayu	1720300096	TBI		
Aksha Dayanti	1720300045	TBI	163	
Fitri	1820300065	TBI		
Fitri Amelia	1720300112	TBI		
Nelly Annisa Hsb	1820300022	TBI	466	
Nurajah Panjaitan	1720300081	TBI		
Dina Vira Harahap	1720300062	TBI	466	
Nurita Efendy	1720300076	FEBI		
Nuri Sri Lestari	1820300043	TBI	356	
Nuri Annisa Hafni Rambe	1820300063	TBI	440	
Nurita Riski	1820300076	TBIS	436	
Nuriani Hutahut	1720300061	TBI	436	
Nyandiner Adelina	1820300047	TBI	380	
Nurida Yanti	1820300011	TBI	413	
Nurjan Ritonga	1820300101	TBI		
Nurrozi Saugji Pratama	1820300005	TBI		
Nurana Hardiani Hutahut	1840200246	ES	400	


Hadawiyah	1720300053	TBI	386	
Harahap	1820300108	TBI	383	
Putri Siregar	1820300012	TBI	393	
Aminah	1720300017	TBI	420	
Sapriani Hts	1820300034	TBI		
Riani Siregar	1820300010	TBI	416	

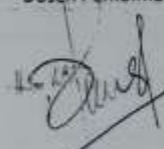
Angawas:

T. Tangan

Padangsidempuan, March 10th, 2020

Dosen Pembimbing

Liah Rosdiani, 



Liah Rosdiani Nst, MA
NIP. 19850730 201503 2010

16.181

Appendix 3

Students' Answer Sheets for TOEFL Test 1

TOEFL ITP

Please complete this as you received it. In the top left corner, please fill your name and address. Write one letter for each side. (Put your family name last name). (Put your first name first).
 Write your name on the 2nd, 4th, 6th, 8th, 10th, 12th, 14th, 16th, 18th, 20th, 22nd, 24th, 26th, 28th, 30th, 32nd, 34th, 36th, 38th, 40th, 42nd, 44th, 46th, 48th, 50th, 52nd, 54th, 56th, 58th, 60th, 62nd, 64th, 66th, 68th, 70th, 72nd, 74th, 76th, 78th, 80th, 82nd, 84th, 86th, 88th, 90th, 92nd, 94th, 96th, 98th, 100th, 102nd, 104th, 106th, 108th, 110th, 112th, 114th, 116th, 118th, 120th, 122nd, 124th, 126th, 128th, 130th, 132nd, 134th, 136th, 138th, 140th, 142nd, 144th, 146th, 148th, 150th, 152nd, 154th, 156th, 158th, 160th, 162nd, 164th, 166th, 168th, 170th, 172nd, 174th, 176th, 178th, 180th, 182nd, 184th, 186th, 188th, 190th, 192nd, 194th, 196th, 198th, 200th, 202nd, 204th, 206th, 208th, 210th, 212th, 214th, 216th, 218th, 220th, 222nd, 224th, 226th, 228th, 230th, 232nd, 234th, 236th, 238th, 240th, 242nd, 244th, 246th, 248th, 250th, 252nd, 254th, 256th, 258th, 260th, 262nd, 264th, 266th, 268th, 270th, 272nd, 274th, 276th, 278th, 280th, 282nd, 284th, 286th, 288th, 290th, 292nd, 294th, 296th, 298th, 300th, 302nd, 304th, 306th, 308th, 310th, 312th, 314th, 316th, 318th, 320th, 322nd, 324th, 326th, 328th, 330th, 332nd, 334th, 336th, 338th, 340th, 342nd, 344th, 346th, 348th, 350th, 352nd, 354th, 356th, 358th, 360th, 362nd, 364th, 366th, 368th, 370th, 372nd, 374th, 376th, 378th, 380th, 382nd, 384th, 386th, 388th, 390th, 392nd, 394th, 396th, 398th, 400th, 402nd, 404th, 406th, 408th, 410th, 412th, 414th, 416th, 418th, 420th, 422nd, 424th, 426th, 428th, 430th, 432nd, 434th, 436th, 438th, 440th, 442nd, 444th, 446th, 448th, 450th, 452nd, 454th, 456th, 458th, 460th, 462nd, 464th, 466th, 468th, 470th, 472nd, 474th, 476th, 478th, 480th, 482nd, 484th, 486th, 488th, 490th, 492nd, 494th, 496th, 498th, 500th, 502nd, 504th, 506th, 508th, 510th, 512th, 514th, 516th, 518th, 520th, 522nd, 524th, 526th, 528th, 530th, 532nd, 534th, 536th, 538th, 540th, 542nd, 544th, 546th, 548th, 550th, 552nd, 554th, 556th, 558th, 560th, 562nd, 564th, 566th, 568th, 570th, 572nd, 574th, 576th, 578th, 580th, 582nd, 584th, 586th, 588th, 590th, 592nd, 594th, 596th, 598th, 600th, 602nd, 604th, 606th, 608th, 610th, 612th, 614th, 616th, 618th, 620th, 622nd, 624th, 626th, 628th, 630th, 632nd, 634th, 636th, 638th, 640th, 642nd, 644th, 646th, 648th, 650th, 652nd, 654th, 656th, 658th, 660th, 662nd, 664th, 666th, 668th, 670th, 672nd, 674th, 676th, 678th, 680th, 682nd, 684th, 686th, 688th, 690th, 692nd, 694th, 696th, 698th, 700th, 702nd, 704th, 706th, 708th, 710th, 712th, 714th, 716th, 718th, 720th, 722nd, 724th, 726th, 728th, 730th, 732nd, 734th, 736th, 738th, 740th, 742nd, 744th, 746th, 748th, 750th, 752nd, 754th, 756th, 758th, 760th, 762nd, 764th, 766th, 768th, 770th, 772nd, 774th, 776th, 778th, 780th, 782nd, 784th, 786th, 788th, 790th, 792nd, 794th, 796th, 798th, 800th, 802nd, 804th, 806th, 808th, 810th, 812th, 814th, 816th, 818th, 820th, 822nd, 824th, 826th, 828th, 830th, 832nd, 834th, 836th, 838th, 840th, 842nd, 844th, 846th, 848th, 850th, 852nd, 854th, 856th, 858th, 860th, 862nd, 864th, 866th, 868th, 870th, 872nd, 874th, 876th, 878th, 880th, 882nd, 884th, 886th, 888th, 890th, 892nd, 894th, 896th, 898th, 900th, 902nd, 904th, 906th, 908th, 910th, 912th, 914th, 916th, 918th, 920th, 922nd, 924th, 926th, 928th, 930th, 932nd, 934th, 936th, 938th, 940th, 942nd, 944th, 946th, 948th, 950th, 952nd, 954th, 956th, 958th, 960th, 962nd, 964th, 966th, 968th, 970th, 972nd, 974th, 976th, 978th, 980th, 982nd, 984th, 986th, 988th, 990th, 992nd, 994th, 996th, 998th, 1000th, 1002nd, 1004th, 1006th, 1008th, 1010th, 1012th, 1014th, 1016th, 1018th, 1020th, 1022nd, 1024th, 1026th, 1028th, 1030th, 1032nd, 1034th, 1036th, 1038th, 1040th, 1042nd, 1044th, 1046th, 1048th, 1050th, 1052nd, 1054th, 1056th, 1058th, 1060th, 1062nd, 1064th, 1066th, 1068th, 1070th, 1072nd, 1074th, 1076th, 1078th, 1080th, 1082nd, 1084th, 1086th, 1088th, 1090th, 1092nd, 1094th, 1096th, 1098th, 1100th, 1102nd, 1104th, 1106th, 1108th, 1110th, 1112th, 1114th, 1116th, 1118th, 1120th, 1122nd, 1124th, 1126th, 1128th, 1130th, 1132nd, 1134th, 1136th, 1138th, 1140th, 1142nd, 1144th, 1146th, 1148th, 1150th, 1152nd, 1154th, 1156th, 1158th, 1160th, 1162nd, 1164th, 1166th, 1168th, 1170th, 1172nd, 1174th, 1176th, 1178th, 1180th, 1182nd, 1184th, 1186th, 1188th, 1190th, 1192nd, 1194th, 1196th, 1198th, 1200th, 1202nd, 1204th, 1206th, 1208th, 1210th, 1212th, 1214th, 1216th, 1218th, 1220th, 1222nd, 1224th, 1226th, 1228th, 1230th, 1232nd, 1234th, 1236th, 1238th, 1240th, 1242nd, 1244th, 1246th, 1248th, 1250th, 1252nd, 1254th, 1256th, 1258th, 1260th, 1262nd, 1264th, 1266th, 1268th, 1270th, 1272nd, 1274th, 1276th, 1278th, 1280th, 1282nd, 1284th, 1286th, 1288th, 1290th, 1292nd, 1294th, 1296th, 1298th, 1300th, 1302nd, 1304th, 1306th, 1308th, 1310th, 1312th

TEST NUMBER _____ TEST FORM _____

Be sure to fill in completely the circles that correspond to your answer choice.
 An incorrectly drawn circle or other marks may lead to your answer being read incorrectly.
 You may find more practice sheets from your school. Do not leave them blank.

		EXAMPLE												SCORING											
		CORRECT				INCORRECT				INCORRECT				INCORRECT				INCORRECT							
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0				
SECTION 1	1	(X)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)				
	2	(X)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)				
	SECTION 2	1	(X)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)			
		2	(X)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)			
		SECTION 3	1	(X)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)		
			2	(X)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)		

B: 15
 41

B: 14
 35

356

393



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[illegible]

Appendix 4

Table 1
Students' Result of Structure and Written Expression Section

No	Initial Name	Items	Score	
			True	False
1	SNA	40	30	10
2	DS	40	28	12
3	NRSP	40	22	18
4	KH	40	23	17
5	AD	40	18	22
6	MAH	40	25	15
7	OVH	40	25	15
8	VSL	40	15	25
9	YAHR	40	22	18
10	SR	40	17	23
11	SH	40	19	21
12	SA	40	7	33
13	AY	40	13	27
14	RH	40	16	24
15	AH	40	14	26

16	RPS	40	19	21
17	SA	40	17	23
18	PRS	40	14	26
19	RAH	40	12	28
20	SHN	40	19	21
21	VA	40	9	31
22	IS	40	15	25
23	AA	40	14	26
24	HMS	40	9	31
25	ARS	40	20	20
26	AH	40	13	27
27	NHH	40	12	28
28	AP	40	16	24
29	MSS	40	9	31
30	RRR	40	13	27
31	DNS	40	11	29
32	ESH	40	11	29
33	SK	40	15	25
34	JEL	40	13	27
35	SS	40	21	19
TOTAL			576	824

Table 2
Part A (Aspects of Structure)

No of Questions	The Aspects of Structure	Total of Students	Total of Students Getting Correct	Total of Studens Getting Incorrect
1	WIAS (Missing subject) -The epidermis- C	35	12	23
2	Word Choice (need verb and match word choice to complete the sentence) -are two- D	35	21	14
3	Word choice (need a conjunction to connect those sencentes) -but- B	35	15	20

4	<p>Parellism</p> <p>(one sentence must be parallel to the next sentence)</p> <p>-first appeared- A</p>	35	11	24
5	<p>Word choice</p> <p>(need prepositional phrase)</p> <p>-between the mouth- B</p>	35	22	13
6	<p>Parallelism</p> <p>(need a noun phrase)</p> <p>-appropriate temperatures)- C</p>	35	20	15
7	<p>Word choice</p> <p>-otitis media may develop- A</p>	35	10	25
8	<p>WIAS</p> <p>(need verb and compliment)</p> <p>-identify a limited number- A</p>	35	9	26
9	<p>Word order</p> <p>(the subject must come first before the verb)</p> <p>-the statue should be- D</p>	35	22	13
10	<p>Verb form</p> <p>(prepositional must be followed by noun. This, choosing gerund to make parallel with the next phrase that is connected by</p>	35	26	9

	conjunction “and”) -damming water basins- B			
11	WIAS (need phrase in the opposite) -opposing presidents- C	35	5	30
12	Word Choice (need past participle) -issued- A	35	18	17
13	WIAS (need preposition, and relative clause) -from whose cocons- D	35	7	28
14	WIAS (need inverted subject) -does a nuclear breeder reactor- C	35	7	28
15	WIAS (need adjective clause) -that became established- B	35	17	18
TOTAL			222	303

Table 3
PART B (Aspects of Written Expression)

No of Questions	The Aspects of Written Expression	Total of Students	Total of Students getting Correct	Total of Studens Getting Incorrect
16	Verb form (will is always followed by V-1) -“accepts” becomes “accept”- A	35	31	4
17	Plural (this should be singular, not plural because there is article “a” before the word) -“electrons” becomes “electron”- C	35	25	10
18	Part of speech (no two verbs in a procession) -“occur” changed to be “occurance”- A	35	15	20
19	Part of speech (article is always followed by noun, not verb) -“operate” becomes “operation”- C	35	13	22
20	Part of specch (this is a superlative sentence) -“most” should changed to be “the most”- C	35	8	27
21	Parallelism	35	21	14

	<p>(all words must be adjective)</p> <p>-“anthropology” becomes “anthropological”- D</p>			
22	<p>Part of speech</p> <p>(to infinitive, to+V1)</p> <p>-“to resides” becomes “to reside”- D</p>	35	17	18
23	<p>Pronouns errors</p> <p>(the subject is “rubberized asphalt”)</p> <p>-“their” changed to be “its”- A</p>	35	6	29
24	<p>Part of speech</p> <p>(this should be noun, not adjective)</p> <p>-“shy” becomes “shyness”- B</p>	35	8	27
25	<p>Part of speech</p> <p>(this should be adjective, not adverb)</p> <p>-“weakly” becomes “weak”- D</p>	35	12	23
26	<p>Verb form</p> <p>(this should be V3, because using passive voice)</p> <p>-“reach” becomes “reached”- C</p>	35	8	27
27	Conjunction	35	14	21

	<p>(conjunction “and” is changed to conjunction “or” because “either” is followed by “or” not “and”)</p> <p>-“and” becomes “or”- D</p>			
28	<p>Part of speech</p> <p>(this should be gerund)</p> <p>-“faster” becomes “fasting”- C</p>	35	8	27
29	<p>Verb form</p> <p>(the subject in this sentence is plural “The Batataken House Ruins”)</p> <p>-“is” changed to be “are”- A</p>	35	18	17
30	<p>Part of speech</p> <p>-“other” should be changed to be “others”- D</p>	35	13	22
31	<p>Part of speech</p> <p>(the subject is singular, “the number”)</p> <p>-“are” becomes “is”- B</p>	35	7	28
32	<p>Article</p> <p>(“unique” is pronounced “yuniq”, and it becomes consonant “y” in the beginning of the word, not vowel “u”)</p> <p>-“an” should be “a”- C</p>	35	13	22
33	Verb form	35	12	23

	<p>(adverb changed to be adjective)</p> <p>-“unlikely” becomes “unlike”- A</p>			
34	<p>Verb form</p> <p>(this sentence is using past tense, not present perfect)</p> <p>-“has begun” should be “began”- B</p>	35	14	21
35	<p>Prepositional errors</p> <p>(the preposition is error, it is always “at least” not “of least”)</p> <p>-“of least” should be “at least”- C</p>	35	18	17
36	<p>Part of speech</p> <p>(this should be present participle)</p> <p>-“consumes” becomes “consuming”- C</p>	35	16	19
37	<p>Part of speech</p> <p>(this should use a right noun)</p> <p>-“observers” should be “observation”- A</p>	35	19	16
38	<p>Verb form</p> <p>(this sentence is past tense)</p> <p>-“remembers” becomes “remembered”- A</p>	35	10	25
39	<p>Part of speech</p>	35	15	20

	(This uses passive form) -“live” becomes “lived”- C			
40	Part of speech (this should use an adjective) -“observing” becomes “observational”- C	35	11	24
TOTAL			352	523

Appendix 5

The appearance of Aspects in Part A (Structure) and Part B (Written Expression)

Total of Students = 35

PART A

WIAS appeared 6 times, namely in item no 1, 8, 11, 13, 14 dan 15.

Word choice appeared 5 times, namely in item no 2, 3, 5, 7 dan 12.

Parallelism appeared twice, namely in item no 4 dan 6.

Word order appeared once, namely in item no 9.

Verb form appeared once, namely in item no 10.

PART B

Part of speech appeared 13 times, namely in item no 18, 19, 20, 22, 24, 25, 28, 30, 31, 36, 37, 39 dan 40.

Plural appeared once, namely in item no 17.

Parallelism appeared once, namely in item no 21.

Pronoun Error appeared once, namely in item no 23.

Prepositional Error appeared once, namely in item no 35.

Verb Form appeared 6 times, namely in item no 16, 26, 29, 33, 34 dan 38.

Article appeared once, namely in item no 32.

Conjunction appeared once, namely in item no 27.

There were no Deleted Word dan Word Order found in this part.

Appendix 6

The Percentage of Students Getting Incorrect in Part A (Structure) and Part B (Written Expression)

Total of Participants = 35

PART A

WIAS = $23+26+30+28+28+18 = 153$

$153 : 210 \times 100\% = 72,85 \%$

Note:

(23,26,18,....taken from the total of students getting wrong)

(210 is gained from the total of participants x the appearance of WIAS in this part. 35×6 (WIAS appeared 6 times) = 210)

Word Choice = $14+20+13+25+17 = 89$

$89 : 175 \times 100\% = 50,85 \%$

Parallelism = $24+15 = 39$

$39 : 70 \times 100\% = 55,71 \%$

Word Order = $13 : 35 \times 100\% = 37,14 \%$

Verb Form = $9 : 35 \times 100\% = 25,71 \%$

PART B

Part of Speech = $20+22+27+18+27+23+27+22+28+19+16+20+24 = 293$

$293 : 455 \times 100\% = 64,40 \%$

Note:

(20+22+27,...taken from the total of students getting wrong)

(455 is gained from the total of participants x the appearance of Part of

Speech in this part. 35×13 (P.O.S appeared 13 times) = 455

Plural = $10 : 35 \times 100\% = 28,57 \%$

Parallelism = $14 : 35 \times 100\% = 40 \%$

Pronoun Errors = $29 : 35 \times 100\% = 82,86 \%$

Prepositional Errors = $17 : 35 \times 100\% = 48,57 \%$

Verb Form = $4+27+17+23+21+25 = 117$

$117 : 210 \times 100\% = 55,71 \%$

Article = $22 : 35 \times 100\% = 62,86 \%$

Conjunction = $21 : 35 \times 100\% = 60\%$

There were no deleted word and word order found in this part.



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1. Rayendriani Fahmei Lubis, M.Ag
2. Fitri Rayani Siregar, M.Hum

(Pembimbing I)
(Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan 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:

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Judul Skripsi	: An Analysis on English Students' Difficulties in TOEFL Test of Structure and Written Expression Section at IAIN Padangsidimpuan

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

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



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