

**STUDENTS' GRAMMATICAL PROBLEMS  
IN DOING STRUCTURE AND WRITTEN EXPRESSION SECTION  
OF TOEFL IN ENGLISH INTENSIVE PROGRAM  
AT UIN SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



By

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This undergraduate thesis by Humairoh entitled "*Students' Grammatical Problems in Doing Structure and Written Expression Section of TOEFL in English Intensive Program at UIN Sunan Ampel Surabaya*" has been approved by the thesis advisors for further approval by the Board of Examiners.

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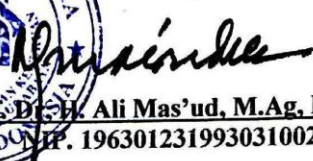
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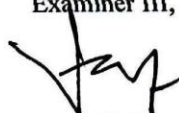
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## ABSTRACT

Humairoh. (2018). *Students' Grammatical Problems in Doing Structure and Written Expression Section of TOEFL in English Intensive Program at UIN Sunan Ampel Surabaya*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: **Drs. Muhtarom, M.Ed, Grad, Dip. TESOL and Fitriah, PhD.**

Key Words: *Grammatical Problems, Structure and Written Expression Section.*

TOEFL is one of several kinds of proficiency test. It is kind of standardized test which has been used by universities all over the world for the sake of graduation standard, passing an English program and so on. However, many students have problems in doing TOEFL. Specially, in structure and written expression section which is a section testing the students' grammar knowledge. This study aims to find out the students' grammatical problem in doing structure and written expression section of TOEFL in English intensive program at UIN Sunan Ampel Surabaya. The research contains two research questions; 1) what are the types of grammatical problems that the students have when answering structure and written expression section of TOEFL at UIN Sunan Ampel Surabaya? 2) what are the frequent grammatical problems that the students have when answering structure and written expression section of TOEFL at UIN Sunan Ampel Surabaya? To answer both research questions, it is used qualitative descriptive method by analyzing documents. This study involves 22 students' worksheet to be analyzed. Based on the findings and the discussion, this research indicates twelve types of grammatical problem that the students have in doing structure and written expression section. There are found students' problems in clauses, subject/verb agreement, parallel structure, comparative and superlative, verb form, passive verb, noun, pronoun, adjective and adverb, article, preposition, and correct usage. It is also found the most frequent type of grammatical problems which occur is in correct usage, parallel structure of coordinate conjunction *and*, comparative *-er* form, arranging good possessive nouns, identifying noun as modifier noun, irregular plural noun, and adjective and adverb.

## ABSTRAK

Humairoh. (2018). *Students' Grammatical Problems in Doing Structure and Written Expression Section of TOEFL in English Intensive Program at UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Dosen Pembimbing: **Drs. Muhtarom, M.Ed, Grad, Dip. TESOL dan Fitriah, PhD.**

Kata Kunci: *Grammatical Problems, Structure and Written Expression Section.*

TOEFL adalah salah satu dari berbagai macam tes keahlian. TOEFL merupakan jenis tes standar yang sudah digunakan universitas-universitas seluruh dunia untuk kepentingan standar kelulusan, syarat kelulusan sebuah program bahasa Inggris, dan lain-lain. Tetapi, banyak murid memiliki masalah dalam mengerjakan TOEFL. Khususnya, dalam bagian struktur dan ekspresi tertulis dimana bagian tersebut mengetes pengetahuan tata bahasa murid. Penelitian ini bertujuan untuk mencari masalah gramatikal murid di bagian struktur dan ekspresi tertulis TOEFL di program intensive bahasa Inggris UIN Sunan Ampel Surabaya. Penelitian ini terdapat dua rumusan masalah: 1) apa tipe-tipe masalah gramatikal yang murid-murid miliki saat menjawab bagian struktur dan ekspresi tertulis TOEFL di UIN Sunan Ampel Surabaya? 2) apa masalah gramatikal yang sering muncul yang murid-murid miliki saat menjawab bagian struktur dan ekspresi tertulis tes TOEFL di UIN Sunan Ampel Surabaya? Untuk menjawab kedua rumusan masalah tersebut, digunakan cara kualitatif dengan menganalisis dokumen-dokumen. Penelitian ini melibatkan 22 lembar kerja murid untuk dianalisa. Berdasarkan penemuan dan pembahasan, penelitian ini menunjukkan dua belas tipe masalah-masalah gramatikal yang murid-murid miliki dalam mengerjakan bagian struktur dan ekspresi tertulis. Masalah murid-murid tersebut ditemukan di klausa, persetujuan subjek/predikat, struktur paralel, komparatif dan superlatif, bentuk kata kerja, kata benda, kata depan, kata sifat dan keterangan, artikel, preposisi, dan penggunaan yang benar. Sementara itu, tipe masalah gramatikal yang paling sering muncul terjadi pada penggunaan yang -benar, struktur paralel dari koordinat konjungsi *dan*, bentuk komparatif *-er*, menyusun kata benda posesif yang baik, mengidentifikasi kata benda sebagai penjelas benda, kata benda jamak tidak beraturan, kata sifat dan keterangan.



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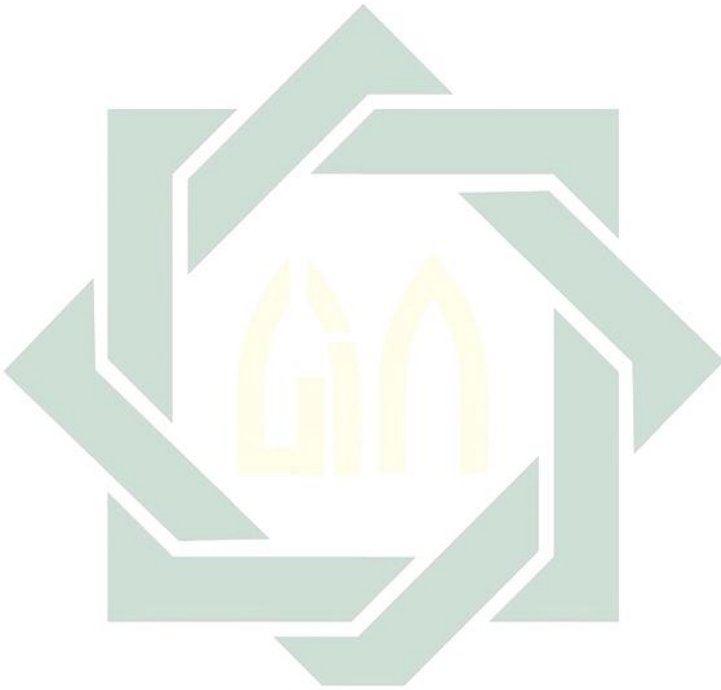
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# CHAPTER I

## INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings, introduction that explains the reasons accomplishing this research, the research questions of the study that come up with some problems, objectives of the study that show the aims of this study, significance of the study, scope and limitation, then the definition of key terms which define each variable used in this research.

### A. Background of Study

To master English is absolutely required in this era as English is an International language which people are expected to learn for daily communication or public use. The purpose of English is a principal tool for communication has been globally acquainted. Factor that makes the English language essential to communication in our current time is English used the most common as foreign language.<sup>1</sup>English is the most popular foreign language taught in Turkish schools.<sup>2</sup>It is not only important for education but also other public aspects. “English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research”.<sup>3</sup>

English becomes important subjects either in schools or in universities in every country.<sup>4</sup>Due to English is a compulsory subject in the university, maintaining the English proficiency must be

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<sup>1</sup>Zeeshan Naved, “The importance of the English Language in today’s world” (<https://owlcation.com> on July 12, 2015)

<sup>2</sup>Erdem-Keklik D, *Investigating differences in 7th grade Turkish students’ achievement in English according to gender, type of school and some socio-demographic factors*. International Journal of Arts & Sciences, p. 1.

<sup>3</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (America: Longman, 2007), p. 284.

<sup>4</sup>Murni Mahmud, “The EFL Students’ Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context” *Theory and Practice in Language Studies*, Vol. 4, No. 12, pp. 2581-2587, December 2014. FBS UNM Makassar, Indonesia.

considered. One of efforts in developing English proficiency certainly is in teaching process in which involving the language testing. The test can help the teacher to evaluate and diagnose the students' strengths and weakness.<sup>5</sup> The test can also identify the students' progress.<sup>6</sup> So, to measure the students' ability is by testing in order to find out the students' understanding to the material. Language testing has four types which one of them is proficiency test.<sup>7</sup> There are several kinds of the proficiency test, one of them is TOEFL. More than 4.200 academic institutions government agencies, scholarship programs, and licensing or certification agencies in more than 80 countries use TOEFL scores.<sup>8</sup>

TOEFL, Test of English as a Foreign Language, is an important step to measure the ability of someone's English. The TOEFL is a test to measure the level of English proficiency of non-native speakers of English.<sup>9</sup> Usually this test is used as one of the requirements to get into college in America and other English spoken countries. However, this test is also a requirement for advanced education at universities in the country. Even in many universities, such as State Islamic University of Sunan Ampel Surabaya, TOEFL becomes a requirement for the students to take a thesis exam and pass on the program they take. The authority of universities set this precondition because they believe that TOEFL is able to evaluate students' ability and skills to understand English in academic tasks. From these purposes, it can be concluded that learning TOEFL is a must for the students. TOEFL prediction is the test only the executing institutions of this test admitting this. The TOEFL is held by Language Development Center (P2B) of UIN Sunan Ampel Surabaya. It is an appropriate policy of Language Development

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<sup>5</sup>Arthur Hughes, *Testing for Language Teachers* (UK : Cambridge University Press, 2003), p. 8.

<sup>6</sup>Thomas Kellagar - Gery Shiel, *Standardized Testing in Lower Secondary* (Dublin : Research conducted on behalf of the National Council for Curriculum and Assessment, 2010), p. 16.

<sup>7</sup>Arthur Hughes, *Testing for Language Teachers* (UK, Cambridge University Press, 2003), p. 11-16.

<sup>8</sup>Brown, D. (2004), *Language Assessment Principles and Classroom Practices*. New York: Longman Press. Page: 84.

<sup>9</sup>Deborah Phillips, *Longman complete course for the TOEFL test: Preparation for computer and paper test*. (White Plains, NY: Longman, 2011), p. xiii.

Center for standardizing students' English proficiency using TOEFL which is already used worldwide.<sup>10</sup> It is the type of paper-based test consists of listening comprehension, structure and written expression, reading comprehension sections. In UIN Sunan Ampel Surabaya, TOEFL used is in form of equivalent test: made from the collection of test items from several resources, such as Cliff's TOEFL and Longman.<sup>11</sup>

This study explores the students' grammatical problem in answering the structure and written expression of TOEFL in English intensive program at UIN Sunan Ampel Surabaya. The structure section of the exam tests your knowledge of English grammar and usage including topics such as verb tenses idioms, and parallel structure.<sup>12</sup> Structure and written expression section of TOEFL should be concerned. In a study found that students still have many problems in answering structure and written expression. Those problems are in (1) identifying verbs, (2) identifying the correct word order of subject and verb in a noun clause, and (3) identifying words with derivation and function.<sup>13</sup> It is also strongly affirmed that one big common problem for students of the ITP test is section 2, Structure and Written Expression; hence, students often feel stressed with this part.<sup>14</sup> It is still found that the students are still confused to determine one of the incorrect words which affect the students gives the incorrect answer.<sup>15</sup> Besides knowing about the students' problem of structure and written expression section, it is also important to

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<sup>10</sup>Agil Abdur Rohim, (2017) *An Analysis of Internal Consistency Reliability on TOEFL Equivalent Test at English Intensive Course Program at Faculty of Tarbiyah and Teacher Training State Islamic University Sunan Ampel Surabaya*. Undergraduate thesis, UIN Sunan Ampel Surabaya. Page 2

<sup>11</sup>Qorry Aina, (2016) *An Analysis of Construct Validity of TOEFL-Like Test in English Intensive Program of UIN SunanAmpel Surabaya*. Undergraduate thesis, UIN Sunan Ampel Surabaya. Page 1

<sup>12</sup>Elizabeth Chesla(2002). *"TOEFL Exam Success in Only 6 Steps"*. New York : Learning Express

<sup>13</sup>Hambali M. (2008). *Shortcut strategies in analyzing sentence structures in TOEFL*. In C. D. Diem &Kasmansyah. *Lingua: Jurnal Bahasa dan Sastra*, 9(2) 82-88.

<sup>14</sup> S. Wright W., &Sukur, S. G. (2012). *Soal-soal grammar TOEFL*. Yogyakarta: Kalarana Press.

<sup>15</sup>RiviAntoni. *An Analysis on 6<sup>th</sup> Semester Students' TOEFL Experience at English Department of Teachers Training and Education Faculty of PasirPengaraian University* P. 6.

know which topics in structure and written expression section seem difficult for the students. The finding confirmed that it seems Structure (57%), is more difficult than Written Expression (47%).<sup>16</sup>

Some researchers regarding to this issue have been conducted. Zaidoon Abdul Razaq Abboud and Nagham Ja'far Hussein have conducted the research entitled "*The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL Test*". The study considered the revealed difficulty that is faced from each section of TOEFL test. Other similar research is from Liyeni Pratiwi entitled "*An Analysis of the Difficulties Encountered by Non-English Department Student in TOEFL test of Listening Section*". This study explored the causes of what makes the students felt difficult in learning English especially in learning listening TOEFL, and how to solve their problems in learning listening. It provides some students problems in listening section.

This research is held in order to have the students' improvement in structure and written expression section of TOEFL by figuring out the right form of language and repairing the problem that they face. The students are made aware of their grammar problem as they are required reading and checking their grammar and vocabulary problem.<sup>17</sup> From the informal talk by the researcher with the teacher of English Intensive Program, there are still found many students with whose weakness is in Structure and Written Expression section. As the fact that the students find difficulty in conceiving this section, so the research is going to analyze the grammatical problem of the students in doing structure and written expression section of TOEFL in English Intensive Program at UIN Sunan Ampel Surabaya.

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<sup>16</sup>Zaidoon Abboud, Abdul Razaq, and Nagham Ja'far Hussein. "*The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL Test*" Humanities Series Yr.: 2011, Vol. : 36, No. : 4 ;, PP. 110 -138.

<sup>17</sup>J. G. Gebhard, *Teaching English as a Foreign or Secon Language*, (Ann Arbor: The University of Michigan Press, 1996), P. 230



## **B. Research Question**

Based on the background above, the problems of the study can be formulated as the following questions:

1. What are the grammatical problems that the students have when answering structure and written expression section of TOEFL at UIN Sunan Ampel Surabaya?
2. What are the frequent grammatical problems that the students have when answering structure and written expression section of TOEFL at UIN Sunan Ampel Surabaya?

## **C. Objectives of the Study**

According to the research question above, this paper will cover these cases:

1. To know the types of grammatical problems of the students in answering structure and written expression section of TOEFL.
2. To know the grammatical problems of the students which frequently occur in answering structure and written expression section of TOEFL.

## **D. Significance of the Research**

The result of the study is expected to give contribution for English Intensive Program students, English Intensive Program lecturer, the readers and the researcher.

1. English Intensive Program students

This study can guide them and increase their awareness of having problems in answering structure and written expression section of TOEFL. It is hoped that they can improve their English proficiency regarding their increasing score from previous tests. Besides, this research can show the parts of where the students' problems happen. Although, The TOEFL is not directly about grammar but all the sections

indirectly evaluate the knowledge of grammar. Therefore, the researcher hoped the students' grammar understanding can be upgraded by knowing their mistake in answering structure and written expression section of TOEFL.

## 2. The lecturer of English Intensive Program

This study can be the alternative in considering the better teaching-learning process where the lecturer should create the material. Finding out the students' problem in answering structure and written expression helps teacher in improving the innovation of teaching-learning process of TOEFL in English Intensive Program and easily knows the students' weakness of section two.

## 3. The Readers

The readers will have new knowledge about grammatical problems in doing structure and written expression section. This research is also expected to help the readers building their further grammatical understanding especially grammar skill for TOEFL.

## 4. The researcher

The result of this research is very useful for the writer especially in reviewing the understanding of grammar as well as for other researchers who wants to do the further research, especially in the area of students' problem in TOEFL. It could give contribution as reference to solve the problem of other research.

## **E. Scope and Limitation**

In TOEFL, there are three sections, they are listening comprehension, structure and written expression section, and reading comprehension. The scope of this study is the students' problem in answering structure and written expression in TOEFL. This study

focuses on discovering grammatical errors in doing structure and written expression section that is faced by English language learners (ELLs) such as the misuse of prepositions, articles, past tense, and the third-person singular. The data is taken from the worksheet of English Intensive Program students.

This study covered a limited number of English Intensive Program students of Islamic Business Economic Faculty (FEBI) in Sunan Ampel State Islamic University of Surabaya in academic year 2017/2018. From the interview with the lecturer, the students still have many difficulties in answering structure and written expression section of TOEFL. This class has the students of accounting major who are unfamiliar with English, moreover with TOEFL. However, this major has some subjects in their final test using English. So, the researcher considered that this is important to hold the research in this class.

## **F. Definition of Key Terms**

The writer uses the several items related to the topic of the study in this research. In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as details are:

### **1. Grammatical Problem**

Grammatical problem is a designation connected to inappropriate use of grammar in structure and written expression section of TOEFL in English intensive program at UIN Sunan Ampel Surabaya. Grammatical error is a term used in perspective grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense.<sup>18</sup>

### **2. Structure and Written Expression**

The structure and written expression section was developed to test the ability to identify appropriate language for standard written English.<sup>19</sup> This is a test part in TOEFL that tests students' ability of appropriate standard of written English.

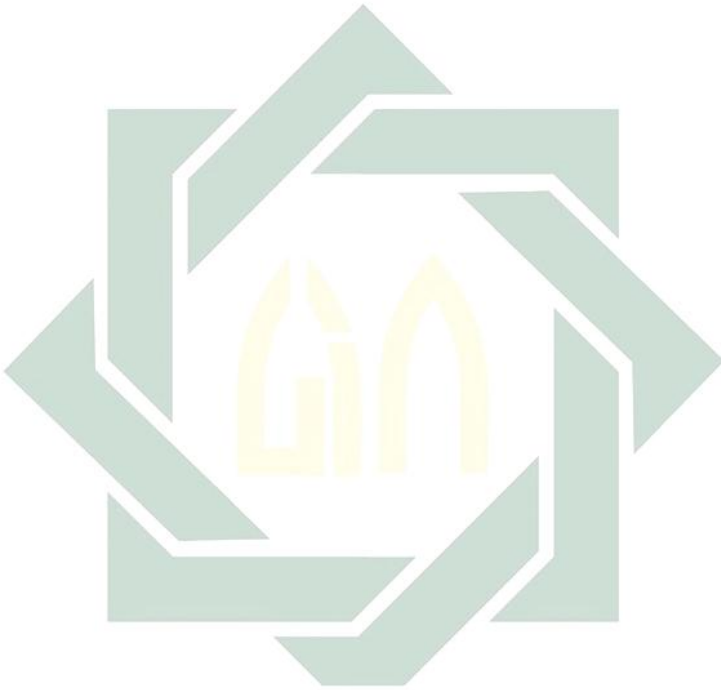
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<sup>18</sup> Richard Nordquist 2018. *Glossary of Grammatical and Rhetorical terms*. Article.

<sup>19</sup> The TOEFL ITP Assessment Series. (2013). *Test taker handbook*. Princeton, NJ: ETS.

### 3. TOEFL at UIN Sunan Ampel Surabaya

Bruce Rogers said that the goal of the TOEFL is to measure student's competence in English Objectively. TOEFL is compiled by P2B (Language Development Center) of Sunan Ampel State Islamic University Surabaya by using some reference like Cliff's.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. The theoretical construct deals with two main areas, TOEFL in State Islamic University of Sunan Ampel Surabaya and the definition of structure and written expression section. In addition, some previous study is presented in this chapter.

#### A. Theoretical Framework

##### 1. TOEFL in State Islamic University of Sunan Ampel Surabaya

The Test of English as a Foreign Language, known to most people as TOEFL, is a standardized test designed to measure the ability to understand and to use English for the level of nonnative speakers.<sup>20</sup> TOEFL is provided by Language Development Center of State Islamic University of Sunan Ampel Surabaya. The Language Development Center adopts the items from various references such as Cliff's TOEFL Preparation Standardization by Michael A. Pyle and Longman.<sup>21</sup> It is used as the standard in enacting the questions. This test has three sections: Listening, Grammar, and Reading. If the students failed in passing the first test, students need to repeat the class.

##### a. Section of TOEFL

Based on the book Road to English Proficiency test of State Islamic University of Sunan Ampel Surabaya, this test consists of three sections:

##### 1) Listening Comprehension

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<sup>20</sup> Simon and Schuster, Kaplan Test Preparation and Admission TOEFL IBT, New York,

2.

<sup>21</sup> Aina, Qorry (2016) *An Analysis of Construct Validity of TOEFL-Like Test in English Intensive Program of UIN Sunan Ampel Surabaya*. Undergraduate thesis, UIN Sunan Ampel Surabaya. Page 1.

The section tests the students' ability in listening to various types of passage through tape recorder and respond to multiple choice questions related to the passage. There are 50 questions done in for 40 minutes, it is organized into three groups: part A (a number of short conversations between two speakers), part B (long dialogue), and part C (long lecture). It is spoken only once which is preceded by a very complete introduction, which includes sample items from each part.<sup>22</sup>

2) Structure and Written Expression

This section tests the students' ability in recognizing grammatically correct English, students need to choose the correct way to complete sentences or to find errors in sentences. There are two parts with these subdivisions, part A is sentence completion where the students need to answer the blank space by choosing the right answer among the provided options. Part B is Error Identification where the students need to choose the underlined word which is indicated as grammatical error.

3) Reading Comprehension

This section tests the students' ability in understanding written English, students must need to answer multiple choice question about the idea, reading content, the meaning of the words, classification of words, and the detail information of the passages.

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<sup>22</sup> Carol King and Nancy Stanley, *Building Skills For The TOEFL* (Jakarta: Binarupa Aksara, 1989) 2<sup>nd</sup> edition. P. 2.

## 2. Structure and Written Expression

### a. The Definition of Structure and Written Expression

The structure and written expression section was developed to test the ability to identify appropriate language for standard written English.<sup>23</sup> In the part A, 15 incomplete sentences are provided which is each sentence has four words or phrases. The students are required to choose the one word or phrase perfectly completes the sentence. The following part is B, written expression, which each question has four underlined words or phrases. The students are required to underline one word which should be modified to the correct sentence.

#### 1) Structure

It consists of sentence in which part of each sentence has been replaced with a blank. The test-taker must choose the answer that completes the sentence in a grammatical correct way.

#### **Example:**

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words phrases, marked (A), (B), (C), and (D). Choose the one word or phrases that best completes the sentence.

The president of the United States appoints the cabinet members, \_\_\_\_\_ appointments are subject to Senate approval.

(A) their

(B) with their

(C) because their

(D) but their -the correct answer is (D)<sup>24</sup>

#### 2) Written Expression Section

It consists of twenty-five sentences in which four words or group of words have been

<sup>23</sup>The TOEFL ITP Assessment Series.(2013). *Test taker handbook*. Princeton, NJ: ETS.

<sup>24</sup> Deborah Phillips, *Longman complete course for the TOEFL test: Preparation for computer and paper test*. (White Plains, NY: Longman, 2011)



underlined. The test-taker must choose the underlined word or group of words that is not correct.

**Example:**

Direction: In question 16-40, each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked (A), (B), (C), (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct.

The first fish have appeared on the earth approximately 500

A                      B                      C  
million years ago.  
 D                      -the correct choice is (B)<sup>25</sup>

**b. Types of skills Tested in Structure and Written Expression**

English Sentence Structure Elements which is revealed the structure and written expression section of the TOEFL according to Deborah Phillips in the book *“Longman Complete Course for the TOEFL Test: Preparation for Computer and Paper Test”* is settled into the following problems area:

**1) Structure**

a) Sentence with One Clause

Some sentences in English have at least one subject and one verb. The things that should be concerned is certain structures such as objects of prepositions, appositives, and participles can cause confusion in locating the subject and verb because each of these

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<sup>25</sup> Ibid ... Deborah

structure can look like a subject or verb. The example of sentence with one clause like *in the last possible moment before take off took his seat in the airplane* is incorrect. The correct form is *he took his seat in the airplane*.

b) Sentence with Multiple Clause

The problem that may occur is related to coordinate connectors, and adverb time and cause connectors. The incorrect form of sentence with multiple clause like *they are trying to sell their house, it has been on the market for two months*. The correct form should be *they are trying to sell their house, and it has been on the market for two months*.

c) More Sentence with Multiple Clauses

More patterns for connecting the clauses in sentence multiple clauses will be seen. Those are: noun clause subject/connectors and adjective clause subject/connectors. The incorrect form is *You should find out which the best physics department*. The correct form should be *You should find out which the best physics department is*.

d) Sentence with reduced clauses

There is a possibility of appearing a clause in a complete sentence or in a reduced form. Those are: reduced adjective clause and adverb clause. The incorrect form of sentence with residue clause is *like the children sat in the fancy restaurant found it difficult to behave*. The correct form should be *The children sitting in the fancy restaurant found it difficult to behave*.

e) Sentence with inverted subjects and verbs

It often happens in the formation of question such as in the subject and verb with question words, place expressions, negatives, conditionals, and comparisons. The example

of Sentence with inverted subjects and verbs like *The phone company is not certain when will the new directories be ready* is incorrect. The correct one should be *The phone company is not certain when the new directories will be ready*.

## 2) Written Expression

### a) Problem with Subject/Verb Agreement

If the subject of sentence is singular, then the verb must be singular; if the subject of sentence is plural, then the verb must be plural. It is dealt with verbs agree after prepositional phrase, expression of quantity, after certain words, and inverted verb agree. *The interrogation, conducted by three police officers, have lasted for several hours* is the incorrect example. The correct form should be *The interrogation, conducted by three police officers, has lasted for several hours*.

### b) Problem with Parallel Structure

The balance which is called “parallel structure” is a good structure. Making the forms of word as similar as possible is able to achieve the parallel structure. There are several kinds of parallel structure which should be careful of: parallel structure with coordinate conjunction, paired conjunction, and comparison. The incorrect one is *She held jobs as a typist, a housekeeper, and in a restaurant*. The correct form should be *She held jobs as a typist, a housekeeper, and a server*.

### c) Problem with Comparative and Superlative

Incorrect comparatives and superlative sentence may occur in TOEFL test. It should be concerned about: form the comparative and superlative correctly, use the comparative and superlative correctly, and use the

irregular –er, -er structure correctly. *The run faster, the earlier you'll arrive* is the incorrect example. The correct one is *the faster you run, the earlier you'll arrive*.

d) Problem with The Form of The Verb

Example of each verb form used in the text:

Base Form	Present	Present Participle	Past	Past Participle
Sing	Sing(s)	Singing	Sang	Sung

Three problematic situations with verbs which the most common should be corrected: check what comes after have, check what comes after be, and check what comes after will, would, and other modals. The incorrect form of the verb is *the installer should have completes the task more quickly*. The correct one should be *the installer should have completed the task more quickly*.

e) Problem with the use of the verb

It is needed to pay careful attention to these: knowing when to use the past with present, using had and have correctly, using correct tense with time expression, and using the correct tense with will and would. The incorrect form of the use of verb is like *He knew that he will be able to pass the exam*. The correct one should be *He knew that he would be able to pass the exam*.

f) Problem with Passive Verbs

The subject in an active sentence does the action of the verb while the subject in passive sentence receives the action of the verb. The example of passive verb such as *we mailed the package at the post office*.

g) Problem with Noun

The students should be able to do these: use the correct singular or plural noun,

distinguish countable and uncountable nouns, recognize irregular singular and plural nouns, and distinguish the person from the thing. The incorrect noun is like in this sentence, *the teeth in the back of his mouth needs to be capped*. The correct one is *the tooth in the back of his mouth needs to be capped*.

#### h) Problem with Pronoun

Pronoun problems which the most common in TOEFL are distinguishing subject and object pronoun, distinguishing possessive pronoun and possessive adjective, checking pronoun reference for agreement. The incorrect example is *Mary and Mark invited theirs parents to see their new apartment*. The incorrect should be *Mary and Mark invited their parents to see their new apartment*.

#### i) Problem with Adjective and Adverb

Three skills involving adjectives and adverbs which should be concerned: knowing when to use adjectives and adverbs, using adjectives rather than adverbs after linking verb, and positioning adjectives and adverbs correctly. Then, the more problem related to adjectives related to –ly adjectives, predicate adjectives, and –ed and –ing adjectives. The incorrect example is like *the parents seem angrily about the child's report card*. The correct one should be *the parents seem angry about the child's report card*.

#### j) Problem with Article

Article problems which the most common in TOEFL are using article with singular noun, distinguishing A and An, making article agree with noun, distinguishing specific and general ideas. The incorrect form of umbrella *it is raining, so you should bring a umbrella*.

The correct form should be *it is raining, so you should bring an umbrella.*

#### k) Problem with Preposition

To avoid error of Preposition, it is required to recognize incorrect preposition and omitted preposition.

Example: - The game was called ~~on~~ because of rain.

- Can you wait (for) me after the game?

The incorrect form of preposition is like *if you take this job, it will be necessary to deal other departments.* The correct form should be *if you take this job, it will be necessary to deal with other departments.*

#### l) Problem with Usage

The problems are the most common: distinguishing make and do, distinguishing like, unlike, and alike, and distinguishing other, another, and others. The incorrect example is like *the two routes you have chosen for the trip are like.* The correct form should be *the two routes you have chosen for the trip are alike.*

## B. Previous Study

Here, the researcher reviews some previous study already conducted, as follows:

First, the research is written by Murni Mahmud from FBS UNM Makassar, Indonesia. His research title is "*The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context*". The research question is *what are the problems encountered by the students in answering the TOEFL test?* The study focused on the students of Graduate Program who took TOEFL as the requirement for finishing their study. This research also focuses on exploring the students' problems in answering the TOEFL. She did observation on three classes of TOEFL preparation and the intensive interview among the twelve

respondents from the three classes. In her study explains the causes of the students' problem in answering the TOEFL. It shows that there are conflicting factors behind the students' achievement of TOEFL. She found that the students confess the difficulty of TOEFL is because of low level of basic skills, less practice, less motivation, and also due to individual differences amongst students such as age and family status.

The second research is written by Umi Afifah from UIN Sunan Ampel Surabaya. The research title is *"The Analisis of Students' Failure on Seventh Semester Students of English Education Department in TOEFL Preparation at UIN Sunan Ampel Surabaya"*. The target research population is the English Education students on seventh semester who join TOEFL Preparation Class at UIN Sunan Ampel, Surabaya 2012. The researcher added the interview and questionnaire as the research instrument. This study explored the factor and causes of students' failure in TOEFL focused on reading section. This research has two research questions, the first one is *"what are the factors which create students' failure in reading section test?"* and the second is *"what are the causes of the students' difficulties in doing reading TOEFL test?"* She found the causes and factors are about determining meaning from word parts, student's motivation and teacher strategies etc.

Third, the research is from Huda Al-Rawashdeh, English Language Center, Mutah University, by the title *"Difficulties that Face Graduate Students During their TOEFL Preparation Program at Jordanian Universities"*. A descriptive survey was used because of its suitability to the nature of this study. Sample of the study consisted of (179) graduate students who finished studying TOEFL class level 2 in three Jordanian Governorate Universities. Results of the study indicated that difficulties regarding "TOEFL students themselves" ranked first (m 4.28), then difficulties regarding "TOEFL test" ranked second (m 3.95). The difficulties related to the "TOEFL curriculum" ranked third (m 3.70), and difficulties related to the "equipment and facilities" ranked fourth (m 3.69), and finally difficulties related to the "language center staff" came in the end with fifth rank (m 2.25). There are real difficulties face graduate students during their preparation for the TOEFL, and the most important of it was that related to students themselves as course and



test tuition fees. The research also indicated the difficulty regarding the equipment and facilities, language center staff etc.

The fourth is written by Iskandar Abdul Samad, Miftahul Jannah, and Siti Sarah Fitriani from English Education Department of Syiah Kuala University, Indonesia. The title is "*EFL Students' Strategies Dealing with Common Difficulties in TOEFL Reading Comprehension Section*". The problem of this study is about most difficult aspects of reading section and also investigating strategies used by students. Thirty students of English Education Department of Syiah Kuala University were involved as participants. This study used qualitative descriptive method. The data was obtained by collecting students' worksheets of the TOEFL and distributing questionnaires related to test taking strategies used by the students. It is also provided the test to figure out the most difficult aspect and skills in reading section. The results indicate five difficult reading aspects encountered by the students. In addition, their strategies to complete the reading comprehension section of the TOEFL are also found.

Next, it is written by Liyeni Pratiwi entitled "*An Analysis of the Difficulties Encountered by Non-English Department Student in TOEFL test of Listening Section*". This study explored the causes of what makes the students felt difficult in learning English especially in learning listening TOEFL, and how to solve their problems in learning listening by using qualitative method. It provides some students problems in listening section. The study involved students from Eighth semester of Arabic Department students in IAIN SMH Banten, who join a test of TOEFL preparations.

The first previous study conducts the research in all sections of TOELF and it is focused on a descriptive study based on in-depth semi-structured interview and classroom observation. It is different from this study that is only conducted in structure and written expression section of TOEFL from all sections focused on the students' grammatical problems and using qualitative descriptive method involved the documentation as the instrument of the study. The second previous study also conducts the study in all sections of TOEFL. It also provides documentation as this study for the instrument of the study but supported with interview and questionnaire. This previous study focuses on the factor of the

students' failure in TOEFL while this study focuses of the types of the students' grammatical problem.

The difference between the third previous study and this study lies in fact that third previous study uses a descriptive survey for doing the research in all section of TOEFL preparation. Then, in the fifth previous study that only focused on reading section. The research describes the students' strategy facing their problem in answering reading section. Last, in forth previous study is in the section that is only focused on listening section. The research describes the cause of the students' problem in listening section and provides the problem solving. In short, the striking difference from all previous study with this study is on who the subjects are and the number of the subjects.



## CHAPTER III

### RESEARCH METHOD

This chapter deals with the research's step in conducting the study. It covers (a) research design (b) research setting and subject (c) research instrument (d) data collection technique (e) data analysis technique.

#### A. Research Design

The researcher needs to select what kind of method is appropriate with this study in this step. Intended for analyzing the grammatical problems in doing structure and written expression section, this research is designed in qualitative descriptive to describe the students grammatical problems in answering structure and written expression section of TOEFL without manipulating the data. Descriptive method is kind of method which tries to describe and interpret the object just as the way it is.<sup>26</sup> This research used this method to explain both research questions about the students' problem in answering structure and written expression of TOEFL and the grammatical problems that frequently occur done by the students of English Intensive Program in answering structure and written expression section.

#### B. Research Setting and Subject

The target research population is the students of English Intensive Program in Faculty of Economy and Islamic Business (FEBI) of Sunan Ampel State Islamic University of Surabaya. It is located at Ahmad Yani Street, 117, Surabaya. There are Intermediate class and Basic class in this faculty. The research is going to take one class from intermediate class around 22 students in second semester as the research subject.

The reason why the researcher chooses student of Islamic Business Economic Faculty (FEBI) is from the interview with the

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<sup>26</sup> Best (1982) *Metodologi Penelitian Pendidikan*, Usaha Nasional: Surabaya. p: 119.

teacher of English Intensive Program in this faculty. The students still have many difficulties in answering structure and written expression section of TOEFL. There are two levels of class in this faculty; intermediate class and basic class. The research is held in intermediate class. This class has the students of accounting major who are unfamiliar with English, moreover with TOEFL. However, this major has some subjects in their final test using English. So, the researcher considered that this is important to hold the research in this class.

### **C. Data Collection Technique**

In this research, the data will be collected by documentation of students' answer sheets. The researcher asked the permission of the lecturer to ask and copy the students' answer of TOEFL test. The researcher uses final-test of TOEFL test in English Intensive Program. Next, the researcher starts to find out grammatical problem from the students' result of TOEFL. Then, the researcher classifies the grammatical problem based on the checklist. The researcher analyzes the data using content analysis. "Content analysis is a research method for studying documents and communication artifact, which might be texts of various formats, pictures, audio or video."<sup>27</sup> The checklist is the skills tested in structure and written expression taken from Deborah Phillips' book.

### **D. Research Instrument**

In case of collecting data of the research, it totally needs the instrument. According to Suharsimi Arikunto, research instrument is a useful tool for researcher to gather data systematically and easily.<sup>28</sup> Thus, the researcher designed the instruments for investigating research, documentation of students' worksheet and checklist.

This research uses the result of the student's work or students' answer of the TOEFL to be analyzed. The checklist contains the elements of error which is needed to assist the analysis in finding the students' grammatical problem. It is to collect the data appropriately

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<sup>27</sup> Yang Zhang and Barbara M. Wildemuth, "qualitative analysis content". 1966

<sup>28</sup> Suharsimi Arikunto. (2000). *Manajemen Penelitian*. Jakarta: Rineka Cipta. Page: 134.

from grammatical error as the problems of the students in answering structure and written expression section of TOEFL.

### E. Data Analysis Technique

After the documents of students' worksheets are collected, the researcher will analyze students' grammatical problem in structure and written expression section of TOEFL in various steps. First, **identifying the problem** is by reading the students' result objectively. Second, **classifying the problem**, is describing the problems by classifying them based on skills tested in structure and written expression as in theoretical framework chapter II by Deborah Phillips.

**Table 3. 1**  
**Problem Frequency Table**

No	Elements of error	Frequency of Error
1	Clauses	
2	Subject/Verb Agreement	
3	Parallel Structure	
4	Comparative and Superlative	
5	Verb Form	
6	Passive Verb	
7	Noun	
8	Pronoun	
9	Adjective and Adverb	
10	Article	
11	Preposition	
12	Correct Usage	
Total (N)		

The third, **calculating the problem**. To know the frequency of the problem of the students, the researcher counts it based on what has been classified previously. In this chance, the researcher counts the percentage of the grammatical problems in each topic by using a formula given by Louis Cohen.<sup>29</sup>

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = The number of wrong answer in each topic

N = Total number of all wrong answers

The big problem for the students is with the topic which is the highest percentage of problem. The last, **explaining the problems** in which the researcher should make the description about the analysis result of the grammatical problem of the students clearly. Some high percentages of errors from the grammar unit are considered as the grammatical problems that frequently occur.

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<sup>29</sup> Louis Cohen, *Research Method in Education*, New York: The Taylor & Francis e-Library, 2007.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter covers the research finding and discussion about student's grammatical problems in doing structure and written expression section of TOEFL in English Intensive Program at UIN Sunan Ampel Surabaya. The research finding contains the result to answer the problems of the study. Those are; what are grammatical problems that the students have in doing structure and written expression section of TOEFL, what are the frequent grammatical problems that the students have. The analyzed data based on the element of errors is discussed in discussion part. Finally, the students' grammatical problems in doing structure and written expression section are revealed in the following findings and discussion.

#### **A. Findings**

After obtaining the data of the students' structure and written expression section from intermediate class that is from the archival of records of students' final test of TOEFL contained 22 students' result, the data will be analyzed under the procedures which have been explained in chapter III. In this section, the findings present the result according to both research questions which will be into some sections. First, the result of test is presented connected to whole questions of structure and written expression section in detail. Next, the data obtained from analyzing the students answer of structure and written expression section is the first research question data. Next, the researcher discusses the frequency of each element of errors in doing structure and written expression section of TOEFL test based on the checklist that is prepared as well as the frequent grammatical problems that the students have is revealed. The findings will be clarified as follow:



## 1. The Result of the Test

This is the findings of the result of the test explanation which is correlated for the whole questions presented in detail. It is about 40 items to be explained with the students' answers from each question.

There are seven items is about clause questions, first is in item 1. There are two clauses: *by studying the movement of the sun and the moon, early astronomers could \_\_\_\_ eclipse would take place*. The question is related to a requirement of using *time* and *cause* connectors. Ten students answer option A (predicting when) that similar to the right answer. It presented a verb and relative pronoun 'when' but the students do not pay attention to the modal 'could' that should be followed by base form of verb not verb with *-ing*. No one answers option B (when it predicts), and C (the predicting when). But the correct answer is D (predict when) which has a base form of verb and relative pronoun 'when'. In item 5 the question of clause dealt with coordinate conjunction with *comma*, there are two clauses which separated by comma. They are; *Colloquialisms, \_\_\_\_\_ of informal spoken language and are often considered inappropriate for more formal written language*. It is firstly required to give further information what colloquialisms are. The options B, C and D matter with the arrangement of the *colloquialisms* definition. Option B (which characteristic expression), C (are expression characteristic), D (expressions can be characteristic). Many students answer D that seems similar to the right answer, it is only less of subject non person 'which'. Five students answer B that doesn't present a verb in the option, four students choose option C that is wrong arrangement of colloquialism definition. In item 8 is kind of sentence with one clause which needs a subject. There is a verb *is*, but there is no subject. Option D is the best answer because it is subject 'making cleaning products' that agrees with the singular verb *is*. Most students choose option A and four students choose option B that those options can be a subject but followed by verb. In a good sentence structure is forbidden to have verb more than one. In item 10, there is adverb place

connector ‘a place’. This connector comes in the middle of sentence, and then it must be followed by a subject and verb. Options besides B do not have a subject and verb. In item 13, it forms an adverb clause to show cause and effect followed by the main clause. \_\_\_\_\_ *the vastness of the Grand Canyon, it is difficult to capture it in a single photograph*. Most students choose option B that is a preposition ‘because’ but the correct one is option A ‘due to’. Here, ‘due to’ functions as an adjective that explains noun ‘the vastness of the Grand Canyon’. In item 18, the question provides noun clause ‘*why diets different around the world*’. ‘Diets’ is the subject of noun clause, so it is required verb *be* ‘are’ after the subject ‘diets’. Most students answer B that is plural noun ‘reasons’.

There are five items is about subject/verb agreement questions, first is in item 3. In the question is provided subject plural ‘many communities’ that should be followed by verb plural ‘make’ which is the answer is B ‘make use of’. Four students choose option D while option D is provided verb with *-ing* ‘making’. In item 16, the students choose B as the incorrect one. But, option A provides ‘were’ for subject singular of ‘segregation in public schools’. The students might think ‘schools’ is the subject which should be focused on. So, they concluded option A is a correct form. In item 19, the answer is A where almost all students choose D as the answer that they think it’s incorrect, and there is one student who chooses C. In this example, it is used the expression of quantity ‘a wide variety of’ and followed by ‘flowers’ as the object of preposition. The students might think that they should focus on the object of preposition ‘flowers’ so they decide the answer A is right because it shows the subject and verb ‘there were’. However, ‘flowers’ is not the one and only object, but it is bound with the expression of quantity ‘a wide variety of’ which is singular. So, the right answer should be ‘there was’. Then, there are no problems with the item 33 and 34 that the all students can answer these questions.

There is one item is about parallel structure question, the incorrect form in the question is that ‘they are spoken by others’ and ‘using them’. The problem in these words is they

are different forms that one side of the words must be parallel to what is on the other side. Almost all students answer B that is the correct form of passive verb 'spoken' but after conjunction 'and' doesn't use the same form of passive verb in form of 'using them'.

There are two items about comparative and superlative questions. In item 7, the question is 'the air inside a house of office building' being compared with 'polluted outsider air' to be more concentrated its contaminant. Short adjective 'high' is used in this question becomes 'higher' that should be followed by *than*. The students have various answers from A, B to D while the right answer is C 'than does' which clearly shows the form that comes after comparative 'higher'. Option A provides 'as some that are', option B 'more', option D 'like of'. In item 14, other form of comparative is using 'faster' that should be followed by *than*. In the question, what 'light waves travel' being compared with is questioned. It is seen that the students are confused which is the right comparative form for 'light waves'. The students answer C and D which the option is similar but it's not complete sentence like 'light waves travel'. It needs subject and verb as its comparison did like option B 'than sound waves do' which is the right answer.

There are four items about verb form questions. In item 20, they still do not understand that what comes after modal is base form of verb. The 3 students choose A which is incorrect while the right answer is B. In the question is provided modal of 'may' followed by the underlined word 'shedding' which is verb with *-ing* as the incorrect one. It should be followed by base form of verb 'shed'. In item 22, The question provides verb present (verb with *s*) 'takes' after modal 'should' which means this is incorrect verb form. The students choose option B and D while the right answer is C. In item 29, from the question provides 'to left' that is the incorrect one. Almost all students answer C that is the correct form in written expression. In item 40, Most of them choose A and C as their answer while the right answer is D. They are still not aware of what should come after modal of 'should' that is base form of verb. In the question, it is provided 'should being able to' which is the incorrect one and it must be 'should be able to'.

There are three items about passive verb, first is in item 2. The question provides subject Alabama, blank space, and *by + object* 'by the French and Spanish'. It is kind of passive form with *by + object*. The right answer is option A, it needs the passive verb form 'was occupied' complied with 'by the French and Spanish'. The students choose the option C 'its occupation' which is not relatable with the question at all even there is no verb in this option. In item 21, It is provided helping verb *be* (are) but added with the base form of verb in option B. Here, helping verb 'are' followed by past participle of verb. So, 'we are intend' should be changed to 'we are intended'. All students choose D, a base form of verb 'double'. The researcher assumes that the students might decide to choose D because 'double' is considered as the incorrect one. They may think that 'double' cannot be a verb and it must be an adjective so that they are not aware of the passive form should be changed.

There are four items about noun questions, in item 11. The question is *the decimal numeral system is one of the \_\_\_\_\_ ways of expressing numbers*. This matter of the arrangement of possessive noun, that a noun adding an apostrophe (') and an *s* comes first, it is in option D as the right answer. Most students answer option A 'useful most world's' that should be 'world's most useful'. In item 17, the question is provided underlined word 'healthy' that is in option D. It is supposed to be noun but it's turned out an adjective that the students think those words are right form. Evidently, they do not recognize the form of this difference example between noun and adjective. Here, words 'healthy risks' are incorrect because 'healthy' is an adjective and word 'risks' is a plural noun. They have various answers A, B, and C. The students who choose option A do not understand the correct form of tenses. The students who answer B do not know the correct form of noun clause. The students who choose C consider word 'trigger' after modal is incorrect because they might think word 'trigger' cannot be a verb. In item 23, in the question, the plural noun is formed becomes 'fishes' which looks like regular plural nouns. However, *fish* is a kind of irregular plural noun that the form is same as singular noun like *deer* and *sheep*. The students

have various answers in which they might incorrectly assume that 'fish' with final *es* is the form of this plural noun. Most students choose B that they think a weight unit 500 million 'ton' should not end in *s*. In item 24, it is still about the problem about noun related to a verb that can be noun without changing its form at all. The students choose option B 'rate' which is correct, kind of noun that the form is same as verb or without changing anything. Whereas, the incorrect one is option D 'controlling' in words 'out of controlling'. To be a noun, the word 'control' does not need to be changed by adding *-ing*. It is also kind of noun that the form is same as verb. For further information, 'control' is included in uncountable noun kind of *abstraction* such as *help, progress and sleep*.

There are two items about pronoun, first is in item 30. In the question provides a sentence *the body depends on food as their primary source of energy*. The plural possessive adjective 'their' is incorrect because it refers to the singular pronoun 'the body'. The possessive adjective 'their' must be replaced with the singular possessive adjective 'its' becomes 'its primary source of energy'. Two students choose the wrong answer. In item 35, In the question, the possessive pronoun 'theirs' is incorrect because possessive noun stands alone but it is followed by a noun 'opinion'. The possessive adjective 'their' is required here becomes 'their opinion'.

There are five items about adjective and adverb questions, first in item 6. The question provides options 'to understanding', 'understandable', 'understandably' and 'understood'. Most of the students choose option C 'understandably' while the question needs an adjective that is 'understandable'. In item 27 in this question, what is required is an adjective to explain noun 'water'. It is provided an adverb form 'freshly' which is incorrect in the question. Most students choose answer D in which they are tricked by form of adjective with *-ing*. They might think after noun 'brown bears' the verb must be 'wait' not 'waiting'. In fact, 'waiting' is an adjective which modifies noun 'brown bears' in form of *Alaska becomes a gathering place for brown bears waiting eagerly to catch their fill*. The students also must believe that 'freshly' is an adjective which modifies noun 'water' but it should be 'fresh'.

In item 37, the question needs an adjective which explains *how the project can be finished on time without a help*. It is provided noun 'impossibility' that is incorrect. It can be seen that all students do not know the right form adjective which should be 'impossible' not 'impossibility'. In item 38, the words 'worked man' in the question are incorrect because *a man* does not receive the action but it does the action. So, the correct answer which explains who a man is should be a 'working man' becomes *he cannot afford to take a long vacation to exotic place because he is a working man*.

There is one item about article, in item 36. In the question, there is a noun 'heart'. Using indefinite article *a* is incorrect because a noun 'heart' is not a picture of heart or a symbol of heart but clearly the specific idea of human body part. The definite article 'the' is needed here becomes 'the heart'. There is only one student who have problem with article.

There are two items about preposition, first in item 15. The question is provided option 'relating', 'related with', 'related to' and 'related that'. The students should recognize the incorrect preposition to avoid error. However, most of the students choose option D 'related that' which is exactly incorrect form of phrasal preposition. This shows that the students do not know the bound preposition followed with adjective 'related' should be with preposition 'to'. In item 32, it is about the preposition bound with a verb. The question also needs preposition 'to' in a verb 'lead'.

Last is item 31 is about correct usage question. The question provides word 'other' with singular noun 'route'. Most students choose option D which is the correct form of modal 'should' after subject 'the driver'. The option which should be corrected is option C 'other' that should be 'another' because the noun is singular becomes 'another route'.

## 2. Types of the Grammatical Problem in Structure and Written Expression Section

During the data analysis is obtained, the researcher attempts to classify the types of grammatical error found in the students' work based on problems of structure and written expression section in Deborah Philips' book. The following explanation indicates identifications and the classification of errors according to final test booklet provided. The problems are about the students' incorrect answers that will be analyzed. This classification covers 12 elements of error which is broken down into 40 items that is the content of final test question of TOEFL.

**Table 4. 1**  
**Types of Grammatical Problem**

No.	Elements of Error	Item	Percentage
1	Clauses	1	45%
		5	100%
		8	100%
		10	86%
		12	36%
		13	100%
		18	100%
Total			81%
2	Subject/Verb Agreement	3	18%
		16	73%
		19	100%
		33	4%
		34	0%
Total			39%

3	Parallel Structure	26	96%
Total			96%
4	Comparative and Superlative	7	96%
		14	86%
Total			91%
5	Verb Form	20	14%
		22	18%
		29	96%
		40	100%
Total			57%
6	Passive Verb	2	27%
		21	100%
		39	4%
Total			44%
7	Noun	11	86%
		17	100%
		23	100%
		24	91%
Total			94%
8	Pronoun	30	9%
		35	4%
Total			7%
9	Adjective and Adverb	6	77%
		25	0%
		27	91%
		37	100%
		38	100%
Total			74%
10	Article	36	4%
Total			4%
11	Preposition	15	77%
		32	



			18%
Total			48%
<b>12</b>	Correct Usage	31	100%
Total			100%

From the analysis, it was found 12 types of grammatical problems that are showed in the table above. The table shows the percentage of students' problem frequency from each type of grammatical problems. The frequency of it is presented from all items to have detail data information. Some type grammatical problems occur in all students but there are also a few items with no problem on it.

#### **a. Clauses**

Based on the table 4.1 above, the type of grammatical problem clause is in number 1 occurs in 10 students, the percentage is 45%. All students (100%) make error in number 5, number 8, number 18, and number 13, 19 students (86%) in number 10, and 8 students (36%) in number 12. So, the total of percentage is 81% from all students who choose the wrong answer of this element of error. The researcher found the students have the problems in clauses. There are two kinds of clauses provided, adverb clause related to multiple clauses and adjective clause related to multiple clauses. The students do not recognize that the blank space exactly needs a verb. The students may not know that the clause *eclipse would take place* is an adverb time clause that should be introduced with connector 'when'.

There are two clauses that are correctly dealt with a coordinate conjunction *and*, *but*, *or*, *so*, or *yet*, and a comma (,) in adjective clause sentence with multiple clauses. The question provides the clause separated by comma. Here the problem is the students choose option that they do not understand that

option D doesn't use relative pronoun of subject non person 'which' that is needed as adjective clause form.

The students do not know the basic rule of the good sentence structure that is having a subject, a verb and object. Perhaps it will be found the sentence which is missing either the subject or verb or even the object such as in the question. The students still have problems with sentence with one clause that is in determining the verb in a sentence.

Adverb clause also expresses various ideas, such as contrast, condition, manner, and place. In this question, the students do not correctly find that there is an adverb place. The students choose the wrong answer that they prefer option D to option B. It is assumed that the students are still confused to decide what comes after clause *Emily Dickinson's garden was a place* \_\_\_\_.

Next, the students' problem is in using adverb clause to show cause and effect. The students decided option B as their answer must be caused by 'because' and 'due to' has the same meaning but they do not understand that their application is different.

It still occurs in noun clause material in other question related to the good sentence structure that is having a subject, a verb and object. A noun clause is a dependent clause (or subordinate clause) which must be connected to an independent clause (or main clause). In the questions is less a verb in an independent clause. It is concluded that all students have problem in noun clause because no one have right answer about noun clause.

### **b. Subject/Verb agreement**

Here, There are few students who make error in this element overall, but in one of item occurs all students (100%) making mistake in item 19. In item 33 is only 1 student (4%), item 3 is 4 students (18%), in item 16 is 16 students (73%) and no one makes error in item 34 (0%). The total of percentage is

only 39%. It is found 4 students have problems determining the subject/verb singular and plural in the question. They choose D which shows that they still do not understand if the subject of sentence is plural, then the verb must be plural. It also should be base form of verb not verb with *-ing*.

The problem in item 16 might happen caused by, there are two possibilities that firstly the students may not know which one is the right singular subject or the students may not know words 'in the schools' is not kind of subject but roles as an adverb which makes 'segregation in public schools' as prepositional phrase.

Sometimes certain agreement problem goes on the subject that is an expression of quantity, such as *all*, *most*, or *some*, complied with the preposition *of*. Here, the students have problems in making verbs agree after expression of quantity 'a wide variety of flowers'

The students' problem still happens in determining the verb agreement. It is simple that if the subject of a sentence is singular, afterwards the verb must be singular, if the subject of a sentence is plural, then the verb must be plural. Verb with 's' on it is indicated as singular verb while there are three subjects in the question meant plural. The student might still not know this rule or still not know which one is the subject and which one is verb because the students choose the answer A about one of the subjects mentioned.

### **c. Parallel Structure**

Only one number is classified as this element of error that is number 26, and there is a lot of students make error that is 21 students (96%). The students cannot make the forms of similar words. Several situations in which should be particularly aware of parallel structure with coordinate conjunctions, such as *and*, *but*, *or*. The conjunction is required to join comparable structure such as *pairs of verb phrases or pairs of complete passive sentence*.

#### **d. Comparative and Superlative**

In element comparative and superlative, 2 numbers are included. It is found that there is a lot of students choose the wrong answer. It is almost all students (96%) make error in number 7, and 19 students (86%) in number 14. The total of percentage of the error reaches out to 91%. The students' problem is forming *-er* correctly. The comparative is established with either *-er* or *more* and *than*. But still many students do not understand that adjective *-er* is formed with *than*.

Other form of comparative is using 'faster' that should be followed by *than*. In the question, the students can not find what 'light waves travel' is being compared with. It is seen that the students are confused which is the right comparative form for 'light waves'. The students answer C and D which the option is similar but it's not complete sentence like 'light waves travel'. It needs subject and verb as its comparison did.

#### **e. Verb Form**

It achieves more than a half percent of the students who make error in verb form element that is 57% of all students, but there items in which most students make error such as in item number 29 and 40. Each is done by 21 (96%) and 22 (100%) students. Besides, only 4 students (18%) is number 22, and 3 students (14%) in number 20. Here, the students do not understand a verb that comes after modal that is what comes after modal 'may'.

The students are also found that they cannot convince what comes after modal 'should' is the base form of verb. All of the students are found still not understand this form.

The same problem is found to the students who still do not understand that when they see modal of 'should' must be followed by base form of verb. The three of them are the students who have the wrong answers from all items with the element of error verb form. It means that these students do not understand anything about this material at all. In other question,

the students also do not know the problematic situation with verb such as what comes after preposition of 'to'.

#### **f. Passive Verb**

It is found that passive verb element of error is occurring in total percentage less than a half percent (44%). There are three numbers: 2, 21, and 39. Each number has 6 students (27%), 22 students (100%) and only 1 student (4%) who makes error. The students' problems are with the use of correct form of the passive, and recognize the active and the passive meaning. The students still cannot recognize the question which needs a passive verb. Because the students does not perceive passive sentence with *by* + *object*. Not only this thing, but also not know that passive verb should use past participle of verb. It is due to the question provides present verb complied with *by*, but the student is not aware of it.

All of the students are not aware to change the sentence to the passive form. They are not able to acquaint the correct form of the passive and not able to assign when a passive verb is needed instead of an active verb in a sentence. A change should be made in converting a sentence from active to passive. The verb form in the passive sentence is put the helping verb *be* and then adding the past participle of verb.

#### **g. Noun**

In element of noun, there are 22 (100%) students who make error in number 17, also all students (100%) in number 23, 20 students (91%) in number 24, and 19 students (86%) in number 11. So, the total percentage is highly reaching to 94%. The students have problem in arranging the good possessive noun structure from the option provided.. A possessive noun shows possession by adding an apostrophe (') and an *s* in person, place, thing, idea, or action such as *book's cover* and *Indonesian's climate*. They choose option A 'useful most world's' which should be 'world's most useful' because a possessive noun 'world's' possessed by ways. The students might think that after possessive noun 'world's' should be

followed by singular or plural noun, but the students forget that the question also provides adjective 'most useful' which must be before noun.

The students also have problems in identifying a noun as the modifiers of noun. The students might think the form words 'healthy risks' is right. They still cannot understand that noun 'risk' can be modified by noun becomes 'health'.

There also a student's problem with recognizing the irregular plural noun. The students do not understand the irregular plural form of 'fish'. They might think it is becoming 'fishes'.

Next, the students have problem with noun related to a verb that can be noun without changing its form at all, the noun is 'control'. They choose other form of noun that the form is same as verb 'rate' which is the correct one. The students might not recognize this kind of change and without.

#### **h. pronoun**

In pronoun element, it shows that the total percentage of error is low which only (7%). The detail is 2 students (9%) choose wrong answer in item 30 and only 1 student (4%) is in item 35. It seems the items with pronoun are the easy question that almost all students are able to answer. Two students have problem with this type of grammatical problem that is in checking the agreement of pronoun reference.

Next, the students' problem is in distinguishing possessive adjective and possessive pronoun. Both possessive adjective and possessive pronoun indicates who or what owns a noun but both of them do not have the same function. Possessive adjective is followed immediately by a noun or describes a noun; it does not stand alone, it is as determiner. Whereas, Possessive pronoun is not followed immediately by a noun or it takes place of a noun; it stands alone. Only 1 student has the error in this material.

### i. Adjective and Adverb

The research shows that this type of grammatical problem has five numbers. 17 students (77%) have problem with number 6, then followed by 22 students (100%) in two, number 37 and number 38, 21 students (0%) in number 25, and 20 students (91%) in number 27. So, the average percentage is 74%. It is often discovered adverbs formed by adding *-ly* to adjectives such as *recently*, *publicly*, *evidently* and so on, but there are also a few words ending in *-ly* that are adjectives such as *weekly*, *early*, *friendly*, *manly* and so on. The students have problem with recognizing *-ly* adjective, they cannot decide the right answer of right adjective ‘understandable’ or ‘understandably’. They do not know the question doesn’t need an adjective that is followed by a noun but an adjective that stands alone.

It is found the students have problem in distinguishing the use of adjective and adverb, the main problem is in adjective ‘extreme’ which is determined the adjective ‘cold’. The students do not understand that adjective ‘cold’ should be determined by adverb ‘extremely’. The same problem also occurs in distinguishing the use of adverb ‘freshly’ to noun ‘water’. The students do not understand that the noun ‘water’ should be determined by adjective ‘fresh’.

Next, the students have problem in distinguishing an adjective and a noun. Some adjectives can be formed to be nouns such as *absurd* becomes *absurdity*, *equal* becomes *equality*, and *sincere* becomes *sincerity*.<sup>30</sup>

Verbs form ended in *-ed* and *-ing* also can be used as adjectives. For instance, the verbal adjective *satisfied* and *satisfying* which come from the verb *to satisfy*. The difference between an *-ed* adjective and an *-ing* adjective is similar to difference between the active and the passive. Last the students cannot recognize adjective that use *-ing* in words ‘worked man’ because a man doesn’t receive the action so the answer is incorrect.

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<sup>30</sup> Deborah Phillips, *Longman complete course for the TOEFL test: Preparation for computer and paper test*. (White Plains, NY: Longman, 2011),

### j. Article

Only one item is categorized in article element, it is in item 36. There is only one student (4%) who has problem with article. Here is the students' grammatical problem in distinguishing specific and general idea related to the use of article. The definite article is used to the specific one while the indefinite article is used when the noun could be one of several different nouns. The students still cannot decide whether the question is needed definite article or indefinite article for and they do not understand that the question is kind of specific idea.

### k. Preposition

Two items are classified in preposition; it is showed that 17 students (77%) have problem in number 15. There are 4 students (18%) in number 32. So, the total of percentage is almost half of all students (48%). The researcher found the students problem in preposition kind of phrasal preposition form, it is a simple preposition preceded by a word from adjective. The students are confused by the option of preposition provided for adjective 'related'. The same case still happens to the students who choose wrong answer in other question. They do not understand kind of preposition bound with a verb.

### l. Correct Usage

In this element of error occurs the highest total percentage of error, it is reaching out 100% which means all students make error in this element. It is in last number 31. The students problem happens in certain group of words which has similar use as in 'other' and 'another'. This usage is so easy to confuse in written expression of TOEFL test. 'Another' is used to initiate singular countable noun such as *another bag, another glass, and another shirt*. Whereas, 'other' is used to initiate plural countable noun for example, *I will give him some books and I will send other books tomorrow*. The students do not



understand that a noun 'route' is singular, so it needs another not other.

### 3. The Frequent Grammatical Problem in Structure and Written Expression Section

After the types of grammatical problem that the students have when answering structure and written expression section of TOEFL test is discovered, the different total of number from each type is found. For the second research question, it is about frequent grammatical problem created by English intensive program students in answering structure and written expression section of TOEFL test. The data has been accumulated through students' worksheet. It was previously described that there are 12 types of grammatical problem found in 22 students' worksheet of section 2. And also each student has different problem so that some types discover the high percentage of students' problem.

There are seven of twelve types grammatical problem which frequently occurred, those are clause, parallel structure, comparative and superlative, verb form, noun, adjective and adverb, and correct usage. However, each type is in some items that each item also discovers the frequent students' problems which occur. The researcher considers revealing each type which its item is more than half percentage of error.

The first item which the highest percentage of problem occurs is clause in item 5 where the students should determine the subject in multiple clauses; adjective clause like 'expression which are characteristic' which describe word *colloquialisms*, in item 8 that required to have to make sure that there is a subject and a verb in a sentence with one clause as 'making cleaning products' and a verb *is*, in item 13 how to distinguish the usage between 'because' and 'due to' in adverb clause to show cause and effect. Then, in item 18 that the frequent grammatical problem occurs, determine a verb for the dependent clause (subordinate clause) in a noun clause such as verb 'are' for noun clause why diets different around the world.

The next problem which frequently occurs is subject/verb agreement in item 19 which is finding out the subject in form of

expression of quantity. The example of the question is *there were a wide variety of flowers in the show, from simple carnations to the most exquisite roses*; most students choose *flowers* as the incorrect one. It is also found 73% of error occurs in the same element item 16, subject/verb agreement, determining the verb of hidden subject 'segregation' from *segregation in public schools* that the students thought using *were* is right instead of *was*. In item 26, 96% error occurs is in parallel structure, the problem is in making the words balance. Then, another problem is in item 7 which is the element of error comparative and superlative. 96% error is in establishing either *-er* or *more* and followed by *than*. The same problem which comes from the same element is in item 14 with 86% error occurs.

Another grammatical problem occurs in verb form, 21 students have problem in understanding the problematic situation with verb that comes after preposition 'to'. And also all students have problem in the same element area, verb form, which is required to be familiar with verb form comes after modal like *should*. Next, passive verb element error reaches out 100% occurs in using helping verb *be* added with past participle of verb. Then, the high percentage occurs in all items of element noun that 2 of them is the highest percentage of error. In item 17 and item 23, it is asked to be able to differentiate between adjective and noun like *healthy* and *health*, to be able to recognize kinds of irregular plurals which are still same as singular such as *deer*, *fish*, and *sheep*. It is also needed to pay attention that some verbs can be nouns like *control*, in item 24 that 20 students have problem with this. In item 11 also occurs 86% error that the problem is in arranging the good possessive noun structure.

Here in item 6, 17 students have problem in being able to use basic adjectives correctly like in term of using either *understandable* or adverb *understandably*, in item 27, 21 out of 22 students have problem in being able to use basic adjectives correctly like in term of using either *fresh* or adverb *freshly*. In item 37, 100% error occurs or 22 students have problem in being able to distinguish between adjective and noun like *impossible* and *impossibility*, in item 38 also 100% error occurs, all students have problem in being able to use *-ing* adjectives correctly. There are 17 students who have problem in item 15 element of error preposition, which is in recognizing the

incorrect preposition bound with adjective like *related with* should be *related to*. Last, in correct usage element, 100% error occurs or 22 students have problem in recognizing between the usage of *other* and *another*.

## B. Discussion

The previous section have explained about the findings of the students' problem in doing structure and written expression of TOEFL test in intensive program. There are several points that are discussed in depth in this section. First, as discussed in finding section, there were several types of error that the students have. Then, the researcher discusses the dominant grammatical problem that the students have in doing structure and written expression section of TOEFL test.

### 1. Students' Grammatical Problems

As described in the finding, there were twelve grammatical problems done by the students in structure and written expression. Those are problems in clause, subject/verb agreement, parallel structure, comparative and superlative, verb form, passive verb, noun, pronoun, adjective and adverb, article, preposition, and correct usage. It is different from the finding of the previous study that is found more than 20 grammatical problems presented in sub-skills. It is found the students' grammatical problems in clause, subject/ verb agreement, verb form, nouns, parallel structure, correct form of passive, as additional is in reported speech, affirmative agreement, gerund, question tag etc.<sup>31</sup>

The finding of this research shows that the students have problem in clause such as in multiple clauses; adverb clause and adjective clause, and noun clause. The students problem in adjective clause is in finding the base form of verb

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<sup>31</sup> Ardi 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. The State Polytechnic of Pontianak, Indonesia. Vol. 15, No. 9, pp. 134-152, August 2016

followed by relative pronoun ‘when’. **When** is used in an adjective clause to modify a noun of time (*year, day, time, century, etc*)<sup>32</sup>. From the previous study the problems that happen in clauses are in reduced adjective clauses reduced adverb clause, and clause with coordinate connectors.<sup>33</sup>

The next problem is in subject/verb agreement such as in making verbs agree after expression of quantity and in determining the subject/verb singular and plural. While in previous study found the subject/verb agreement problems is in making verb agree after prepositional phrase, using the correct tense, using the past with the present<sup>34</sup>

In parallel structure, almost all students’ also made mistake in this material. This indicates that the students still do not understand the form of parallel structure. An important requirement for coordinate structures is that they be **parallel**.<sup>35</sup> Parallel structure is all coordinate parts are of the same grammatical form. The question is *a baby learns the meanings of words as they are spoken by others and later using them in sentences*. The incorrect one is ‘using’ that the form should be ‘are used by them’ not ‘using them’ to make it balance with words ‘are spoken by others’. The previous study is also found the problem in parallel structure. According to Ardi, Anggita and Indah, the students’ problem passive that they found is in the correct form of passive and in active/passive meaning.<sup>36</sup>

The other students’ difficulty that researcher found is in noun with 94% errors, The students might not know a noun can be used as modifier of noun such as *vegetable soup* and

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<sup>32</sup> Betty Schramper Azar, *Understanding and Using English Grammar*. 3<sup>rd</sup> Edition (White Plains, New York : Pearson Education, 1999).

<sup>33</sup> *ibid ... Ardi p.144*

<sup>34</sup> *ibid... Ardi*

<sup>35</sup> Martha Kolln - Robert Funk, *Understanding English Grammar*, 9<sup>th</sup> Edition. (Pearson Education, 2012)

<sup>36</sup> Ardi 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. The State Polytechnic of Pontianak, Indonesia.

*office building*. The question needs a modifier noun 'health'. The students also might think using 'healthy' is right because their misunderstanding to both of them which are similar word that the right a. Another students' problem noun is identifying a verb that can be a noun, recognizing irregular plural of noun, and comprehending the possessive noun. In the study of Ardi, Anggita and Indah, these related problems happen to singular and plural noun, countable and uncountable noun, and distinguish the person form the thing.<sup>37</sup>

The students' problem adjective and adverb also found with 93% errors. It shows the students' misunderstanding of 'understandably' as kind of an adjective. Besides that, the other students choose the wrong answer with considering the answer is a verb 'understood'. Another reason that the students' problem occurs causes most students are tricked by form of adjective with other options of answer and their difficulty in recognizing *-ly* adjective and using *-ing* adjective correctly. While in the previous study only found the students' problem in basic adjective and adverb.<sup>38</sup>

Last the problem that happens in previous study is in pronounce reference for agreement.<sup>39</sup> It also happens that is found in this finding, the students' problem in checking agreement of pronoun reference and other problem is distinguishing possessive adjective and possessive pronoun.

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<sup>37</sup> *ibid ... Ardi*

<sup>38</sup> *ibid ... Ardi*

<sup>39</sup> *ibid ... Ardi*

## 2. Frequency of Errors

After the types of grammatical problem that the students have in answering structure and written expression section of TOEFL test are discovered, the grammatical problems that most frequently occur with the highest percentage is being revealed. The students have common errors in seven areas namely clause, parallel structure, comparative and superlative, verb form, noun, adjective and adverb, and correct usage. The finding by Abboud and Hussein (2011) confirmed that it seems Structure (57%), is more difficult than Written Expression (47%).<sup>40</sup> Finally, the problems with the highest percentage from each item are discussed in the following.

In clause element, the students' grammatical problems frequently occur in four items that they have the highest percentage. All students have more problems with the question that requires identifying the subjects of the clauses than identifying the verb of the clause. But, it is also found the most common problem occurs in recognizing the adjective for cause and effect form. The difficult option of clause question that trap the students can be the reason of the students' problem. While, the highest percentage of problem in another research is over 90% of the students cannot answer the question correctly, it is in subject and verb with negatives and in using correct coordinate connectors.<sup>41</sup>

In subject/verb agreement, the most common problem occurs in determining the verb for hidden subject related to expression of quantity compared to determining the verb for subject with clear number either singular or plural. In other research it is found 79% of the students who cannot answer the

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<sup>40</sup> Abboud, Zaidoon Abdul Razaq, and Nagham Ja'far Hussein. *"The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL Test"* Humanities Series Yr.: 2011, Vol. : 36, No. : 4

<sup>41</sup> Ardi 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. The State Polytechnic of Pontianak, Indonesia.

subject/verb agreement material.<sup>42</sup> In parallel structure, 21 students have problem with making all coordinate parts are in same grammatical form. The students is still not able yet to master the simple form of parallel as comparable structure of same adjective phrase, moreover to identify the comparable structure of same complete passive sentence form as the provided question. While it is reaching out 74% of error of parallel structure occur in other study.<sup>43</sup>

The students' problem in comparative and superlative is both question frequently occur the error that is determining comparative *-er* followed by *than*. In element verb form always occurs in determining the base form of verb that should come after modal. Three of the students have to be concerned regarding their incorrect answer in all questions about this material what comes after modal. The most common problem occurs in passive verb is defining the past participle should come after *be*. Even though the other question is the same kind of material but the student with the incorrect answer is few, so it is not considered as the problem of the most students. However, it may be not because the students master the material but the provided question in the other question is easy to determine different from the question with the highest percentage of error that confuse the students.

Next frequent students' grammatical problem is in noun that all students have problem with element noun with its different kind of problems those are identifying a noun as the modifier of noun and recognizing irregular plural of noun. Moreover, the students almost have problem with all material related to noun. It is also all students have problem with adjective in distinguishing the use of adjectives and nouns and using *-ing* adjective correctly. 63% error occurs in noun material of other study.<sup>44</sup>

More than half of the students have more problem with determining the preposition bound with adjective than determining the preposition bound with verb. The last highest

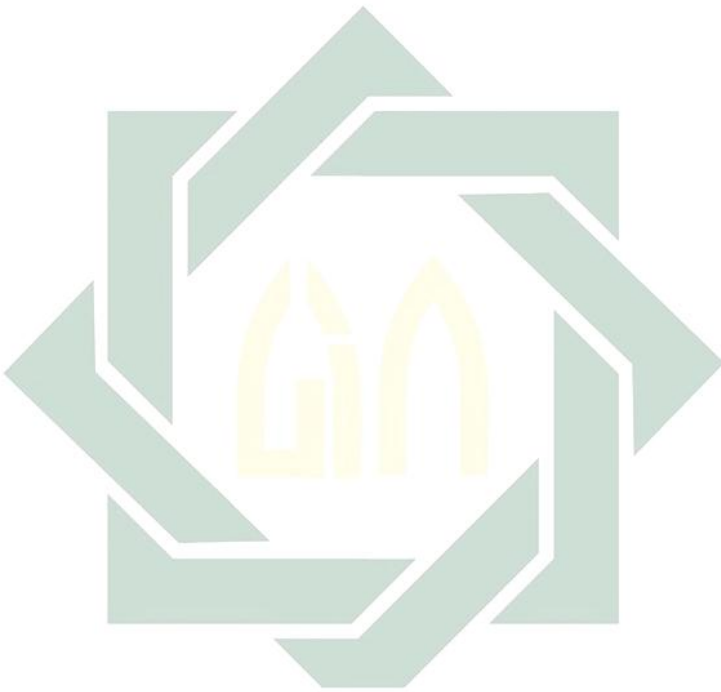
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<sup>42</sup> *ibid .... Ardi*

<sup>43</sup> *ibid....Ardi*

<sup>44</sup> *ibid....Ardi*

percentage that shows the most frequent problem that occurs is in correct usage element that the students have problem in distinguishing the usage of other and another.





## CHAPTER V

### CONCLUSION AND SUGGESTION

After establishing the research, presenting the data, and analyzing the data, this chapter discusses about the conclusion of the research related to the analysis of students' grammatical problems in answering structure and written expression section of TOEFL. In addition, this chapter also presents the suggestions for lecture, students and the future researchers.

#### A. Conclusion

From the findings, there are some points which can be concluded from the research problems as follows:

Teachers should focused more on structure and written expression section when they teach TOEFL as most students have a lot of problem in this section. Particularly, the common problems that the students make errors are clauses; problems are with multiple clauses; adverb clause and multiple clauses; adjective clause, sentence with one clause, noun clause. Subject/verb agreement: in making verbs agree after expressions of quantity and in determining the subject/verb singular and plural. Parallel structure: problem with parallel structure is using coordinate conjunction *and*. Comparative and superlative: problem with forming the comparative *-er* correctly. Verb form: problems with the form of the verb after modals and the form of the verb after. Passive verb: the use of correct forms of the passive, and recognize the active and the passive meaning. Noun: problems are identifying a noun as the modifier of noun, a verb that can be a noun, recognizing irregular plural of noun, and comprehending the possessive noun. Pronoun: the problems are checking the agreement of pronoun reference, and distinguishing possessive adjective and possessive pronoun. Adjective and adverb: problems with in distinguishing the use of adjectives and adverbs, distinguishing

the use of adjectives and nouns, recognizing *-ly* adjective and using *-ing* adjective correctly. Article: the problem is in distinguishing specific and general idea. Preposition: the problems are in recognizing the preposition bound with adjective and the preposition bound with verb. Last, correct usage: problem in distinguishing the usage of other and another.

There are seven out of twelve grammatical problems which frequently occur. The most frequent grammatical problem with the highest total percentage (100%) of error occurs in correct usage. The problem is in distinguishing the usage of other and another. The following frequent grammatical problem is parallel structure with the total percentage (96%). Followed by noun with the total percentage (94%), adjective and adverb (93%), comparative and superlative (91%), clause (81%), and last verb form with the total percentage (57%). The reason why the students have problem with these are from lack of understanding the base form of good structure, lack of understanding the base form of grammar, until being tricked with the difficult option of the answer which look similar.

## **B. Suggestion**

### **1. For lecturer**

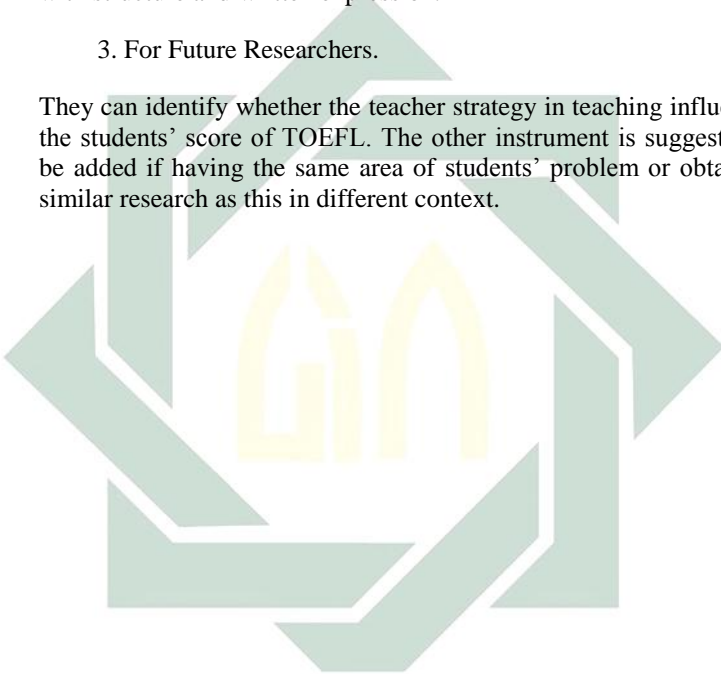
The lecturers of intensive program are suggested to know the area of problem that is found in answering structure and written expression section especially in clause, parallel structure, comparative and superlative, verb form, noun, adjective and adverb, and correct usage and make the students aware of their problems. It is also suggested to make the more effective teaching strategy in teaching structure and written expression section to help the students easily know at least the simple feature of grammar for TOEFL.

## 2. For the students.

The most important suggestion for the students is to more practice doing the structure and written expression section, the students also should highlight their understanding to make the sentence with well grammatical rules so they are aware not to have the same problem with structure and written expression.

## 3. For Future Researchers.

They can identify whether the teacher strategy in teaching influences the students' score of TOEFL. The other instrument is suggested to be added if having the same area of students' problem or obtaining similar research as this in different context.



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