

**AN ANALYSIS OF EFL STUDENTS' DIFFICULTY IN THE TOEFL
STRUCTURE AND WRITTEN EXPRESSION SECTION**

THESIS

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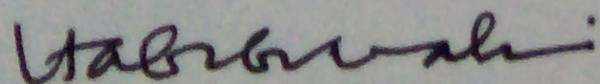
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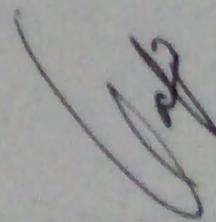
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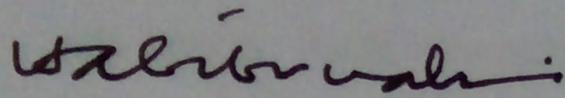
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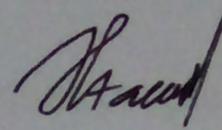
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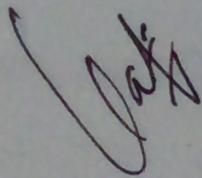
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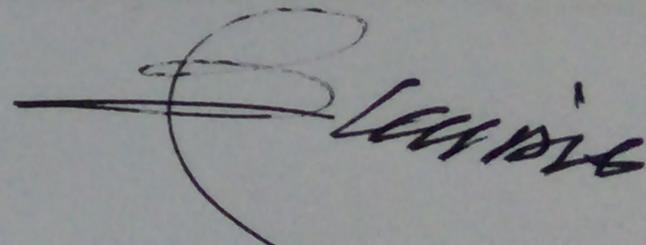
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Menyatakan bahwa sesungguhnya Skripsi yang berjudul: **“An Analysis of EFL Students’ Difficulty in the TOEFL Structure and Written Expression Section”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat pernyataan



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ABSTRACT

TOEFL is one of the standardized tests which have been applied by many universities and institutions all around the world to test students' English language proficiency. It also becomes one of the graduation standard requirements in the universities for the students, even in State Islamic University of Ar-Raniry Banda Aceh (UIN Ar-Raniry). However, many students faced the difficulty in responding the TOEFL especially in section two which is about Structure and Written Expression. In order to identify the students' difficulty, the researcher conducted a research entitled : *An analysis of EFL students' difficulty in the TOEFL structure and written expression section*. This research is underlied with two research questions: What are the most difficult elements faced by the EFL students and what are the factors influencing the difficulty in responding to the Structure and Written Expression section of the TOEFL? The research was conducted among EFL students of English Education Department of UIN Ar-Raniry. The population were 90 students academic year 2012 and the sample were 18 students taken by using random sampling technique. The researcher used two techniques of data collection. First technique was test which involved 18 students and the second technique was interview which only conducted for four students who were mostly error in the test session. The researcher found that the students faced the difficulties in some elements of grammar in the structure and written expression : reduced verb, the use of verb, parralelism, subject verb agreement, and relative clause. Moreover, the factors influencing the difficulties came from four factors : lack of grammar skill, lack of vocabulary mastery, easily distracted and less practice.

Keywords : EFL students, TOEFL, structure and written expression section, difficulty.

CHAPTER I

INTRODUCTION

A. Background of the Research

TOEFL is one of many types of language testing, which stands for “Test of English as a Foreign Language”. This test is highly recognized as a standardized in language and had been “internationally recognized and respected”(Warfield, 2013, p.196). TOEFL is a standardized test which designed to measure the English language ability of non-native speakers to enroll in American universities. The TOEFL score have been used as the requirements for non-native applicants in American and English speaker colleges and universities, so do to obtain scholarship in those countries. For example, when students want to continue their study in foreign countries, the university asks their applicants to submit their TOEFL grade as indicator of their English language proficiency. Studying in foreign countries definitely demands high English proficiency level that can be seen from the TOEFL grade. The admission committees of more than 8,500 colleges and universities in the United States, Canada, Australia and 130 other countries worldwide request foreign applicants to submit TOEFL score along with transcript and recommendations in order to be considered as admission (Sharpe, 2013, p 11).

In Indonesia, the TOEFL certified internationally is held by the English Language System (ETS) (Mahmud, 2014). The university may also administer the TOEFL-like or TOEFL equivalent test, or TOEFL prediction, such as by center of

language studies or by language laboratory within the university. This kind of TOEFL test is locally administered by the university, and only used for internal purposes in order to examine the students' English language proficiency.

In Indonesia, a number of universities determine TOEFL score as the graduation standard requirement for students and who want to continue study in higher level. Similarly in Aceh, the TOEFL test is highly recommended for students who want to continue their education to higher level, for instance from undergraduate to graduate level. The test is also used for public purposes, such as to get promotion of higher level of job. In a limited scope, in Islamic State University of Ar-Raniry, the TOEFL is also used as the requirement for undergraduate thesis examination. The students who want to take their thesis exam are required to pass the standard minimum score of the TOEFL, of 475 for English Education Department students and of 400 for non-English Education Department students.

Since the "test is measuring English proficiency covering many skills and aspects such as listening, reading, and structure and written expression, the students find it difficult to do the test" (Mahmud, 2014, p.2). In UIN Ar-Raniry, many students failed to reach the standard passing score.

From the observations by the researcher and the informal talks with the teacher and students. The difficulty to reach the standard minimum score due to the listening section and also there are structure that they had not yet mastered. Taking TOEFL test is considered difficult for them.

Furthermore, most of the students in English Education Department of UIN Ar-Raniry agreed that one their biggest obstacle is TOEFL section two which examines structure and written expression. Hambali (2008) states that students will have problems in answering the TOEFL section two. Those problems included (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. Similarly, from Ananda (2016), the findings by Abboud and Hussein (2011) confirmed that 52% of students said that the grammar questions were difficult. Moreover, Wright and Sukur (2012) strongly clarify that one big common problem for students of the test is section two, Structure and Written Expression; hence, students often feel stressed with this part. Similarly, Mahmud (2014) in his study found that most of his respondents encountered serious problems in answering the structure and written expression section.

Based on the explanation above, the researcher wanted to conduct a research on analyzing EFL students' difficulty in responding structure and written expression section in the TOEFL, also whether there were some factors influencing the difficulty. The study is entitled: *“Analysis of EFL students’ difficulty in the TOEFL Structure and Written Expression Section”*, which took place in English Education Department of UIN Ar-Raniry Banda Aceh.

B. Research Questions

Through this research , the researcher try to answer the following questions:

1. What are the most difficult elements faced by the EFL students during their TOEFL test in the Structure and Written Expression section?
2. What are the factor influencing the difficulty in responding to the Structure and Written Expression section of the TOEFL?

C. Aims of the Research

The aims of the research are :

1. To figure out the most difficult elements faced by EFL students in the Structured and Written Expression Section of TOEFL.
2. To identify any factors influencing the students difficulty in responding to the Structured and Written Expression section in the TOEFL.

D. Terminologies

1. EFL students

EFL is an abbreviation for “English as a Foreign Language”. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. For Example: a Chinese person learning English in China. Richard Nordquist (2015) defined EFL as “a traditioal term for the use orstudy of the English Language by non-native in countries where English is generally not a local medium of communication” (www.about.com).

2. Test of English as a Foreign Language (TOEFL)

TOEFL is a standardized test to measure the English language ability of non-native speakers to enroll in American universities. The test is developed and established by ETS (Educational Testing Service) in 1964. The TOEFL score has been used as the requirement for non-native applicants in America and English speaker colleges and universities, so do to obtain scholarship in those countries (Sharpe, 2013).

3. Structure and Written Expression

This is the section in the TOEFL which is designed to measure someone ability or test someone knowledge to recognize language that is appropriate for standard written English (ETS, 2016).

4. Difficulty

According to Cambridge Advanced Learners Dictionary (1995), difficulty is “when something is not easy to do or understand”. In the Meriam Webster dictionary (meriamwebster.com, 2016) the word difficulty is something that is “not easy to do or to deal with a difficult situation”. Based on the definition above, the writer concludes that difficulty is any condition that a student finds not easy to understand or to deal with in his/her target language rules.

E. Significance of the Research

By conducting this research, there are three significances: for students, teachers or lecturers and the future researcher. First, for students, the researcher expects this research can help students evaluate their ability in TOEFL and know and aware of the difficulty in answering the structure and written expression. Through this research, the researcher expects the students to be aware of that difficulty and try to seek to improve themselves. Second, for the teachers or lecturers, the findings of this research can be used as the guideline to know the students difficulty in the structure and written expression. In regard to that, the results can be used to compose or design a better teaching methodology in English grammar course. Lecturer can also direct students to overcome the difficulty through the new teaching methodology. And third, for other researchers, they can use the findings as one of the valuable references in conducting further research related to this aspect. For instance, in the two other sections; listening comprehension and reading comprehension.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provided the related literature review. This chapter discusses the concept of test, standardized tests, Test of English as Foreign Language (TOEFL) and structure and written expression section.

A. Concept of Test

1. Definition of Test

As TOEFL is the scope of this research, the researcher begins the literature review with some definitions of test because TOEFL is mainly about taking a test. A test, in simple term, is “a methods of measuring a person’s ability, knowledge or performance in a given domain” (Brown, 2004, p. 14). The word “test” comes from the Latin word. “Testum” which means “the instrument to measure the land” (Haladyna, 2004, p.3). A test aims to measure or examine knowledge of what someone has learned to determine she or he capable in that field. It can be an important part of teaching and learning process if the test is come together into daily classroom teaching and are conducted to be parts of learning process (Fauzie, 2015).

Furthermore, people may be tempted to assume of testing and assessment are alike or similiar, but they are not. The administrative procedure of test are planned and arranged at identifiable time in a curriculum when learners proficient all their courses to offer high point performances. Recognizing that their responses are being evaluated. Assessment, on the other hand, is “an ongoing

process that encompasses a much wider domain”, whether the students respond to the questions, offer the comments, or practice a new word or structure (Brown, 2003, p.4). Assessment actually is the process of recording knowledge, abilities, attitudes and beliefs. It is a process of describing, collecting, recording, scoring and interpreting information about learning. Then “test is a subset of assessment” (Brown, 2003, p.4).

Test is a method to determine a student’s ability to complete a certain task or demonstrate mastery of a skill or knowledge of content. In addition, test has set of questions, each of which has a correct answer, those examinees usually answer orally or writing. Some types can be multiple choice or a weekly spelling test.

2. The Functions of Test

Test is “usually done for purpose of assessment, to assign students grade or rank them in term of ability” (Roediger et al, 2011, p.1). Sudijono (2011, p.67) states that, “In general, the test has two functions; as a measure of the students and as a means of measuring the success of teaching program”.

There are some functions of tests mentioned by Arikunto (2005) :

a. Function for class

- 1) Conducting diagnosis of students learning difficulties
- 2) Evaluating the gap between achievements and talents
- 3) Improving the level of achievement
- 4) Grouping students in class at the time of applying the learning group.

- b. Function for guidance
 - 1) Help students to determining the choice
 - 2) Assist students achieve aducational goals and major
 - 3) Provide an oppportunity for counselor , teachers, and parents in understanding the difficulties of a child
- c. Function for administration
 - 1) Give instructions in a grouping of students
 - 2) For the placement of the new students
 - 3) Assessing curriculum

3. Types of Test

There are many kinds of tests with a specific purpose and a particular criterion to be measured. Brown (2007) describes five test types that are commonly used in language curricula.

a. Achievement Test

Brown (2007 p. 454) states that an achievement test is related directly to the lessons in the classrom, units, and even a total curriculum. Achievement tests are limited to selective material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. In other words, they are generally designed to measure individual developments rather than as a means of motivating or emphasizing language. Achievement tests also referred to summative test, are formulated to measure how much of someone has learned to a particular courses of study or programme of instruction with referred to particular language e.g. end-of-year tests designed to show mastery of a language. An achievement test might be a listening

comprehension test based on a particular set of situational dialogues in a textbook. This test has a two crucial objectives:

- 1) To help the teachers judge the success of their teaching.
- 2) To identify the weaknesses of their learners.

Ideally, achievement tests are “rarely constructed by classroom teacher for a particular class to know how successful individual students, group of students, or the course in achieving objectives” (Shohamy, 1985, p.21)

b. Placement Test

A placement test is originally formulated to place learners at an appropriate level in a programme or course. The term “placement test” as Richards et al. (1989) note does not refer to what a test contains or how it is constructed, but to the aim for which it used. There are various types of testing procedure can be used for placement purposes such as dictation, interview or a grammar test (discrete or integrative).

Hughes (1989 p.14) says that “a placement test is intended to provide information which will help to place students at the stage of the teaching program most appropriate for their abilities. Typically, they are used to assign students to class at different level. The placement test is also designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate courses. Moreover, cited from Brown (2007), EPT purposes to place a student into an appropriate level or section of a language curriculum or school. A

placement test typically includes a sampling of material to be covered in the curriculum.

c. Diagnostic Test

A diagnostic test is designed to diagnose some particular linguistic aspects. Diagnostic tests in pronunciation, for example, might have the purpose of determining which particular phonological features of the English language are more likely to pose problems and difficulties for a group of learners. Basically, diagnostic language tests have a three fold objectives:

1. To provide learners with a way to start learning with their own personal learning programme or what would be called in the literature of testing learning paths.
2. To provide learners with a way to test their knowledge of a language.
3. To provide learners with better information about their strengths and weaknesses.

(Brown, 2007).

Ideally, diagnostic tests are designed to assess students' linguistic knowledge (knowledge of and about the language) and language skills (listening, speaking, reading and writing) before a course is begun.

d. Language Aptitude Test

A language aptitude test tends to measure a learner aptitude for language learning, be it second or foreign, i.e. students performance in a language. Thus, it is used to identify those learners who are most likely to succeed. Language aptitude tests usually consist of several different test items which measures such abilities as (Benmostefa, n.d.):

- 1) Sound-coding ability, i.e. the ability to identify and remember new sounds in a new language.
- 2) Grammar-coding ability, i.e. the ability to identify the grammatical functions of different parts of sentences.
- 3) Inductive-learning ability, i.e. the ability to work out meanings without explanation in the new language.
- 4) Memorization, i.e. the ability to remember and to recall words, patterns, rules in the new language.

There are two standardized aptitude tests have been used in the United State: the Modern Language Aptitude Test (MLAT) and Pimsleur Language Aptitude Battery (PLAB) (Brown, 2003).

e. Proficiency Test

A proficiency test is devised to measure how much of a language someone has learned. It is not related to any particular course of instruction, curriculum, or single skill in the language but measures the general level of language mastery of learners. Most English language

proficiency tests arrange their testing items on standardized multiple-choice items on grammar, high frequency-count vocabulary, reading comprehension, aural comprehension, and sometimes a sample of writing. (Brown, 2007). Clearly, as Valette states, “the aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements” (Valette, 1977, p. 6)

Typical examples of standardized proficiency tests are the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). Together, they are used by thousands of educational institutions as an indicator of a prospective students’ ability to undertake academic or professional work in an English medium. Both TOEFL and IELTS consist of performance on all four skills (Brown, 2003).

Regarding to the subject of this study, the variable related to the standardized proficiency test is namely TOEFL. In order to understand what standardized definition is, researcher provided some information in the following section.

B. Standardized Tests

1. Definition of Standardized Test

Defining about what a standardized test is different from a teacher-made test because it is not specific to any lesson or activity from classroom. Instead, standardized tests provide more a general overview of what students should know

at a particular grade level. Standardized testing means a test is administered and scored in predetermined and way (Popham, 1999). It is a test which presupposes certain standard objectives, or criteria, that are held constant across one form of the test to another (Brown, 2003, p. 67). This test administered and scored in a consistent, or “standard” manner. Students take the same test in the same condition at the same time, if possible, so results can be attributed to students performance and not to differences in the administration or form of the test (Wilde, 2004). A standardized test is also a test for which norms have been established and it provides uniform procedures for administering (time limits, response format, and number of questions) and for scoring the test. Standardized tests require all test-takers to answer the same questions from common bank of questions, in the same way, and that is scored in standard or consistent manner, which makes it possible to compare the relative performance of individual students or group of students. For this reason, the result of standardized tests can be compared across schools, districts, or states.

Standardized tests do not need to be high-stakes tests, time-limited tests, or multiple-choice tests. Standardized tests can be composed of multiple-choice questions, true-false questions, easy questions, authentic assessment, or nearly any other form of assessment. Multiple-choice and true-false items are often chosen because they can be given and scored unexpensively and quickly by scoring special answer sheets by computer or via computer-adaptive testing. On the other hand, some standardized tests have short-answer or easy writing

components that are assigned a score by independent evaluators who use rule of guidelines to determine the grade to be given to a response.

2. Advantages and Disadvantages of Standardized Tests

According to Brown (2003,) the advantages of standardized tests are:

- a. Ready-made validated products that free the teachers from having to spend hours creating a test.
- b. Time streamlined for administering and scoring procedures
- c. More reliable and valid than non-standardized measures.

However, standardized tests also have disadvantages as stated by Brown (2003) :

- a. The use of an overall proficiency tests as an achievement test simply because of the convenience of standardization are inappropriate.
- b. Potential misunderstanding of the difference between direct and indirect testing.

3. Examples of Standardized Tests

Here some examples International commercial standardized tests are:

- a. Test of English as a Foreign Language (TOEFL)
- b. International English Language Testing System (IELTS)
- c. Modern Language Aptitude Test (MLAT)
- d. Pimsleur Language Aptitude Battery (PLAB)

In addition, some examples of non-commercial standardized tests, in Indonesia are :

- a. National Examination (UN)
- b. Seleksi Nasional Masuk Perguruan Tinggi Negara (SNMPTN)

C. Test of English as Foreign Language (TOEFL)

1. Overview of the TOEFL

TOEFL which stands for Test of English as a Foreign Language is a standardized test for measuring students' English language capabilities. The TOEFL is a large-scale language assessment. It is "arguably the most well-known and widely used large-scale language assessment in the world" (Kunnan, 2008, p. 140). It was first developed in 1963 in the United States to help in the assessment of the language competence of non-native speakers. As a test type, it is a standardized test of English proficiency administered by the Educational Testing Service, Princeton. It is widely used to measure the English-language proficiency of foreign students wishing to enter American colleges and universities. According to Taylor and Angelis (cited in Kunnan, 2008) the first TOEFL was administered in 1964 at 57 test centres to 920 test candidates.

The TOEFL has widely been recognized as a model test and have-take-test for our students, graduate and postgraduate, as well as our teachers and researchers in universities and higher education institutions wishing to read for higher degrees and develop further their research potential in North American universities. Kunnan (2008, p. 141) notes that, "Over the years, the TOEFL became mandatory for non-American and non-Canadian native speakers of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities". The TOEFL score have been used as the requireirments for non-native aplicants in American and English speaker collegues and universities, so do to obtain scholarship in those countries. The TOEFL also

has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, and the Latin American scholarship Programs as a standard measure of the English proficiency of their candidates (Sharpe: 2013, p.11). The admission committees of more than 8,500 colleges and universities in the United States, Canada, Australia and 130 other countries worldwide require foreign applicants to submit TOEFL score along with transcript and recommendations in order to be considered for admission (Sharpe, 2013, p 11).

2. Types of TOEFL

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

- 1) The Paper-Based TOEFL (PBT)
- 2) The Computer-Based TOEFL (CBT)
- 3) The Internet-Based TOEFL (IBT)
- 4) Institutional Testing Program (ITP)

The following are the explanations about four types of TOEFL currently administered around the world :

a. The Paper-Based Test (PBT)

According to Philip (2003, p. xv-xvi) the Paper Based Test is one of the International Testing Programs. It includes four sections which are as follows:

1) Listening Comprehension

It is used to evaluate the test-takers' ability to understand spoken English. The test-takers must listen to different types of recorded passages and answer multiple choice questions about these passages.

2) Structure and Written Expression

It is used to evaluate the test-takers' ability to recognize grammatically correct English sentences. In this section, they have to choose the correct answer to complete sentences and to identify grammatical errors in sentences.

3) Reading Comprehension

It is used to measure the test-takers' ability to understand written English passages. Then, the test-takers' must answer multiple choice questions concerning the ideas and the meaning of words in those reading passages.

4) Test of Written English (TWE):

It is used to evaluate the test-takers' ability to write correct, organized and meaningful English essays. The examinees must write a certain essay on a given topic in only thirty minutes.

The format of these four sections, the number of items for each of them, and the time which is assigned for each of them can be clarified in the following table (Gear and Robert, 2002, p. 8):

Table 2.1 The Paper-Based TOEFL Test(PBT) format

Sections	Number of Items	Time
Listening: Part A Questions about short conversations Part B Questions about longer conversations Part C Questions about lectures or talks Total	30 8 12 50	30-40 Minutes
Structure and Written Expression: Completing sentences correctly Identifying errors Total	15 25 40	25 Minutes
Reading comprehension: Questions about reading passages Total	50 50	
Test of Written English (TWE): One essay, 250-300 words		30 Minutes

b. The Computer-Based TOEFL (CBT)

The Computer-Based TOEFL Program comprises four sections: Listening, Structure, Writing and Reading. The writing section in this test is equivalent to the Test of Written English (TWE) in the Paper-Based TOEFL Test. In addition, everyone who takes the TOEFL during the same administration may not see or answer the same questions. These questions are selected according to the level of the student's proficiency. In this test, there are three sub-scores:

Listening, Structure, Writing, and Reading. Actually, the total score is limited on a scale of (0–300) (Sharpe, 2009, p.11).

The format, the number, and types of questions, that can be seen in the Computer-Based TOEFL Test, are shown in the following table(Gear and Robert, 2002, p. 2) :

Table 2.2 The Computer-Based TOEFLTest (CBT) Format

Listening:	Number of passages	Number of questions per passage	Total number of questions	Time
Short Dialogues Short Conversation Lectures and Discussions	11-17 2-3 4-6	1 2-3 3-6	30-59	40-60 Min
Structure:		Number of items	Total number of questions	Time
Completing sentences correctly Identifying errors		10-15 10-15	20-25	15-20 Min
Reading Comprehension	Number of passages	Number of questions per passage	Total number of questions	Time
	4-5	10-12	44-55	70-90 Min
Writing	Number of essays			Time
	1			30 Min

c. The Internet-Based TOEFL (IBT)

In IBT test is described as a new version of the TOEFL Test. It is delivered insecure testing centers around the world. It replaces the Computer-Based TOEFL Test and the Paper-Based TOEFL Test. Its main concern is to measure the test-takers' ability to communicate successfully in an academic setting. It includes a new section which is the Speaking Section. This section is used to evaluate the examinees' ability to Speak English. Moreover, there are new integrated Writing and Speaking tasks. These tasks are used to evaluate the test-takers' ability to combine and communicate in formation which is from different sources. To sum up, this test consists of four sections: Reading, Listening, Speaking and Writing. It tests all the four skills that are influential for effective and successful communication, i.e. listening, speaking, reading and writing.

The format of these sections, the number of questions for each of them, and the time which is allotted for each of them can be seen in the following table (Abbout and Hussein, 2011, p. 8)

Table 2.3 The Internet-Based TOEFL Program (IBT) Format

Test Section	Number of Questions	Timing
Reading	3-5 passages, 12-14 questions each	60-100 Minutes
Listening	4-6 lectures, 6 questions each	60-90
	2-3 conversations, 5 questions each	Minutes
BREAK		
Speaking	6 tasks: 2 independent and 4 integrated	20 Minutes
Writing	1 integrated task	20 Minutes
	1 independent task	30 Minutes

Finally, there is also the Institutional Testing Program (ITP), which is the main concern of the present research that will be explained with more details in the following section.

d. The Institutional Testing Program (ITP)

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

To provide depth understanding about ITP, there are more explanations about the score determination and the structure of the ITP , as follows:

1) The Determination of Score

Refer to Pyle and Munoz (1982) the test score is determined by adding the total number of correct answer in each section and then changing these “raw scores” into “converted scores”. The total number of correct answers is counted also and it is called "raw score". Then, the raw score for each section is converted by certain statistical means to a number on a scale. The converted score is different for each examination. It is based on the difficulty of the test. There is

no way that you can use any simple mathematics to determine the converted score. ITP TOEFL section scores are reported as scaled scores that can range within 31-68. In addition, the total scores can range within 310-677.

The total converted score “is then determined by adding the three converted scores and multiplying the result by $3\frac{1}{2}$ (or multiplying by 10 and dividing by 3). such as in the following:

	Section1		Section2		Section3
Example:	48	+	56	+	52
	=156 (156 × 10) ÷ 3 =				
	520				

The paper version of the TOEFL Test is scored on a scale of 217 to 677 points. Different universities, institutions and organizations have their own TOEFL requirements. The dates of the scores to be mailed to the students are listed in the *TOEFL Information Bulletin*. Scores are generally mailed out approximately five to six weeks after the test date for all over test centers (Phillips, 2003, p. xvi).

2) The Structure of the Institutional Testing Program

As for The Institutional Testing Program (2006:3), it is mentioned that the purpose of ITP TOEFL Test is to measure English proficiency of people whose native language is not English. In fact, it consists of three sections. Each section contains a multiple-choice format in order to evaluate the ability to understand North American English. It is given in a single session of about two

and a half hours to complete it besides completing the admission procedures.

These sections are:

a) Listening Comprehension:

It is used to evaluate the examinees' ability to understand spoken English.

b) Structure and Written Expression:

It is used to evaluate the examinees' ability to recognize language that is appropriate for standard written English.

c) Reading Comprehension:

It is used to evaluate the examinees' ability to read and understand short passages. The format of these sections, the number of questions for each of them, and the time which is given for each of them can be seen in the following table (see TOEFL Practical Tests, 2003) :

Table 2.4 The Institutional Testing Program (ITP) Format

Section	Number of Items	Time
Listening: Part A Questions about short conversations Part B Questions about longer conversations Part C Questions about lectures or talks Total	30 7 13 50	30-40 Minutes
Structure and Written Expressions: Completing sentences correctly Identifying errors Total	15 25 40	25 Minutes
Reading comprehension: Questions about reading passages Total	50 50	55 Minutes

In this research, the researcher only took one section that was structure and written expression in the present study.

D. Structure and Written Expression

1. Definition of Structure and Written Expression

Structure and Written Expression is the TOEFL which concentrates on written English. Structure itself may be found in both formal and informal English but you may find some ways in which formal written English is quite different from informal English. An individual who studied structure and became skillful in speaking and listening but never became a competent writer is unlikely to make a good score on the Structure and Written Expression section of the TOEFL. The structure and Written Expression section in the TOEFL tests the grammar ability of students which tests to recognize formal written English. Many things

acceptable in spoken English are not acceptable in formal written English (King and Stanley, 1989).

Structured and Written Expression section has two parts containing a total of 40 questions. (Nelson, 1989). First part is the structure which is form of 15 multiple-choice questions (A,B,C,D), while the second part is the written expression which consists of 25 questions whose form of error analysis questions. This part is provided questions with four underline error word in every each question. The error words might be verb, noun, pronoun, subject, adverb, tenses and other elements of structure. The test-takers must identify one of the error word within each sentence. Furthermore, structure and written expression is not only provided in the ITP TOEFL but also in the PBT TOEFL. The difference between the two types of TOEFL is the PBT TOEFL has one last section is namely Test of Writing English (TWE) (Pyle and Munoz, 1995).

2. Types of Questions

This section is used to evaluate the test-takers' ability to recognize language that is appropriate for standard written English. It includes two types of questions with a special direction for each one of them (See Table 4). These types are clarified below:

a. Structure:

The test-takers will see beneath each sentence four words or phrases. Test-takers must choose one answer that best completes the sentence. Such sentences and their answers are mentioned:

Example:

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

Geysers have of ten been compared toVolcanoes-----they both emit hot liquids from below the Earth's Surface.

(A) due to

(B) because

(C) inspite of

(D) regardless of

-The correct choice is(B)

(Abboud and Hussen, 2011)

b. Written Expressions:

The examinee will find that each sentence has four underlined words or phrases. He must identify one underlined choice that must be changed in order for the sentence to be correct. Such sentences and their underlined words or phrases exhibited as below:

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.

Guppies are sometime call rainbow fish because of the males'

A

B

C

bright colors.

D

-The correct choice is(A)

(Abboud and Hussen, 2011)

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedure of study in order to find the answer of the questions previously stated in chapter one and explain briefly method of study, research design, research participants, research instruments and data collection, and data analysis.

A. Research Design

This research was designed as descriptive study which aim to analyze the difficulties of Structured and Written Expression in the TOEFL faced by EFL students. The research used mixed method research which in specific included both quantitative and qualitative data in a research. The used of quantitative and qualitative research in combination provides the better understanding of research problems that either approach alone. By using test, researcher wanted to find the answer for number one in the research question to see the element which was considered as the most difficult one in the TOEFL in Structured and Written Expression faced by EFL students. In the book “Research Design” by John Creswell, (2003) he asserts as a methodology, mixed method focus on collecting, analyzing and mixing both quantitative and qualitative data in one study or series of study.

In addition, the interview as the ‘uniform’ of qualitative research was used in order to answer the question number two that to know what were the factors

influencing the difficulty in responding to the structure and written expression section. The interview was conducted for only four participants of all participants participated in this research who do much error in selected topic and get the lower score at test section. The researcher used semi-structured interview while conducting the interview.

B. Research Participants

1. Population

The population of this study were all senior students of English Department of UIN Ar-Raniry academic year 2012. There all were 90 students that were from four units.

2. Sample

According to Gay & Diehl(1992), for descriptive research the sample of population should be 10% or more. In this case, The researcher took 20% sample of the total population. In the result, 18 students were selected to participate in the study to answer the test. The researcher employed random sampling procedure in which the students were chosen randomly. The reason for choosing this procedure for that random sampling because the sample were from the same English department. And then, the 18 students who had finished answering the test and had more error in the test were purposively selected to do the interview. The researcher took 4 students to participated in interview session, it was 20% of the total sample.

C. Research Instrument and Data Collection

The data of this research were collected using the test and interview as the explanation above.

1. Test

The test was used to find out the most difficult element in the structure and written expression section which was administered to 18 senior students. The test was adapted from ETS TOEFL Preparation Kit Volume 2 (2010) : Practice B. The test format was the same as the general TOEFL test which is multiple-choice form. It consist of two part: part A: structure (word completion) and part B: written expression (error analysis). The total questions of the test were 40 questions, part A had 15 questions and for part B consisted of 25 questions. (The test is set out in Appendix I). The students were given 25 minutes to complete the test. in addition, the questions had already the level of difficulties so it was useful in the data analysis.

2. Interview

As cited from Harrel and Bradly (2009), interview are discussions, usually one on one between an interviewer and individual, meant to gather information on a specific set of topic(p.7). This interview aims to get the more information toward EFL students difficulty during their TOEFL test in the structure and written expression section by asking quetions to one by one of them and getting more specific information to suffice the research data.

The interview had a list of questions which was in semi-structured form (see Appendix II). The researcher used semi-structured interview in case there were may be another optionals questions and information during the interview session. There were two questions provided by the researcher and could be more. The instruments were checked by the two supervisors as well as to get the better understanding and mainly related to what the researcher expected in the research. The participants were asked their deeper reasons behind their difficulties in answering the TOEFL structured and written expression section.

D. Technique of Data Analysis

Data analysis is the process of systematically searching and arranging all information gained from test and interview. The data were analyzed through several stages. For the test, the researcher began with checking the answers given by the students. After that, she classified the correct and incorrect answers. Then, she counted the percentage of error in each topic by using a formula by Sudijono (2010):

$$P = \frac{f}{N} \times 100\%$$

In which:

P = Percentage of error in each topic

f = The number of wrong answer in each topic

N = Total number of all wrong answer

The grammar unit which had the highest percentage of error was considered the most difficult element for students. On the other hand, the qualitative data from the interview were analyzed by seeing the responds of the students in each questions and used the coding procedure to classify the data into some categories. After the factor influenced the difficulties reveled, the researcher put in the description as well to be clearly understandable.

CHAPTER IV

RESULTS AND DISCUSSIONS

A. Results of the Study

1. Results of Test

The research analyzed about EFL students' difficulty in the TOEFL structure and written Expression section. In this case, the researcher used a test as the instrument for data collection to answer the research questions number one which aims to figure out the most difficult elements faced by EFL students' in the structure and written expression section.

Table. 4.1 Error Statistics in Part A

Item No.	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
1	15	84%	3	16%
2	13	72%	5	28%
3	15	84%	3	16%
4	11	62%	7	38%
5	13	72%	5	28%
6	11	61%	7	39%
7	12	67%	6	33%
8	12	67%	6	33%
9	9	50%	9	50%
10	13	72%	5	28%
11	0	0%	18	100%
12	2	11%	16	89%
13	5	28%	13	72%
14	11	61%	7	39%
15	16	89%	2	11%
Total	156	58%	112	42%

Table 4.1 shows the results of students test in the structure and written expression section part A (see Appendix 1). The highest percentage of incorrect answer is seen in the item number 11 with 100% , item number 12 with 89 % and item number 13 with 72% . The medium percentage of incorrect answer can be seen in the item number 14 with 39%. Furthermore, the lowest percentage of incorrect answer can be seen in the item number 15 with 11%.

Table 4.2 Error Statistics in Part B

Item No.	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
16	15	84%	3	16%
17	16	89%	2	11%
18	10	54%	8	44%
19	16	89%	2	11%
20	12	67%	6	33%
21	17	94%	1	6%
22	16	89%	2	11%
23	11	50%	9	50%
24	12	67%	6	33%
25	13	72%	5	28%
26	7	39%	11	61%
27	14	78%	4	22%
28	9	50%	9	50%
29	8	44%	10	56%
30	17	94%	1	6%
31	13	72%	5	28%
32	10	56%	8	44%
33	10	56%	8	44%
34	12	67%	6	33%
35	8	44%	10	56%
36	9	50%	9	50%
37	10	56%	8	44%
38	10	56%	8	44%
39	5	28%	13	72%
40	8	44%	10	56%
Total	288	63%	164	37%

Table 4.2 shows the results of students test in structure and written expression section of TOEFL part B. In this part, the highest percentage of students' incorrect answers is in item number 39 with 72%, follow up with item number 26 which was 61%, then item number 29, 35 and 40 with 56% and questions item 23 and 36 with 50%. The medium percentage of students' incorrect answers is shown in the item number 20, 24, 34 with 33%. Moreover, the lowest percentage of students' incorrect answer can be seen in the item number 21 with 6% and continue in the item number 17, 19 and 22 with 11%.

Table 4.3 Total Percentage of Part A and Part B

Test Part	Correct	Percentage	Incorrect	Percentage
Part A	156	58%	112	42%
Part B	288	63%	164	37%
Total	444	60%	276	40%

From the table 4.3, it can be seen the results of 40 questions from all parts of the structure and written expression section. The total percentage of students' incorrect answer of part A is 42%. while part B acquires lower incorrect answer with total 37%. The average of students incorrect answer from each total percentage of the two parts are 40%. On the other hand, the total percentage of students correct aswer is 10% highest that incorrect score with 60%.

Table. 4.4 Statistics of the Highest Frequency of Error

Item No.	Table	Types of Error	Frequency of Error	Percentage
11	4.1	Reduce Clause	18/18	100%
12	4.1	The Use of Verb	16/18	89%
13	4.1	The Use of Verb	13/18	72%
26	4.2	SVA	11/18	61%
29	4.2	Parralelism	10/18	56%
35	4.2	Relative Clause	10/18	56%
39	4.2	Parralelism	13/18	72%
40	4.2	SVA	10/18	56%
Total				63%

Table 4.5 shows the results of the highest frequency of students error in answering the structure and written expression. It briefly explains that there are 8 items considered as the most difficult questions over all the 40 questions. Each number of question is explained in the following :

Item Number 11 : *With age, the mineral content of human bones decreases, them more fragile.*

- (A) *make*
- (B) *and to make*
- (C) ***there by making***
- (D) *which it makes*

It can be seen in table 4.1 that this question has the highest percentage of error with 100%. On this question, none of the students chose the (C) as the answer for question number 11. The students' answers were varied, choosing (A), (B) or (C).

Item Number 12 : *Not until Kentucky 's Mammoth Cave had been completely explored in 1972 _____.*

- (A) *when was its full extent realized*
- (B) *that its full extent was realized*
- (C) ***was its full extent realized***
- (D) *the realization fits full extent*

In this question, the total percentage of error is 89%. Out of the total students participated in the test, two students answered correctly by choosing (C).

Item Number 13 : *The first explorer California by land was Jedediah Strong Smith, a trapper who crossed the southwestern deserts of the United States in 1826.*

- (A) *that here ached*
- (B) *reached*
- (C) ***to reach***
- (D) *reaching it*

In this question, the percentage of incorrect answers is 72%. Only 5 students chose the correct answer. Most of them chose (B) as the correct answer for this question, while a few of them chose (A) and none students chose (D).

Item Number 23 :

Alike ethnographers, ethnohistorians make systemic observations, but they
A *B*

also gather data from documentary and oral sources.
C *D*

significantly to find out the students difficulty in responding the structure and written expression section.

There were two questions which are asked by researcher on the interview:

1. Why do you choose the alternative answer in your test?
2. What are your problems or difficulties in structure and written expression section in the TOEFL?

a) Interview Question Number 1: Why do you choose the alternative answer in your test?

In this question tried to seek the reasons why the students chose their answer in the test which were actually the wrong alternatives. The test items in discussion were shown in the following:

Item Number 11 : *With age, the mineral content of human bones decreases, them more fragile.*

- (A) *make*
- (B) *and to make*
- (C) ***there by making***
- (D) *which it makes*

Students' Responses:

1. *“ I thought the answer choise “make” is more approprite in this question.*
2. *“ I do not know the meaning of correct answer key “terribly making (C)”. So I just ended up with other answer choices”.*
3. *“ I thought the sentence need the verb, so I just go with A”.*
4. *“ I think “make” is the approprite answer that other with the complicated meaning”.*

Item Number 12 : *Not until Kentucky 's Mammoth Cave had been completely explored in 1972 _____.*

- (A) *when was its full extent realized*
- (B) *that its full extent was realized*
- (C) ***was its full extent realized***
- (D) *the realization no fits full extent*

Students' Responses:

1. *" I thought the sentence was completed, that why I confused and randomly choose B".*
2. *" I dont know the answer, it is really difficult".*

Item Number 13 : *The first explorer California by land was Jedediah Strong Smith, a trapper who crossed the southwestern deserts of the United States in 1826.*

- (A) *that here ached*
- (B) *reached*
- (C) ***to reach***
- (D) *reaching it*

Students' Responses:

1. *" regarding to the sentence, I choose "reached" because I thought it was past tense".*
2. *When I read the question, I focus on word "by", then I go with B as the answer because I considered it as the passive voice".*
3. *" I completely confused in this question, I did not think " to reach" is the correct answer".*

Item Number 35 :

George Gershwin was an American composer whose concert works joined
A B
 the sounds of jazz with them of traditional or chestration.
C D

Students' Responses:

1. " I do not know if it was about relative clause".
2. " I think there were double verbs "works joined" so it might be the error phrase".
3. "I choose "whose" because in my opinion it has to be "who". It refer to person "George Gershwin".
4. "It should not be "works" there because the sentence is past tense".

Students' Responses:

1. " I think I was carelessly in answering this question, I just realize that this is the correct answer (by point the answer choice C)".
2. " I was not really sure why I had chosen B, I assumed that "being" was not appropriate to put in front of "long".

Item Number 40:

A food additive is any chemical that food manufacturers intentional add to
 A B C
 their products.
 D

Students Responses:

1. *“ I do not know the use of vocabulary “intentional”. So, I just skip it and choose A.*
2. *“I though it should not be “food additive” but “additive food”.*

b) Interview Question Number 2: What are your problems or difficulties in the structure and written expression section in the TOEFL?

Findings of the interview showed that there were some of problems or difficulties faced by students as follow:

1) Lack of Grammar Skill

One of the main difficulties faced by the students in answering the TOEFL structure section two is the lack of grammar understanding. It could be seen from the students' statements as follows:

- a. *“ I know the theory of grammar but when it is already dealing with long and more complicated sentences, it becomes difficult especially to determine the error words”*

- b. *“ I was difficult to determine the Subject Verb Agreement (SVA) in long and high level sentence like TOEFL. Besides, in part B, every word looks correct in the sentence”.*
- c. *“ I feel burden when it comes to determine the SVA. It is like every sentence were in correct pattern”.*

2) Lack of Vocabulary Mastery

Some students indicated that the difficulties came from their lack of vocabulary mastery. Some of them responded:

- a. *“ I had chosen the wrong answer because I don not know the meaning of the other answer choises”*
- b. *“ I found difficult to determine the answer because I did not understand what the question meas, so I ended up by choosing the other choises which I know the meaning”.*
- c. *“ I understand the meaning of the sentence overall but when it comes to the specific word which I had to do error analysis, it difficult”.*

3) Less Focus and Easily Distracted

Some students stated that less focus is greatly influenced when taking the test. Therefore, test takers should be focused and do not get easily distracted, as follows responds:

- a. *“ Be careful is very important to choose the correct answer, unfortunately I easily distracted and get confused with questions in part B”.*
- b. *“ I thought part B is more difficult that part A because the question were similar, finding the error, it looks like every word are correct”.*
- c. *“ the questions on part B were extremely misleading and as the sentence was complete and corrct.*
- d. *“ I was less careful in answering the TOEFL questions, consequently I did many error”.*

4) Less Practice

Structure and written expression section has 40 questions which have to be answered within 25 minutes. Practice is one way to be familiar with the test and time constraint and manage to take the test properly. from the interview, it seems that the students had less practice and thus make they struggle in the. Some of them said:

- a. *“ I thought the time allotted was ot appropriate to answer all the questions”.*
- b. *“I need more time to fill in all the questions”.*

B. Discussions

This section explains the discussions of the research questions stated in chapter I. The question posed were related to the most difficult elements of the structure and written expression section in the TOEFL and the difficulties of when the students answered the test.

1. Research Question Number 1: What are the most difficult elements faced by the EFL students in Structure and Written Expression section in TOEFL?

From the results obtained, there were five major difficult elements the students had in the tests, as follows:

a) In item number 11 (see Table 4.1) in which all students taking the test failed to get the correct answer or 100% error. They mostly said that they did not know the meaning of the correct choices. Consequently, they chose the alternatives which they considered the closest to the correct one. In this case, the researcher found that the students were lack of vocabulary mastery. This item is about the reduce clause which all of the students failed to get the correct answer.

b) In item number 12 (see table 4.1), 89% students failed to succeed in the test. It could be indicated that the question was difficult for them. Most of them did not know why they could not answer the question correctly. So it must be lack of grammar skill. They did not know how to use the correct verb.

c) In item number 13 (see Table 4.1), 71% students did not pass the test. There were 13 students out of 18 students who failed in this item test. It was such

a big percentage. Most of them said that it was difficult to determine the Subject Verb Agreement (SVA). They did not know how to identify the word. The finding was similar to the research finding carried by Hambali (2008) which revealed that topics that students found problematic were: (1) identifying word, (2) identifying the correct word order of subject and verb in noun clause, (3) identifying word with derivations and function.

d) In item number 26 (see Table 4.2), the percentage of students who got error is 61%, lower than the previous. In this case, some of the students did not really focus on the question. One of student whom interviewed by the researcher stated that he overlooked see the phrase “from escaping”. Another students said that “gravitational” was not the correct answer but “gravitation” is more appropriate. when asked if perhaps she knew the meaning of “gravitational”, however she answered that she did not know the meaning, she only felt familiar and knew the meaning of “gravitation”. The student did know that those two words have different function, while the word “gravitational” is an adjective, “gravitation” is a noun. This difficulty included as lack of vocabulary mastery. From the test results, this item related to the parralelism. The students mostly did not aware of this elemen and ended up with choosing the incorrect answer.

e) The item number 39 had the same percentage with the question number 13 that was 72%. The students stated the question was very difficult. From the interview results, some of them completely did not know real answer. When asked to give the specific reason why they could not correctly answered this item, the students said the word “being” was just inappropriate to put before the word “long”. The researcher assumed, this problem actually related to their low proficiency of grammar. This item related to the use of subject verb agreement.

2. Research Question Number 2: What are the factor influencing the difficulty in responding to the structure and written expression section of the TOEFL?

The first important factor was due to the lack of grammar mastery among the students. These students said they knew the theory and the use of grammar, however, they could not implement the knowledge when taking the test. In this case, the researcher concluded that the students had low proficiency level of English grammar. Therefore, the students should increase their English grammar skill. The students should bear in mind that mastering grammar does not only needed to pass the courses or for requirement for program but to realize that “they need English for self-improvement” as stated by Pan (2009, p. 132).

The second factors influencing the difficulty was the lack of vocabulary mastery. All of the interviewee agreed that vocabulary is one of the important factor influencing the understanding of the sentences. The students failed to succeed in the test because the most questions consisted of unfamiliar vocabulary.

Hence, the students felt difficult to answer the questions because they did not understand the meanings of the words. Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. “Without vocabulary speakers cannot comprehend meaning and communicate with each other in a particular language”, (Akbari, 2008 p. 1). Thus, mastering vocabulary is also a primary aspect for EFL students to avoid the difficulty in structure and written expression.

Furthermore, the third problem causing the difficulty was because they were easily distracted by the wrong alternatives in the test. It mostly dealt with questions in part B, which was about analyzing the wrong and grammatical sentences. From the students explanation, the researcher inferred that students had quite a difficulty in part B. In that case , they found it hard to find the error word within the sentences in the questions.

Less practice was the last factor influencing the difficulty faced by the students in regard to the structure and written expression. The students did not directly mention about the factor but was interpreted by the researcher from the interview responses. They stated that the time allotted was not enough to answer all 40 questions. This finding was similar to the result of Habboud et al (2011) study. In this study, Habboud et al (2011) stated that the students face difficulty due to not having enough time. He explained if the students had more time in answering all the questions, they would have passed the test. in addition, Mahmud (2014) also revealed that less practice was the problem in taking the TOEFL. By practicing, the students might be familiar with the test. In this case, grammar

practice is the crucial one. Pan (1009, p. 131) also noted that “test-preparatory classes or test related instruction in regular English need to be offered so that students will have greater familiarization with the test and a clear direction as to what and how to prepare”.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

The findings of the present research revealed that the EFL students of English Education Department of UIN Ar-Raniry Banda Aceh face certain difficulties during the structure and written expression test in the TOEFL. Actually, these difficulties were the main reasons behind the students' failure in passing this test successfully. These difficulties can be specified as follows:

Students found difficulties in some elements in grammar use. The elements were reduce clause with 100% failed the test, the use of verb with 81%, parallelism with 64%, subject verb agreement (SVA) with 59%, and relative clause with 56%. That are the five elements of grammar in the structure and written expression that considered as the most difficult elements.

Students also acknowledged that part A of the Structure and written expression (i.e : words completion) was more difficult (see Table 4.3), even though they also felt difficult in part B (i.e : error analysis) because they could not analyze the error words in this part. This was because they could not properly analyze the error words in. In conclusion, the difficulty percentage between both parts was not very far in range. Further, The results of this study had much in common with other studies that also found that the structure and written expression section was still a difficult section in the TOEFL for the test-takers.

From the results of interview, it can be concluded that some students' difficulties in taking the structure and written expression section are in four categories, as follow:

1. Students still had lack of grammar skill which many of them stated that they did not understand the question and did not know how to answer the question correctly.
2. Students had lack of vocabulary mastery. Many of them failed to get the correct answers and faced the difficulty due to the lack of vocabulary (i.e, encountering unfamiliar words).
3. Some students were easily distracted by the wrong alternatives and lost the focus.
4. Less practice was also the factor influencing the students' difficulty in responding the structure and written expression section in the TOEFL.

B. Recommendations

From the conclusions above, the researcher offers some recommendation with regard to the results of the study:

1. Teachers or lecturers should encourage students to pay more attention on the elements of grammar in structure and written expression that seem as the most difficult ones as follow: reduce verb, the use of verb, subject verb agreement (SVA), parallelism, and relative clause.

2. Students need to practice on their own when taking the structure and written expression in the TOEFL test. The section does not only require the test takers knowledge on grammar, but also the time management in the test. therefore, practicing beforehand is necessary.
3. The researcher is fully aware that this research had some limitations. Firstly, the population of this research was small and localized so the findings and the results can not fully be generalized into a much wider ppopulation. Secondly The test-takers and the interviewees taken were were also small, thus, the researcher strongly suggests and encourages for other researchers to conduct the further researches involving a much larger number of sample so that the findings will be more objective and generalized in a much wider context.

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Appendix I

Dear sir/madam,

This test is for an undergraduated thesis. This is for finding students' difficulty in responding the Structure and Written Expression section. The test adapts from ETS TOEFL Preparation kit Volume 2 (2010); Practice Structure B.

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

Name :

Phone :

Semester :

Sex :

Part A

-Structure-

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

- The ponderosa pine is _____ of the most of the timber used by forest-product firms in the Black Hills of South Dakota.
(A) the source
(B) as source
(C) the source which
(D) because the source
- Computers that once took up entire rooms are now _____ to put on desktops and into wristwatches.
(A) small enough
(B) smaller than
(C) so small
(D) as small as
- According to some educators, the goal of teaching is to help students learn what _____ to know to live a well-adjusted and successful life.
(A) do they need
(B) they need
(C) they are needed
(D) as they may need
- The sapphire's transparency to ultraviolet and infrared radiation makes _____ in optical instruments.
(A) it is of use
(B) it uses
(C) it a useful
(D) it useful
- _____ initial recognition while still quite young.
(A) Most famous scientists achieve
(B) That most famous scientists achieved
(C) Most famous scientists who achieved
(D) For most famous scientists to achieve
- Mango trees, _____ densely covered with glossy leaves and bear small fragrant flowers, grow rapidly and can attain heights of up to 90 feet.

- (A) whose
(B) which are
(C) are when
(D) which
7. _____ the Canadian composer Barbara Pentland wrote four symphonies, three concertos, and an opera, among other works.
- (A) An artist who, prolific
(B) Is a prolific artist
(C) Prolific an artist
(D) A prolific artist
8. The Chisos Mountains in Big Bend National park in Texas were created by volcanic eruptions that occurred _____.
- (A) the area in which dinosaurs roamed
(B) when dinosaurs roamed the area
(C) did dinosaurs roam the area
(D) dinosaurs roaming the area
9. In bas-relief sculpture, a design projects very slightly from its background, _____ some coins.
- (A) as on
(B) because
(C) the way that
(D) similarly
10. Alaska found the first years of its statehood costly because it had to take over the expense of services _____ previously by the federal government.
- (A) to provide
(B) be provided
(C) providing
(D) provided
11. With age, the mineral content of human bones decreases, _____ them more fragile.
- (A) make
(B) and to make
(C) thereby making
(D) which it makes
12. Not until Kentucky's Mammoth Cave had been completely explored in 1972.
- (A) when was its full extent realized
(B) that its full extent was realized
(C) was its full extent realized
(D) the realization of its full extent
13. The first explorer _____ California by land was Jedediah Strong Smith, a trapper who crossed the southwestern deserts of the United States in 1826.
- (A) that he reached
(B) reached (C) to reach (D) reaching it
14. Written to be performed on a _____, Thornton Wilder's play *Our Town* depicts life in a small New England community.
- (A) stage scenery of bare
(B) bare of stage scenery
(C) scenery bare of stage
(D) stage bare of scenery
15. _____ many copper mines in the state of Arizona, a fact which contributes significantly to the state's economy.
- (A) They are
(B) There are
(C) Of the
(D) The

33. Many flowering plants benefit of pollination by adult butterflies and moths.
A B C D
34. A number of the American Indian languages spoken at the time of the European arriva in the New World in the late fifteen century have become extinct.
A B C D
35. George Gershwin was an American composer whose concert works joined the sounds of jazz with them of traditional orchestration.
A B C D
36. One of the problems of United States agriculture that has persisted during the 1920^s until the present day is the tendency of farm income to lag behind the costs of production.
A B C D
37. Volcanism occurs on Earth in several geological setting, most of which are associated with the boundaries of the enormous, rigid plates that make up the lithosphere.
A B C D
38. Early European settlers in North America used medicines they made from plants native to treat colds, pneumonia, and ague, an illness similar to malaria.
A B C D
39. Some insects bear a remarkable resemblance to dead twigs, being long, slenderness, wingless, and brownish in color.
A B C D
40. A food additive is any chemical that food manufacturers intentional add to their products.
A B C D

Appendix II**-Answers Keys -**

Question Number	Answer	Level of Difficulty	Answered Correctly
1	A	Eas	89%
2	A	Medium	80%
3	B	Eas	86%
4	D	Eas	89%
5	A	Medium	80%
6	B	Eas	81%
7	D	Eas	88%
8	B	Medium	71%
9	A	Medium	68%
10	D	Medium	63%
11	C	Diffic	43%
12	C	Diffic	34%
13	C	Diffic	36%
14	D	Diffic	32%
15	B	Eas	86%
16	D	Eas	94%
17	C	Eas	86%
18	D	Medium	80%
19	D	Eas	88%
20	D	Eas	87%
21	A	Eas	85%
22	D	Medium	80%
23	A	Eas	81%
24	B	Eas	84%
25	C	Medium	72%
26	C	Medium	76%
26	B	Medium	72%
28	B	Medium	71%
29	A	Medium	70%
30	C	Medium	62%
31	C	Medium	67%
32	A	Medium	65%
33	B	Medium	57%
34	D	Medium	59%
35	D	Medium	57%
36	B	Diffic	41%
37	B	Diffic	52%
38	C	Medium	57%
39	C	Diffic	37%

40	C	Diffic	36%
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Interview sheet

1. Why do you choose the error answer?
2. What are your problem or difficulty in responding to the structure and written expression section?

Appendix VII

AUTOBIOGRAPHY

1. Name : Munadia
2. Place / Date of Birth : Pangwa/ 09 August 1994
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Deah Pangwa Kecamatan Trienggadeng, Pidie Jaya
9. E-mail : nadia19as@gmail.com
10. Parents' Name
 - a. Father : Abdullah Hasan
 - b. Mother : Salmi Husen
 - c. Father's Occupation : -
 - d. Mother's Occupation : Housewife
11. Address : Jl. Iskandar Muda 121, Desa Deah Pangwa, Kecamatan Trienggadeng, Kabupaten Pidie Jaya
12. Education Background
 - a. Elementary School : SDN Pangwa (2000-2006)
 - b. Junior High School : SMPN 1 Meureudu (2006-2009)
 - c. Senior High School : SMA-IT Al-Fityan (2009-2012)
 - d. University : UIN Ar-Raniry Banda Aceh (2012-2016)

Banda Aceh, August 30th, 2016

The Researcher,

Munadia