STUDENTS' PROBLEMS IN ANSWERING TOEFL
AT ENGLISH EDUCATION STUDY PROGRAM
OF IAIN PALANGKA RAYA

BY
MARFU'AH

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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STUDENTS' PROBLEMS IN ANSWERING TOEFL AT ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALANGKA RAYA

THESIS

Presented to

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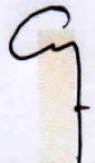|		
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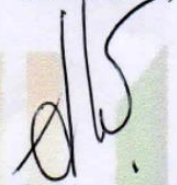
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Thank you for the attention.

Wassalammu'alaikum Wr. Wb

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THESIS APPROVAL

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MOTTO AND DEDICATION

'' وَمَن جَٰهَدَ فَإِنَّمَا يُجَٰهِدُ لِنَفْسِهِ....(6) ''

"and whosoever striveth, striveth only for himself…" (Q.S Al-ankabut:6)

This Thesis is dedicated to:
My beloved parents, Mr. Masrani and Mrs. Ummi Hani, for their valuable endless prayer, sacrifice, and support. My beloved husband M. Rizqoni Aminullah for everything he did for me to finish this study. and for my beloved friends for their support and helped.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

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Palangka Raya, July 13th 2020

Yours Faith Fully

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ABSTRACT

Marfu'ah. 2020. *Students' Problems in Answering TOEFL at English Study Program of IAIN Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, Stated Islamic Institute of Palangka Rya. Advisor: (I) Sabarun, M. Pd., (II) Aris Sugianto, M. Pd.

Key words: Students' Problems, TOEFL.

This study was aimed at finding: (1) the problems faced by students in answering TOEFL (2) which section is dominantly the most difficult for students.

The The study was descriptive study with qualitative approach. For the data collection, it was used the instruments such as observation, interview, and documentation. The subjects of the study were English department students in grade of 2013 at IAIN Palangka Raya. To analyze the data, it was through the techniques: data collection, data display, data reduction, and conclusion drawing. For the data endorsement, it was used triangulation technique.

The results showed that: (1) the problems in listening were vocabulary mastery, unfamiliar topic, speed of speech, long conversation and spoken text, unclear pronunciation, and lack of concentration. In structure and written expression, the difficulties were lack of structure and grammar skill and understanding, and lack of vocabulary. While in reading, the difficulties were lack of vocabulary, long reading text, and less of motivation in reading the text. (2) the most dominantly difficult section was structure and written expression.

ABSTRAK (Bahasa)

Marfu'ah, 2020. *Permasalahan Siswa dalam Menjawab TOEFL di Jurusan Bahasa Inggris IAIN Palangka Raya.* Skripsi, Jurusan Pendidikan Bahasa, FakultasTarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) M. Zaini Miftah, M.Pd.

Kata kunci: Permasalahan siswa, TOEFL

Penelitian ini bertujuan untuk menemukan: (1) masalah yang dihadapi siswa dalam menjawab TOEFL. (2) section mana yang lebih dominan terasa sulit bagi siswa.

Penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Untuk pengumpulan data, digunakan instrumen seperti observasi, wawancara, dan dokumentasi. Subjek penelitian adalah siswa jurusan Bahasa Inggris tahun angkatan 2013 di IAIN Palangka Raya. Untuk menganalisis data, itu melalui teknik: pengumpulan data, tampilan data, reduksi data, dan penarikan kesimpulan. Untuk pengesahan data, digunakan teknik triangulasi.

Hasil penelitian menunjukkan bahwa: (1) masalah dalam mendengarkan adalah penguasaan kosa kata, topik asing, kecepatan berbicara, percakapan dan teks yang diucapkan terlalu panjang, pengucapan tidak jelas, dan kurangnya konsentrasi. Dalam struktur dan ekspresi tertulis, kesulitannya adalah kurangnya pemahaman struktur dan keterampilan tata bahasa, dan kurangnya kosa kata. Sementara dalam membaca, kesulitannya adalah kurangnya kosa kata, teks bacaan yang panjang, dan kurang motivasi dalam membaca teks. (2) bagian yang paling dominan dirasa sulit adalah struktur dan ekspresi tertulis.

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Language Development Unit of IAIN Palangka Raya for their support and help which are profitable to the accomplishing of this thesis.

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8. Her beloved parents, Masrani and Ummi Hani, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Amin.*

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Palangka Raya, July 20th 2020
The researcher

MARFU'AH
SRN. 1301120861

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LIST OF ABREVIATIONS

ETS   : Educational Testing Service

IBT   : Internet – Based Test

ITP   : Institutional Testing Program

PBT   : Paper Based Test

TEP   : Test of English Proficiency

TKBA   : Tes Kemampuan Bahasa Asing

TOEFL   : Tes of English as a Foreign Language

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research problem, objectives of the study, scope and limitation, significant of the study, and definition of key terms.

A. Background of the Study

Mastering English is extremely crucial. The use of English as an important tool for communication have been globally recognized. Not only in education but also in other public sectors in which people are interacting, English is prominent. To measure whether the people master in English or not, the test of English - Language proficiency is used. There are some kinds of English-Language test such as TOEFL, TOEIC or IELTS. However, the English-Language test that will be discussed in this research is TOEFL.

As known, TOEFL is the popularly English-Language test used in the world. According to ETS (Educational Test Service, 2017) "the TOEFL test is the most widely respected English-Language test in the world, recognized by more than 10.000 colleges, universities and agencies in more than 130 countries." According to Warfield et al. (2013) in Mahmud (2014), one of types of English-language test is TOEFL, which stand for 'Test of English as Foreign language'. This test is highly recognized as a standard language testing in English language and had been "internationally recognized and respected".

Recently, according to ETS, there are two available formats of TOEFL, via internet and paper. ETS declares 97 percent of TOEFL test takers worldwide take

the TOEFL iBT, which delivered via internet. TOEFL iBT is desired by universities because it covers all communication skills (listening, reading, speaking, and writing). TOEFL iBT replaces TOEFL CBT (computer-based test) which was discontinued in September 2006. For the test takers who do not have access to the TOEFL iBT test, there is the revised TOEFL Paper-delivered Test. The new paper test, which is designed to align better with the TOEFL iBT test than the original TOEFL PBT test, which was discontinued as of July 2017 (www.ets.org/toefl). Notably in Indonesia, TOEFL administration and information are handled and shared by ITC (International Test Centre), as the Country Master Distributor of ETS.

In addition to the official TOEFL administration, over 2.500 institutions in more than 50 countries administer TOEFL ITP (Institutional Test Program). TOEFL ITP and TOEFL iBT are used for separate purposes and administered differently. The TOEFL iBT test is a high-stakes assessment administered by ETS. Institutions use TOEFL iBT test scores to make high-stakes decisions, such as university-level student admissions. While, TOEFL ITP tests are administered by institutions or ETS preferred network and used for specific purposes including placement, monitoring progress and more. TOEFL ITP is usually Paper-Based format.

The TOEFL ITP is most highly common type of TOEFL used in Indonesia. As at IAIN Palangka Raya, the Development Language Unit of IAIN Palangka Raya uses TOEFL-Like ITP as the measurement of students' English skills level. The source of the questions in TOEFL-Like ITP is from previous international

official TOEFL. TOEFL at IAIN Palangka Raya is considered as the requirement of taking thesis examination (munaqasah). Based on the decree of the rector of IAIN Palangka Raya in 2017, he had determined standard score for each study program. Especially for English Education study program, the standard score that must be fulfilled by students is 500. Whereas for non-English Education study program is 450. However, when this thesis is released the standard score has been changed, in 2019 the rector of IAIN Palangka Raya issued the decree regarding the standard score, 460 is for English Study Program and 426 is for non-English Study Program.

ITP or Institutional Test Program consists of listening, structure and written expression, and reading section. 140 questions divided to 50 questions for listening comprehension, 40 questions for structure and written expression, and 50 questions for reading comprehension. TOEFL ITP score scale is 310-677 and the test duration is 2 hours.

In expectation, English Education study program students can pass the TOEFL without any problem. Unfortunately, from pre-observation which has been conducted by the researcher through the researcher's own experience and the information found from TOEFL score announcement that shows from 58 English education students who registered TOEFL since February to September 2017 there are only 24% students who passed the test. Accordingly, the researcher found that most English Education study program students have some difficulties in answering TOEFL.

According to Rahman (2012, p. 80), he found that the most difficult section in TOEFL, especially for English education study program students' academic year 2011/2012, was listening comprehension. The result stated that most of students felt the speaker talk quickly and they were unfamiliar with some words. Now day, in contrast with Rahman research, director of Language Development Unit of IAIN Palangka Raya said that most of students got the poor score in reading comprehension and structure and written expression.

Therefore, the researcher is interested in finding students' problems in answering TOEFL and which section is dominantly most difficult for students at English Eduacation study program of IAIN Palangka Raya. The researcher wants to conduct a case research entitled "**Students' Problems in Answering TOEFL at English Education Study Program of IAIN Palangka Raya.**"

The reasons to conduct this research are as follow. First, to find students' problems in answering TOEFL. Second, to determine which section of TOEFL as the most difficult faced by students. By knowing the problems and the most difficult section of TOEFL faced by students, the students will know the weaknesses and are able to solve their problem in taking TOEFL. Also for teachers, by knowing that the teachers will ease to predict which material and strategies they will choose in teaching TOEFL strategy, for the better future.

B. Research Problem

Based on the background of the study above, the problems of this study are:

1. What are the problems faced by students in answering TOEFL?

2.   Which section of TOEFL is dominantly considered as the most difficult for Students?

C.   Objective of the Study

The objectives of this study are:

1.   To find students' problems in answering TOEFL.

2.   To determine which section of TOEFL is considered dominantly most difficult for students.

D.   Scope and Limitation

The focus of this research was on students' problems in the listening, structure and written expression, and reading of TOEFL-Like ITP. This research determined what the problems English Education study program students faced in class of 2013 of IAIN Palangka Raya in answering TOEFL and which sections were considered as the most difficult.

The researcher conducted this research on English Education study program students in class of 2013 of IAIN Palangka Raya. The reason why the researcher chose students in class of 2013, because the researcher was in the same class with them, so the researcher understands their condition and what material of TOEFL they got in the class, and made the researcher eased to get and analyze their problems. In addition, the data were collected through an observation, documentation, and interview.

The limitation of this study was the finding only showed the problems on English Education study program students in class of 2013 of IAIN Palangka Raya no other students in the other class or the other study program. However,

surely the researcher believes that the result of this research will give benefit for the general readers.

E. Significance of the Study

Theoretically, the researcher hopes this study will redound to benefit of students and lecturers' consciousness that TOEFL is an important test to show the English proficiency. With that consciousness so students and lecturers also realize the problems in answering TOEFL are the crucial things to solve. So the result of this research is expected to help the readers, either students, lecturer, or general, to know the common problems faced by some TOEFL test takers and the most difficult section to ease them in solving their problems. The researcher also hopes the result of this research will ease the next researcher who wants conduct the research in the same field with this research.

Practically, this study is expected that the result of the research can be used as a reference for students who want to take the TOEFL, to solve a problem easily by knowing common problem found in TOEFL. In addition, this research is expected be used as a reference for teachers or lecturers. By knowing students' problems and the most difficult section faced by students' in English department, lecturers can determine the most important topic and strategies to teach in TOEFL preparation class. Moreover, it can be related literature for the next researcher who have interested in TOEFL as well.

F. Definition of Key Terms

1. Problems

Problems is the plural word of Problem. According to Oxford Dictionary (2011, p. 350) Problem is a noun that mean a thing that is difficult to deal with or understand. While, in this study promlems refers to the things that difficult to understand and solve by English Education Students in answering TOEFL.

2. TOEFL

According to Phillips (2001, p. XV) "The TOEFL is a test to measure the English proficiency of non-native speakers of English". Pyle and page (2002, p. 4) state, "TOEFL is probably the most often used examination in the admission process of foreign students to colleges and universities in United States".

Since TOEFL's introduction in 1964, the TOEFL has changed the format several times: it started as a paper-based test (TOEFL PBT), and then evolved into the computer-based format (TOEFL CBT) and, finally, in 2005, TOEFL transformed into the Internet-based version (TOEFL iBT). In addition, the ETS offers two more test formats. These are the TOEFL ITP (Institutional Testing Program), created by institutions for internal use only to identify the proficiency level of their students (TOEFL ITP® 2015), and the TOEFL Junior test, an assessment of middle school-level English-language proficiency intended for 11-14 year-old students).

While in Indonesia, the most often TOEFL used is ITP. As at IAIN Palangka Raya. The Institute creates it for internal use only to Identify students' English proficiency and as requirement in taking Munaqasah.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides to previous study, brief explanation of TOEFL, history of TOEFL, Purpose of TOEFL and some kinds of TOEFL. In addition, this chapter discussed TOEFL at IAIN Palangka Raya and TOEFL Testing Area. Beside that this chapter included Definition of Case Study.

A. Previous Study

There are some previous studies related to this study that found by the researcher. The first previous study is from Prastica (2017). Her study is about **Language Learning Strategies in Genders' Perspective and their correlation toward TOEFL score of English department students at IAIN Palangka Raya.** Her study was aimed at finding the language learning strategies dominantly applied by male and female students of English study program academic year 2014/2015, then describing them in genders' perspective. In addition, her study was aimed at knowing the correlation between language learning strategies and TOEFL score achievement. Her study was mixed method research with triangulation design convergence model. To collect the data, some instruments were used, such as, (1) questionnaire, (2) interview, and (3) documentation. To analyze the data, some techniques were used, as follow, (1) data reduction, (2) data display, (3) data transformation, (4) data correlation, (5) data consolidation, and (6) data integration. The population of this research was 51 students who enrolled in TOEFL training.

The results of her study showed that: (1) Cognitive strategy is the strategy dominantly applied by both male and female in learning the target language. (2) Indirect strategies included as the strategies which were generally used both by male and female students (3) the calculation revealed that r_{xy} was higher than r_{table} (0.253 > 0.232). As the result, H_a stating that there was correlation between language learning strategies and TOEFL score was accepted and H_o stating there was no correlation between language learning strategies and TOEFL score was rejected. Based on the calculation, language-learning strategies gave 6.4% contribution to TOEFL score.

Even the theme of her study and this study are the same, TOEFL, but the discussions are different. Her study focused on finding the language learning strategies dominantly applied and knowing the correlation between language learning strategies and TOEFL score achievement. While this study focused on students' problems in answering TOEFL and finding out which section is considered as the most difficult. Besides, her subject of the study was male and female students of English study program academic year 2014/2015, while the subject of this study was students at English Education Study Program in class of 2013/2014 who has taken TOEFL. Additionally, her study was mix method, while this study is qualitative.

The second is from Ananda (2016), about the problem with section two ITP TOEFL. The results from the study showed that inversions (12%), subject-verb agreements (10%), adverb clause connectors (7%), passives (6%), reduced adjective clauses (5%), parallel structures (5%) and use of verbs (5%) were the

most difficult questions for the students. Furthermore, the students felt that part B was more difficult than part A.

The differences between the previous study and this study are the focus of research, the approach, the subject and the place. Her study was focused on the difficulties in section two, structure and written expression. He used quantitative approach to conduct the research. The samples chosen were 26 English students from Syiah Kuala University and from the National Islamic University Ar-Raniry who had taken the actual TOEFL. Whereas this research focused on the whole sections of TOEFL-like ITP; Listening, Structure and Written expression, and Reading. The approach used in this study is qualitative approach. The subject of this study were 15 English education study program students who had taken TOEFL at IAIN Palangka Raya. Although there are some differences but the topic of both research is the same. That is about students' problems in TOEFL.

The third previous study is from Afifah (2014) about the analysis of students' failure on seventh semester students of English education department in TOEFL preparation at UIN Sunan Ampel Surabaya. The result of her research showed that there were two factors that create failure for students Class B in Reading TOEFL, such as students' motivation in researching reading TOEFL and teacher's strategies. Furthermore, the cause of students' difficulties in doing TOEFL in reading section were the material, lack of exercises in reading section, less of concentration, and the limited time.

The third previous research and this study are different in focus of the research, subject and place where the research conducted. This research focused

on reading section. The subjects of this research was English Education students on seventh semester who have failed in final examination of TOEFL Preparation Class B at IAIN Sunan Ampel. While this study focuses overall sections of TOEFL. The subjects of the research were 15 English education study program students who had taken TOEFL test at IAIN Palangka Raya. The similarity of both studies are the topic and the approach. The topic is about the problems that faced by students in TOEFL. Her research and this research use descriptive qualitative approach.

The fourth previous research is from Antoni (2014) about an analysis on 6th Semester students' TOEFL experience at English department of theachers training and education faculty of Pasir Pengaraian University. The result of the research showed that most of students do not have good preparation in completing the test. It can be shown from the result of the analysis where most of students complete their TOEFL without having good strategy and having English skill.

Antoni's research and this research are most similar, both of the studies have the same main goal, to determine what problems faced by students in answering TOEFL. In addition, the approach used is qualitative research. The differences here are the subject and the place where the research was conducted. The subject of Antoni's research was 6th Semester students at English department of theachers training and education faculty of Pasir Pengaraian University. Whereas the subject of this research was 15 of failed students in completing TOEFL test at English education study program of IAIN Palangka Raya.

The fifth previous study is from Mahmud (2014) about the EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL). The result of Mahmud's research showed that the main problems of the students in answering the TOEFL were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status.

As like the current previous study, Antoni (2014), his research also similar with the idea of this study. This study was conducted to find out students' problemss in answering TOEFL in whole sections (listening, structure and written expression, and reading). The approach of both studies were qualitative. The differences between Mahmud's research and this study are the place where the study was conducted, and the subject. The subjects of Mahmud's research were the students of Graduate Program at one state university in Makassar. Whereas the subjects of this study were 15 English education study program students who have taken TOEFL test at IAIN Palangka Raya.

The next previous study is from Rahman (2012). His study is about students' problems in answering Listening Comprehension Section of TOEFL and how they solve the problems. The result of Rahman's study shows that students' problems in listening comprehension section are unfamiliar with listening English, no strategy used, low in vocabulary, and less practicing.

There are some differences between Rahman's study and this study. The differences are the subject, the object, and the method used. The subject of Rahman's study is some of English Education Study program in class of 2007, the

objects of his study are finding out students' ability level on TOEFL, their problems in listening comprehension, and the way they solve their problems, and the method of his study is mix method. While the subject of this study is English Education Study program in class of 2013, the object is finding out students' problems in answering TOEFL in general, no listening only as his study, and which section is the most difficult for them, and the method used in this study is qualitative case study method.

Although there are some differences between Rahman's and this study, but both of the studies are conducted in same place, at IAIN Palangka Raya, and the discussion is about students' problems on TOEFL.

B. About TOEFL

The TOEFL refers to the Test of English as a Foreign Language. Almost one million students from 180 countries register to take the TOEFL every year at test centers throughout the world (Sharpe, 2004, p. 11). The TOEFL is a test to measure the level of English proficiency of non-native speakers of English (Phillips, 2001, p. xiii). Most of academic people in the world agree that TOEFL is the accurate English proficiency test. Many of the agencies offer scholarship by requiring TOEFL for the scholarship takers.

Formerly, there were three formats of TOEFL, CBT, PBT and the Next Generation TOEFL that is known today as iBT. As mentioned by Sharpe (2004, p. x) "The official TOEFL examination is currently administered at test sites around the world in three different formats: The Paper-Based TOEFL (PBT), the Computer-Based TOEFL (CBT), and the Next Generation TOEFL." All the

varieties depend on the way the TOEFL is tested. PBT is a pencil and paper test. CBT is computer-adaptive test. While Next Generation TOEFL or iBT is an internet assisted test. Nowadays, CBT (Computer-Based TOEFL) and PBT (Paper-Based TOEFL) are discontinued and replaced by iBT (Internet-Based TOEFL) and TOEFL Paper-delivered Testing.

In addition, there are some kinds of TOEFL, based on the purpose. First, TOEFL Primary Tests is designed to assess the general English language proficiency of young students in age 8+ in reading, listening, and speaking. Second, the TOEFL Junior Test is for middle school to early high school level English-language programs in age 11+. The TOEFL Junior test provides an accurate and reliable measure of academic students', and social English skills and abilities in a school setting. Third, the TOEFL ITP (Institutional Testing Program) tests, is for university-level English language learning programs in age 16+. 2,500 institutions in more than 50 countries use the TOEFL ITP Assessment Series. It can be used for placement, monitoring progress, evaluation, exit testing and other situations. By using the TOEFL ITP tests, teachers can keep their students on track and have confidence in their real-world abilities. The last is the TOEFL iBT (Internet-Based TOEFL), measuring ability to use and understand English at the university level. Moreover, it evaluates how well the test takers combine their reading, listening, speaking and writing skills to perform academic tasks. See appendix 1 to know brief comparison of the different kinds of TOEFL.

The two previous tests are the most popular TOEFL used in Indonesia. Especially in IAIN Palangka Raya, the Language Development Unit uses TOEFL-

like ITP. It is kind of test that adapt the structure and written expression and adopt listening and reading questions from the trusted TOEFL book, such as BARRON'S and Longman. It is delivered as paper format test.

C. Purpose of TOEFL

Since 1963, the TOEFL has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the agencies for International Development, AMIDEAST, Latin American Scholarship Programs, and other as a standard measure of the English Proficiency of their candidates. Some professional licensing and certification agencies also use TOEFL score to evaluate English proficiency (Sharpe, 2004, p. 11).

Many universities use TOEFL score to fulfil the foreign language requirement for doctoral candidates whose first language is not English. Also at IAIN Palangka Raya, TOEFL is used to fulfil the requirement for taking Munaqasah (Thesis Examination).

D. TOEFL at IAIN Palangka Raya

"Many universities use TOEFL scores to fulfil the foreign language requirement for doctoral candidates whose first language is not English (Sharpe, 2004, p. 11). Many of colleges, institutes and universities in Indonesia use TOEFL score as the requirement for graduation, and so at IAIN Palangka Raya, the obligation to pass TOEFL before doing Munaqasah is decided in rector's decree no. 281 in 2017 and the decision of minimum TOEFL score for each study program mentioned in rector's decree no. 200 in 2017. Then currently the decrees have been revised, the revised decrees are in rector's decree no. 065 in 2019 and

no. 066 in 2019. With several considerations, rector decided to change TOEFL like-ITP to be TEP (Test of English Proficiency), abolished TKBA (Tes Kemampuan Bahasa Asing) and released the ITP (Institutional Testing Program).

TOEFL at IAIN Palangaka Raya is managed by Language Development Unit of IAIN Palangka Raya. The TOEFL is administered by the institution (Language Development Unit of IAIN Palangka Raya) and used for specific purposes including requirement for Munaqasah and more, as known as TOEFL-Like ITP, and currently changed to be TEP.

The TOEFL-like ITP test at IAIN Palangka Raya is paper-based and uses academic and social content to evaluate the English-language proficiency. All questions are multiple choice and the test takers answer questions by filling in an answer sheet. The questions are divided into three sections, Listening Comprehension section, Structure and Written expression section, and Reading Comprehension section. It was held every Tuesday at 08.30 – 11.00 and Friday at 13.30 – 16. 00. However, now the test is held every Tuesday and Wednesday at 08.00- 11.00. The duration time to answer all questions is 2 hours that started at 09.00 - 11.00 or 14.00 – 16.00.

However when this study is released the type of TOEFL has been changed, TOEFL like ITP to be TEP, and ITP TOEFL has been released in IAIN Palangka Raya since 2019 and be the first one in Center Kalimantan that licensed by ETS. The scedule is on every Monday and Thursday. The minimum score based on rector decree no.065 for English Education Department is 500 for TEP and 460 for ITP TOEFL.

To score the test, the raw score for each section is converted by statistical means to a number on a scale. The raw score is gotten from each correct number. The process used to convert the raw scores to scaled scores is called "score equating." Score equating ensures that test scores are equal for persons of equal proficiency regardless of the difficulty level of the particular test taken. So, to get the total score add the converted scores for each section (listening, Structure and written expression, and Reading) and multiply by ten thirds. The converted score is enclosed in the appendix 2.

For example:

Table 2. 1 Example of TOEFL ITP Scoring

	Raw Score	converted Score
Listening	22	47
Structure and written expression	25	49
Reading	20	40

$$\text{Score } = 47 + 49 + 40 \text{ X} \frac{10}{3} = 453$$

E. **TOEFL Testing Area**

The test evaluates skills in three areas:

- Listening Comprehension: measures the ability to understand spoken English as it is used in colleges and universities

- Structure and Written Expression: measures recognition of selected structural and grammatical points in standard written English.

- Reading Comprehension: measures the ability to read and understand academic reading material in English.

1. **Skills tested in Listening Comprehension**

The purpose of the listening section is to assess the ability to comprehend spoken English. There are three parts to the listening section: Part A, with short dialogues containing 30 questions, Part B with longer dialogues consisting of 8 questions, and part C, a lecture with 12 questions. In all parts of these sections, the conversations and dialogues are not played for second times so that test takers need to listen to the recordings very carefully and attentively. Then, they choose one of four possible answers for each of the 50 questions. The time allotted for the listening section is 30 to 35 minutes (Pyle & Page, 2002, p. 1).

According to Phillips (2001) in *Longman Complete Course for the TOEFL® Test,* the writer found there are 27 listening skills tested in TOEFL listening comprehension section and some strategies to answer the test.

From 27 skills tested in Listening Comprehension section, there 17 skills are common found in short dialogues, 5 skills appear in long conversations and long talks. The skills tested in long conversation are the same skills tested in long talks. In short, the test takers have to master 22 listening comprehension skills to ease them in answering the questions. Listening comprehension section skills tested will be discussed below.

a. Short Dialogues

   1) Focus on the last line.

   The short dialogues involve conversation between two people which each consisting a question. Grasp that the answer to this type

of question is most often (but not always) found in last line of the conversation

2) Choose answers with synonyms.

Synonyms are words with similar meaning but different sound. Often in short dialogues, the correct answer is an answer that contains synonyms for key words in the conversation

3) Avoid similar sounds

In the short dialogues, the answer which containing the words with similar sounds but very different meaning from what heard on the recording are often the incorrect answer.

4) Draw conclusions about *Who, What, Where.*

It is common in short dialogues to draw some kind of conclusion. In this type of question, the answer is not directly stated; instead the test takers must draw a conclusion based on clues given in the dialogue. The kind of conclusion that is common in this part of the test is to determine who, what, and where.

5) Listen for *who* and *what* in passives.

It is sometimes difficult to understand *who* or *what* is doing the action in a passive sentence. This kind of problem is often tested in the short dialogues.

The test takers should take a note that if the dialogue contains a passive statement, the answer to the question is often an active statement, and if the dialogue contains an active statement, the

answer to the question is often a passive statement. In addition, the test takers should check carefully who or what is doing the action in these questions.

6) Listen for *Who* and *what* with multiple nouns

Commonly, it is confusing to determine which noun does what in a sentence that have more than one noun. The test takers should take note that when there are multiple nouns in a sentence, it is common for the answer to confuse which noun does what.

7) Listen for negative expressions

The most common kind of correct response to a negative statement is a positive statement containing a word with an opposite meaning.

The following table outlines the types of negative expression that the test takers should be careful of:

Table 2. 2 Types of Negative Expression

TYPES OF NEGATIVE EXPRESSION		
Expression	Example	Correct Answer
Regular negative: not or n't	The test is not hard	Not hard = easy
Other negative: nobody, none, nothing, never	Nobody arrived on time Rania never works hard	Nobody…. On time = late Never works hard = lazy
Negative prefixes: un, in, dis	The patient was insane	Insane = not sane = crazy

8) Listen for double negative expressions

It is possible for two negative ideas to appear in one sentence, and the result can be quite confusing. The following table outlines the situation where double negative can occur:

Table 2. 3 Outlines of Double Negative Situation

Double Negatives		
Situation	Example	Meaning
Negative word (e.g., not, no, none) and a negative prefix (e.g., *in-, un-, dis-*)	He doesn't like *un*clean office.	Doesn't like unclean office = like clean office.
Two negative verbs	It *isn't* snowing, so they *aren't* going to the mountains.	Implies that they would go if it were snowing
Neither or *not ....either*	Sue *didn't* like the movie, and *neither did* Mark.	Both did not like the movie

9) Listen for "almost negative" expressions.

In English, there are certain expressions that have "almost negative" meanings. The following table outlines common "almost negative" expressions:

Table 2. 4 Outlines of Common Almost Negative Expression

Common Almost Negative Expressions		
Meaning	Example	Expressions
Almost none	*Hardly, barely, scarcely, only*	There is *hardly* any food in the refrigerator.
Almost never	*Rarely, seldom*	He *rarely* drives to work

10) Listen for negative with comparatives.

In short dialogues, sometimes negatives are used with comparatives. A sentence with a negative and a comparative has a superlative, or very strong, meaning. The following table outlines comparison that should be careful of when they used with negative:

Table 2. 5 Outlines of Comparative with Negative

Comparatives with Negative		
Comparative	Example	Meaning
More	No one is *more* beautiful than she is.	She is the most beautiful.
-er	He couldn't be happi*er*.	He is *extremely* happy

11) Listen for expressions of agreement

In short dialogues, expressions of agreement are commonly found, so became familiar with them is important for the test takers. The expressions could be in a positive or negative statement. The following table list common expressions that show agreement:

Table 2. 6 Expression of Agreement

Expressions of Agreement	
Agreement with positive statements	Agreement with negative statements
So do I.	Neither do I.
Me, too.	I don't either.
I'll say!	
Isn't it!	
You can say that again!	

12) Listen for expressions of uncertainty and suggestion.

The test takers should become familiar with expressions of uncertainty and suggestion, because they are common in short dialogues. The following table list common expression that show uncertainty and suggestion:

Table 2. 7 Expressions of Uncertainty and Suggestion

Expressions of Uncertainty and Suggestion	
Uncertainty	Suggestion
…. Isn't it (tag)! *As far as I know.* *As far as I can tell.*	*Why not....?* *Let's…*

13) Listen for emphatic expressions of surprise

The test takers should become familiar with the emphatic expressions of surprise; because they are common found in short dialogues. When surprise is expressed, it implies that the speaker did not expect something to be true. The following table outline various ways to express emphatic surprise:

Table 2. 8 Expression of Emphatic Surprise

Expressions of Emphatic Surprise			
Verb	Emphatic form	Example	Meaning
Be	Be, with emphasis	Then he *is* here!	I thought he was not here.
Modal	Modal, with emphasis	The you *can* go!	I thought you could not go.
Present tense	Do(es), with emphasis	Then you *do* play tennis!	I thought you did not play tennis.
Past tense	Did, with emphasis	Then she *did* read it.	I thought she had not read it.
Perfect tense	Have, with emphasis	Then he *has* gone there	I though he had not gone there.

14) Listen for wishes

Conversation about wishes can appear in the short dialogues. The important idea to remember about wishes is that a wish implies that *the opposite of the wish is true.* The following table outlines the key points that you should know about wishes:

Table 2. 9 key Information of Wishes

Key Information about Wishes		
Point	Example	Meaning
An affirmative wish implies a negative reality.	I wish I *had time* to help	= there is no time to help
A negative wish implies an affirmative reality.	I wish I *did not* have time to help.	= there is time to help
A past tense verb implies a present reality.	I wish he *were* at home.	= he is not at home
A past perfect tense verb implies a past reality.	I wish he *had been* at home.	= he was not at home

Note: remember that *were* is used instead of *was* in wishes. I wish I *were* going.

15) Listen for untrue condition

Some conversations in short dialogues contains a condition. The point to remember about conditions is that a condition implies that *the opposite of the condition is true.* The following table outlines the key points that you should know about untrue conditions:

Table 2. 10 Key Information Untrue Conditions

Key Information about Untrue Conditions		
Point	Example	Meaning
An affirmative condition implies a negative reality	*if she were at home,* she could do it.	= she is not at home.
A negative	*If she were not at*	= she is at home.

condition implies an affirmative reality	*home,* she could do it.	
A past tense implies a present reality.	*If I had money,* I would buy it.	= I do not have money.
A past perfect implies a past reality.	*If I had had money,* I would have bought it.	= I did not have money.
Had can be used without *if.*	*Had I had money,* I would have bought it.	= did not have money

Others point to remember is that '*were'* is used instead of '*was'* in untrue conditions, "if I *were* there, I would help." Also, "*had I had money,* I would have bought it" is the same meaning with "*if I had had money….*" The subject and 'had' are inverted

16) Listen for two- and three- part verbs

The test takers could find two- and three- part verbs in some questions in short dialogues. These verbs are expressions that include a verb and one or more particle (such as *in, on,* or *at*). The addition of the particle changes the meaning of the verb in an idiomatic way, so these kinds of questions can be difficult for the test takers. It is important for the test takers to be familiar with these verbs.

17) Listen for idiom

The test takers could find idioms in some question in the short dialogue. Idioms are special expressions in a language that all native speakers of the language understand. These are words or

phrases, which mean something different from these literal meanings.

b. Long Conversations and long talks

1) Before listening anticipate the topics

It is very helpful to the overall comprehension if the test takers know what topic expect in the long conversation or long talks. A helpful strategy is therefore to look briefly at the answers in the test book, before the test takers actually hear the conversation or talk on the recording, and try to determine the topics of the conversations or talks that will be heard.

2) Anticipate the question

It is very helpful to the ability to answer individual questions with the long conversation and long talks if the test takers can anticipate what the question will be and listen specifically for the answer to those question. To anticipate the question, the test takers can see from the answer in the test book.

3) While listening determine the topic

As listening to each conversation or talk, the test takers should be thinking about the topic (subject) or main idea for each conversation. Since the first one or two sentences generally give the topic, the test takers should think about the topic while they are listening carefully to the first part of conversation or talk.

4) Draw conclusion about *who, what, where,* and *when*

While listening to each conversation, the test takers should be trying to set the situation in mind. The test takers should be thinking the following thoughts:

- **Who** is talking?

- **What** is the source of information for the conversation?

- **Where** does the conversation probably take place?

- **When** does the conversation probably take place?

5) Listen for answer in order

There are two possible methods to use while listening to a long conversation:

- Just listening to the conversation or the talk and ignoring the answer.

- Following along with the answer while listening.

It depends on the test takers, some test takers refer to just listen to the conversation or talk while it is being spoken, and if that method works well, then that is what should be taken. Other test takers find that they can answer more question correctly if they read along with the conversation or talk is being spoken. It is possible to read along while listening to the conversation or talk on the recording, because the detail questions are answered in order.

Besides, in answering Listening comprehension section of TOEFL, the test takers should have some strategies to ease them in answering the test. The general strategies for listening

comprehension are: 1) be familiar with the direction; 2) listen carefully to the passages, because the audios are played one time only; 3) know the easier and the more difficult questions are commonly found; 4) be familiar with the pacing of the test; 5) never leave any answers blank; 6) use any remaining time to look ahead at the answers to the questions that follow.

The following listed is the procedure or strategy in Short Conversations, Long Conversations and Long Talks:

Short Dialogues

- while listening for each dialogue, focus on the second line of the conversation, because the answer to the question is commonly found in the second line.

- Think of possible restatement. Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the dialogue.

- Keep in mind that some structures and expression are tested regularly in the short dialogue. Listen for these structures and expression:

  - Structure: passive, negative, whishes, conditions

  - Functional expression: agreement, uncertainty, suggestion, surprise.

  - Idiomatic expression: two-part verbs, three-part verbs, idioms

- Keep in mind that these questions generally progress from easy to difficult. This means that questions 1 through 5 will be the easiest and question 26 through 30 will be the hardest.

- Never leave any answers blank, even if you are not sure of the correct response,

- Even if you do not understand the complete dialogue, you can still find the correct answer.

- If you only understand a few words or idea in the second line, choose the answer that contains a restatement of those words or ideas.

- If you do not understand anything at all in the second line of the conversation, choose the answer that sounds the most different from what you heard

- Never choose an answer because it sounds like what you hear in the dialogue

- Be prepare for the next question. You have only 12 seconds between questions.

Long Conversation and Long Talks

- Preview the answers to the questions, if you have time. While looking at the answer, anticipate the topics of the conversations you will hear and the questions for each of the groups of answers

- Listen carefully to the first line of the conversation or talks. The first line of the conversation or talk often contains the main idea, subject, or topic of the conversation, such questions are often to be asked.

- While u listening, draw the conclusions about the situation of the conversation or talk: who is talking, where the conversation takes place, or when it takes place, especially for talks consider which course this lecture might be given in. You will often be asked to make such inferences about the conversation or talks.

- While listening, follow along with the answer in the text book and try to determine the correct answers. Detail answers are commonly answered in order in the conversation or talks, and the answers often sound the same as what is said on the recording.

- Never leave any answers blank

- Use any remaining time to look ahead at the answers to the questions that follow.

2. **Skills Tested in Structure and Written Expression**

The structure and written expression section was developed to test the ability to identify appropriate language for standard written English (TOEFL ITP assessment series, 2017). This section entails two parts: Part A, Structure, and Part B, Written expressions. In Part A, there are 15

incomplete sentences; beneath each sentence are four words or phrases, marked (A), (B), (C), and (D). The test takers should choose one word or phrase that most perfectly completes the sentence. On the answer sheet, find the number of the question and fill in the corresponding blank space with the letter for the answer they have chosen (Pyle & Page, 2002), especially at IAIN Palangka Raya, Language development Unit provides an answer sheet that is fraught with letter A, B, C, or D for each of test tekers, so they just should find the number of the question and give a mark (x) on the answer they have chosen. Subsequently follows Part B, which is the written expressions, with 25 questions which each having four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Test takers are to choose the one underlined word(s) or phrase that must be changed so that the sentence will be correct. This section usually lasts for 25 minutes.

The writer found from Phillips (2001) in *Longman Complete Course for the TOEFL® Test,* there are 60 skills that should be mastered by the test takers to ease them in answering the test. From those 60 skills can be summerized to 19 skills areas. 5 skills areas are for part A and 14 skills areas are for part B.

Part A

    a.   **Sentences with one clause**

A clause is a group of words containing a subject and a verb. So, a sentence with one clause means the sentence has only one subject

and verb. In this section of TOEFL, the test takers need to find the subject and verb in the sentences. Some sentences in English have just one subject and verb. In some sentences, it is easy to find the subject and verb. However, certain structures, such as object of preposition, appositives, and participles, can cause confusion in locating the subject and verb because each of these structures can look like a subject or verb. An object of the preposition or an appositive can be mistaken for a subject, while a participle can be mistaken for a verb.

Therefore, the test takers need to do following to deal with sentences with one subject and verb: 1) be sure the sentence has a subject and a verb, 2) be careful of objects of prepositions and appositives when looking for the subject, and 3) be careful of present participles and past participles when looking for the verb. The brief explanation are below:

1) Be sure the sentence has a subject and a verb.

A sentence in English should have a subject and verb. The most common types of problems that will encounter in structure questions on the TOEFL test is about subjects and verbs. Probably the sentence is missing either the subjects or the verbs or both, or probably the sentence has an extra subjects or verbs. So the point to remember is a sentence in English must have at least one subject and one verb.

2) Be careful of objects of prepositions.

An objects of preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as *in, at, of, to, by, behind, on,* and so on, to form a prepositional phrase. For Example," (After his *exams*) Tom will take a trip (by *bout*)", this sentence contains two objects of preposition. *Exam* is the object of preposition *after*, and *bout* is object of preposition *by*.

An object of a preposition can cause confusion in structure questions on the TOEFL test because it can be mistaken for the subject of a sentence. So the point that should be remember is a preposition is followed by a noun, pronoun, gerund, or noun clause that is called an object of preposition, and the object of preposition is not the subject.

3) Be careful of appositive.

An appositive is a noun that comes before or after another noun and has the same meaning. It can cause confusion in structure question on the TOEFL test because an appositive can be mistaken for the subject of the sentence. For example, " *Sally,* the best *student* in the class, got an A on the exam", *Sally* is the subject of the sentence and *the best student in the class* is an appositive phrase because of the noun *student* and because of the comas. In this sentence, the word *Sally* and *the best student in the class* are

the same person. The appositive phrase does not affect a sentence, it still makes sense (*sally got an A on the exam).*

4) Be careful of present participles.

A present participle is the *–ing* form of the verb (*talking, playing*). It causes confusion because it can be either a part of the verb or an adjective.

A present participle is apart of verb when it is followed by some form of verb *be,* for example: " Susi *is talking* to her friend", *talking* is a verb because followed by *is.* It is an adjective when it is not followed by some form of verb be, for example: "The women *talking* to her friend has blonded hair", *talking* is an adjective because it is not followed by some form of verb be.

5) Be careful of past participles.

Past participle is the form of the verb that appears with *have* or *be.* It often ends in *–ed,* but there are also many irregular past participles. For many verbs, including –ed verbs, the simple past and the past participles are the same and can be easily confused. The –ed form of the verb can be: (1) the simple past, "He *painted* this picture", (2) the past participle of a verb, "He *has painted* this picture", or (3) an adjective, "the picture *painted* by Thomas is now in a museum".

b. **Sentences with multiple clauses**

Although some sentences in English have just one subject and verb (one clause), many of them have more than one clause. If there is a sentence on the TOEFL test with more than one clause, the test takers need to make sure that every subject has a verb and every verb has a subject. Also, the test takers need to check that the various clauses are correctly joined. There are various ways to join clauses in English. Certain patterns apprear frequently in English and on the TOEFL test. The test takers should be very familiar with these patterns. The brief explanation of these patterns are below:

1) Use coordinate connectors correctly

When there are two clauses in an English sentence, they must be connected correctly. One way to connect two clauses is to use *and, but, or, so,* or *yet* between the clauses, example in a sentence:

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.

Tom must write letter, *or* Paul will do it.

Tom told a joke, *so* Paul laughed.

Tom is tired, *yet* he is not going to sleep.

In each of these example, there are two clauses that are correctly joined with a coordinate conjunction *and, but, or, so,* or *yet,* and a comma (,).

The following chart lists the coordinate connectors and the sentence pattern used with them:

Table 2. 11 Coordinate Connectors

Coordinate Connectors				
And	But	Or	So	Yet
She laughed,	but		she wanted to cry.	
S V	coordinate connector		S V	

2) Use adverb Time and Cause connectors correctly.

Sentences with adverb clauses have two basic patterns in English. Either the connectors are in the beginning of the sentences or between the sentences. If the adverbial connector is in the beginning of the sentence, a comma (,) is required in the middle of the sentence. In otherwise, if the connector comes in the middle of the sentence, a comma (,) is not be required. For example:

I will sign the check before you leave.

Before you leave, I will sign the check.

In each of these examples, there are two clauses: you leave and I will sign the check, and the clause you leave is an adverb time clause because it is introduced with the connector before. In the first example the connector before comes in the middle of the sentence, and no comma (,) is used. In the second example the connector before comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

The following chart lists adverb time and cause connectors and the sentence patterns used with them:

Table 2. 12 Adverb Time and Cause Connectors

Adverb Time and Cause Connectors				
Time			Cause	
After	By the time	Until	As	Now that
As	Once	When	Because	since
As long as	Before	Whenever	Inasmuch as	
As soon as	Since	While		
Teresa went inside because it was ranning				
S V adverb connerctor S V				
Because it was ranning, Teresa went inside				
Adverb connector S V (comma) S V				

3) Use other adverb connectors correctly.

Adverb clauses can express the ideas of time and cause, as mentioned above. Beside that adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses. See the following examples:

I will leave at 7:00 *if* I am ready.

Although I was late, I managed to catch the train.

In each of these examples, there are two clauses that are correctly joined with adverb connectors.

In the first sentence, the adverb condition connector *if* comes in the middle of the sentence. In the second sentence, the adverb

contrast connector although comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

The following chart lists adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

Table 2. 13 Other Adverb Connectors

Other Adverb Connectors			
Condition	Contrast	Manner	Place
If in case provided providing unless whether	although even though though while whereas	as in that	where wherever
Bob went to school even though he felt sick. S V adverb connector S V			
Even though Bob felt sick, he went to school. adverb connector S V S V			
NOTE: A comma is often used in the middle of the sentence with a contrast connector. The smith arrived at 2:00, *while* the jones family arrived an hour later.			

4) Use noun clause connectors correctly.

A noun clause is a clause that functions as a noun. Because it is a noun, so it is used in a sentence as either an object of a verb, an object of preposition, or the subject of the sentence. See following examples:

Noun clause as object of verb   : "I know *when he will arrive*".

Noun clause as object of preposition : "I am concerned about *when he will arrive*".

Naoun clause as subject   :"*when he will arrive* is not

important".

In the first example there are two clauses, *I know* and *he will arrive*. These two clauses are joined with the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know*.

In the second example the two clauses *I am concerned* and *he will arrive* are also joined by the connector *when*. *When* changes the *clause he will arrive* into a noun clause that functions as the object of the preposition *about*.

The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. *He will arrive* is one of the clauses, and the connector *when* changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause *when he will arrive* as its subject and *is* as its verb.

The following chart lists the noun clause connectors and the sentence patterns used with them:

Table 2. 14 Noun Clause Connectors

Noun Clause Connectors		
•What, when, where, How •Whatever, Whenever •Whether, if •That		
Noun clause as object: I know what **you did** S V noun connector (S V)		
Noun clause as subject: **what you did** was wrong (noun connector S V) V		

5) Use noun clause connector/subject correctly.

In some cases a noun clause connector can also be the subject of the clause at the same time. See this following example:

Noun clause as object of verb : "I don't know *what is in the box".*

Noun clause as object of preposition : "We are concerned **about** *who will do the work".*

Noun clause as subject : "*Whoever is coming to the party* must bring a gift".

In the first example there are two clauses*: I do not know* and *what is in the box*. These two clauses are joined by the connector *what*. It is important to understand that in this sentence the word *wha*t serves two functions. It is both the subject of the verb *is* and the connector that joins the two clauses.

In the second example there are two clauses. In the first clause *we* is the subject of *are*. In the second clause *who* is the subject of *will do*. also serves as the connector that joins the two clauses. The noun clause *who will do the work* functions as the object of the preposition *about*.

In the last example there are also two clauses: *whoever* is the subject of the verb *is coming*, and the noun clause *whoever is coming to the party* is the subject of *must bring*. The word *whoever*

serves two functions in the sentence: It is the subject of the verb *is coming*, and it is the connector that joins the two clauses.

The following chart lists the naoun clause connectors/subjects and the sentence patterns used with them:

Table 2. 15 Noun Clause connectors/Subject

Noun Clause Connectors/Subjects		
Who	What	Which
Whoever	Whatever	Whichever
I know what happened.		
S V noun connector/subject V		
Naoun clause as object		
What happened was great		
Noun connector/subject V V		
Noun clause as subject		

6) Use adjective clause connectors correctly

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.

The woman is filling the glass *that she put on the table*.

The glass *that she put on the table* contains milk.

In the first example there are two clauses: *woman* is the subject of the verb *is filling*, and *she* is the subject of the verb *put*. *That* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

In the second example there are also two clauses: *glass* is the subject of the verb *contains*, and *she* is the subject of the verb *put*. In this sentence also, *that* is the adjective clause connector that

joins these two clauses, and the adjective *clause that she put on the table* describes the noun glass.

The following chart lists the adjective clause connectors and the sentence patterns used with them:

Table 2. 16 Adjective Clause Connectors

Adjective Clause Connectors		
Whom (for peaople)	Which (for things)	That (for people or things)
I liked the book which you recommended S V noun adjective connector S V		
The book which you recommended was intresting S/noun adjective connector S V V		
NOTE: The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in structure questions on the TOEFL test.		

7) Use adjective clause corrector/subjects correctly.

In some cases an adjective clause connector is not just a connector, but it can be also a subject of the clause at the same time.

The woman is filling the glass *that is on the table.*

The glass *that is on the table* contains milk.

In the first example there are two clauses: *woman* is the subject of the verb *is filling*, and *that* is the subject of the verb *is*. These two clauses are joined with the connector *that*. Notice that in this example the word that serves two functions at the same time: it is the subject of the verb *is*, and it is the connector that joins the two clauses. The adjective clause *that is on the table* describes the noun glass.

In the second example, there are also two clauses: *glass* is the subject of the verb *contains*, and *that* is the subject of the verb *is*. In this example *that* also serves two functions: it is the subject of the verb *is*, and it is the connector that joins the two clauses. Because *that is on the table* is an adjective clause describing the noun *glass*, it directly follows *glass*.

The following chart lists the adjective clause connector/subject and the sentence patterns used with them:

Table 2. 17 Adjective Clause Connector/Subjects

Adjective Clause Connector/Subjects		
Whom (for peaople)	Which (for things)	That (for people or things)
She needs a secretary who types fast. S V noun adjective corrector/subject V Adjective clause		
A secretary who types fast is invaluable. S/noun adjective connector/subject V V Adjective clause		

c.   Sentences with reduced clauses.

It is possible in English for a clause to appear in a complete form or in a reduced form.

My friend should be on the train ~~which~~ ~~is~~ *arriving at the station now*.

~~Although~~ ~~it was~~ *not really difficult*, the exam took a lot of time.

The first sentence shows an adjective clause in its complete form, *which is arriving at the station now*, and in its reduced form, *arriving at the station now*. The second sentence shows an adverb

clause in its complete form, *although it was not really difficult*, and its reduced form, *although not really difficult*.

The two types of clauses that can reduce in English are: (1) adjective clauses and (2) adverb clauses. It is important to become familiar with these reduced clauses because they appear frequently on the TOEFL test.

1) Use reduced adjective clause correctly.

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the be-verb that directly follow it are omitted.

If there is no be-verb in the adjective clause, it is still possible to have a reduced form. When there is no be-verb in the adjective clause, the connector is omitted and the verb is changed into the – ing form.

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

A final point to note is that some adjective clauses are set off from the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause

is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The White House, *which is located in Washington*, is the home of the president.

The White House, *located in Washington*, is the home of the president.

Located in Washington, the White House is the home of the president.

The president, *who is now Preparing to give a speech*, is meeting with his advisors.

The president, *now Preparing to give a speech*, is meeting with his advisors.

Now Preparing to give a speech, the president is meeting with his advisors.

In these two examples, the adjective clauses are set off from the rest of the sentence with commas, so each sentence can be structured in three different ways: (1) with the complete clause, (2) with the reduced clause following the noun that it describes, and (3) with the reduced clause at the beginning of the sentence.

The following chart lists the structure for reduced adjective clauses and rules for how and when reduced forms can be used:

Table 2. 18 Reduced Adjective Clauses

Reduced Adjective Clauses	
With a be-verb in adjective	The woman ~~who is~~ *waving to us* is the tour guide. The glass ~~which was~~ *on the table* falled down.

clause	(adjective connector/subject)
	(be)
	(who, which, that)
Without a be-verb in adjective clause	I don't understand the article ~~which~~ appears*(+ing) in today's paper.*
	(adjective connector/subject)
	(verb + ing)
	(who, which, that)
•To reduce an adjective clause, omit the adjective clause connector/subject and the be-verb. •If there is no be-verb, omit the connector/subject and change the main verb to the -ing form. •Only reduce an adjective clause if the connector/subject is directly followed by the verb. •If an adjective clause is set offwith commas, the reduced clause can be moved to the front of the sentence.	

2) Used reduced adverb clauses correctly.

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and be-verb are omitted. If there is no be-verb in the adverb clause, it is still possible to have a reduced form.

When there is no be-verb in the adverb clause, the subject is omitted and the main verb is changed into the –ing form.

It should be noted that not all adverb clauses can appear in a reduced form and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate.

(active — does not reduce)

Once ~~it is~~ submitted, your thesis will be reviewed.

(passive — does reduce)

In the first example, the adverb clause *once you submit your thesis* does not reduce because clauses introduced by *once* only reduce if the verb is passive, and the verb *submit* is active.

In the second example, the adverb clause *once it is submitted* does reduce to *once submitted* because the clause is introduced by *once* and the verb *is submitted* is passive.

The following chart lists the structures for reduced adverb clauses and which adverb clause connectors can be used in a reduced form:

Table 2. 19 Reduced Adverb Clause

Reduced Adverb Clause					
With a be-verb in the adverb clause	When ~~you are~~ ready, you can begin your speech. (reduced: when ready, you can begin your speech.) (adeverb connector) ~~(subject)~~ ~~(be)~~				
With no be-verb in the adverb clause	*When ~~you~~ give(+ing) your speech,* you should speak loudly and distinctly. (reduced: *when giving your speech,* you should speak loudly and distinctly.) (adeverb connector) ~~(subject)~~ (verb + ing)				
	Time	Condition	Contrast	Place	Manner
Reduced in active	After Before Since When While	If Unless Whether	Although Though		
Reduced in passive	Once Until When Whenever	If Unless Whether	Although Though	Where Wherever	As
•To reduce an adverb clause, omit the subject and the be-verb from the adverb clause. •If there is no be-verb, then omit the subject and change the verb to the -ing form,					

d. **Sentence With Inverted Subjects and Verb.**

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (be, have, can, could, will, would, etc.), the subject and helping verb are inverted.

He <u>can go</u> to the movies.

<u>Can</u> **he** <u>go</u> to the movies?

You <u>would tell</u> me the truth.

<u>Would</u> **you** <u>tell</u> me the truth?

She <u>was</u> sick yesterday.

<u>Was</u> **she** sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb *do* is used.

He <u>goes</u> to the movies.

<u>Does</u> **he** <u>go</u> to the movies?

You <u>told</u> me the truth.

<u>Did</u> **you** <u>tell</u> me the truth?

There are many other situations in English when subjects and verbs are inverted, but if the test takers just remember this method of inverting subjects and verbs, they will be able to handle the other situations. The most common problems with inverted subjects and verbs on the TOEFL test occur in the following situations: (1) with question words such as what, when, where, why, and how; (2) after

some place expressions; (3) after negative expressions; (4) in some conditionals; and (5) after some comparisons.

1) Invert The Subject and Verb With Question Words.

There is some confusion about when to invert the subject and verb after question words such as *what, when, where, why,* and *how*. These words can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

What <u>is</u> **the homework**?

When <u>can</u> **I** <u>leave</u>?

Where <u>are</u> **you** <u>going</u>?

Also, these words can join together two clauses, and in this case the subject and verb that follow are not inverted.

I do not know *what* **the homework** <u>is</u>.

When **I** <u>can leave</u>, I will take the first train.

Do you know *where* **you** <u>are going</u>?

In each of these examples there are two clauses joined by a question word. Notice that the subjects and verbs that follow the question words *what, when*, and *where* are not inverted in this case.

The following chart lists the question words and their sentence pattern:

Table 2. 20 Inverted Subject and verb With Question Words

Inverted Subjects and Verbs With Question Words					
Who	what	when	where	why	how

When the question word introduces a question, the subject and verb are inverted.
Who   are   they?   Question word   V   S
When the question word connects two clauses, the subject and verb that follow are not inverted
I   know   who   they are.   S   V   question word   S   V

2) Inverted Subject and Verb with Place Expressions.

After ideas expressing place, the subject and the verb sometimes invert in English. This can happen with single words expressing place, such as here, there, or nowhere.

Here <u>is</u> **the book** that you lent me.

There <u>are</u> **the keys** that I thought I lost.

Nowhere <u>have</u> **I** <u>seen</u> such beautiful weather.

In the first example the place word *here* causes the subject *book* to come after the verb *is*. In the second example the place word *there* causes the subject *keys* to come after the verb *are*. In the last example the place word *nowhere* causes the subject *I* to come after the verb *have*.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet <u>are</u> the **clothes** that you want.

Around the corner <u>is</u> Sam's **house.**

Beyond the mountains <u>lies</u> the **town** where you will live.

In the first example the prepositional phrase of place *in the closet* causes the subject *clothes* to come after the verb *are*. In the

second example the prepositional phrase of place *around the corner* causes the subject *house* to come after the verb *is*. In the last example the prepositional phrase of place *beyond the mountains* causes the subject town to come after the verb *lies*.

It is important (and a bit difficult) to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is necessary to complete the sentence. See the following examples:

In the forest <u>are</u> many exotic **birds**.

In the forest **I** <u>walked</u> for many hours.

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

The following chart lists the sentence patterns used with place expressions:

Table 2. 21 Inverted Subject and Verb with Place Expressions

Inverted Subject and Verb with Place Expressions

When a place expression at the front of the sentence is necessery to complete the sentence, the subject and the verb that follow are inverted.
 	
        In the classroom   <u>were</u>   some old **desks**.
        Place(necessery)   V   S

When a place expression at the front of the sentence contains extra

> information that is not needed to complete the sentence, the subject and verb that follow are not inverted.
>
> *In the classroom*,   **I**   <u>studied</u> very hard.
> Place(extra)   S   V

3) Inverted The Subject and The Verb with Negatives.

The subject and verb can also be inverted after certain negatives and related expressions. When negative expressions, such as *no, not*, or *never,* come at the beginning of a sentence, the subject and verb are inverted.

Not once <u>did</u> **I** <u>miss</u> a question.

Never <u>has</u> **Mr. Jones** <u>taken</u> a vacation.

At no time <u>can</u> **the woman** <u>talk</u> on the telephone.

In the first example the negative expression *not once* causes the subject *I* to come after the helping verb *did*. In the second example the negative word never causes the subject *Mr. Jones* to come after the helping verb *has*. In the last example the negative expression *at no time* causes the subject *woman* to come after the helping verb *can*.

Certain words in English, such as *hardly, barely, scarcely*, and *only*, act like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted.

Hardly ever <u>does</u> **he** <u>take</u> time off.

(This means that he *almost never* takes time off.)

Only once <u>did</u> **the manager** <u>issue</u> overtime paychecks.

(This means that the manager *almost never* issued overtime

paychecks.)

In the first example the "almost negative" expression *hardly
ever* causes the subject *he* to come after the helping verb *does*. In
the second example the "almost negative" expression *only once*
causes the subject *manager* to come after the helping verb *did*.

When a negative expression appears in front of a subject and
verb in the middle of a sentence, the subject and verb are also
inverted. This happens often with the negative words neither and
nor

I do not want to go, and *neither* <u>does</u> **Tom**.

The secretary is not attending the meeting, *nor* <u>is</u> **her boss**.

In the first example the negative *neither* causes the subject *Tom*
to come after the helping verb *does*. In the second example the
negative *nor* causes the subject *boss* to come after the verb *is*.

The following chart lists the negative expressions and the
sentence pattern used with them:

Table 2. 22 Inverted Subjects and Verbs with Negative.

Inverted Subjects and Verbs with Negatives					
No	Not	Never	Neither	Nor	
Barely	Hardly	Only	Rarely	Scarcely	Seldom
When a negative expression appears in front of a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.					
No sooner <u>had</u> **she** <u>hung up</u> the phone than it rang again.					
Negative expression V S					

4) Inverted The Subjects and Verbs with Conditional.

In certain conditional structures, the subject and verb may also be inverted. This can occur when the helping verb in the conditional clause is *had, should*, or *were*, and the conditional connector *if* is omitted.

If **he** <u>had taken</u> more time, the results would have been better.

<u>Had</u> **he** <u>taken</u> more time, the results would have been better.

I would help you *if* **I** <u>were</u> in a position to help.

I would help you <u>were</u> **I** in a position to help.

If **you** <u>should arrive</u> before 6:00, just give me a call.

<u>Should</u> **you** <u>arrive</u> before 6:00, just give me a call.

In each of these examples you can see that when *if* is included, the subject and verb are in the regular order (*if he had taken, if I were, if you should arrive*). It is also possible to omit if; in this case, the subject and verb are inverted (*had he taken, were I, should you arrive*).

The following chart lists the conditional verbs that may invert and the sentence patterns used with them:

Table 2. 23 Inverted Subjects and Verbs with Conditionals

Inverted Subjects and Verbs with Conditionals		
Had	should	were
When the verb in the conditional clause is *had, should,* or *were,* it is possible to omit *if* and invert the subject and verb. (omitted *if*) <u>were</u> **he** here, he would help. V S		
It also possible to keep *if*. Then the subject and verb are not inverted.		

If	**he**	<u>were</u>	here, he would help.
If	S	V	

5) Inverted The Subjects and Verbs with comparisons.

An inverted subject and verb may also occur after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure. There have been a number of inverted comparisons on recent TOEFL tests, so the test takers should be familiar with this structure.

My sister spends *more* hours in the office *than* **John**.

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

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

All three of these examples contain the comparison *more... than*, and all three are correct in English. It is possible to have the noun *John* alone, as in the first example; it is possible that the comparison is followed by the subject and verb *John does*, as in the second example; it is also possible that the comparison is followed by the inverted subject and verb *does John*, as in the third example.

Part B

a. Problems with Subject/Verb Agreement.

Subject/ verb agreement is simple: if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural. An *s* on a verb usually indicates

that a verb is singular, while an *s* on a noun usually indicates that the noun is plural, and some nouns is in irregular plurals of nouns form, such as women, children, and people.

The **boy** walks to school.

The **boys** walk to school.

In the first example the singular subject *boy* requires a singular verb, *walks*. In the second example the plural subject boys requires a plural verb, walk.

Although this might seem quite simple, there are a few situations on the TOEFL test when subject/ verb agreement can be a little tricky. You should be careful of subject/ verb agreement in the following situations: (1) after prepositional phrases, (2) after expressions of quantity, (3) after inverted verbs, and (4) after certain words, such as *anybody, everything, no one, something, each*, and *every*.

1) Make Verbs Agree after Prepositional Phrases.

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The key *to the doors* are* in the drawer.

The keys *to the door* is* in the drawer.

(*indicates an error)

In the first example looks like *doors* is the subject because it comes directly in front of the verb *are*. However, *doors* is not the subject because it is the object of the preposition to. The subject of the sentence is *key*, so the verb should be *is*. In the second example looks like *door* is the subject because it comes directly in front of the verb *is*. The test takers should recognize in this example that *door* is not the subject because it is the object of the preposition *to*. Because the subject of the sentence is *keys*, the verb should be *are*.

The following chart outlines the key information that should be understood about subject/ verb agreement with prepositional phrases:

Table 2. 24 Subject/Verb Agreement with Prepositional Phrases

Subject/Verb Agreement with Prepositional Phrases
The board   *of directors*   <u>has called</u> an emergency meeting   S   Prepositional Phrase   V
When a prepositional phrase comes between the subject and the verb, be sure that the verb agrees with the subject.

2) Make Verbs Agree After Expression of Quantity

A particular agreement problem occurs when the subject is an expression of quantity, such as *all, most, or some*, followed by the preposition of. In this situation, the subject (*all, most, or some*) can be singular or plural, depending on what follows the preposition of.

All of the *book* <u>was</u> interesting.

All of the *books* <u>were</u> interesting.

All of the *information* <u>was</u> interesting.

In the first example the subject *all* refers to the singular noun *book*, so the correct verb is therefore the singular verb *was*. In the second example the subject *all* refers to the plural noun *books*, so the correct verb is the plural verb *were*. In the third example the subject *all* refers to the uncountable noun *information*, so the correct verb is therefore the singular verb *was*.

The following chart outlines the key information that should be understood about subject/ verb agreement after expressions of quantity:

Table 2. 25 Subject/Verb Agreement after Expression of Quantity

Subject/Verb Agreement After Expression of Quantity		
All		
Almost		
	Of the (object)	V
Some		
Half		
When an expression of quantity is the subject, the verb agree with the object of preposition.		

3) Make Inverted Verb Agree

We have seen that sometimes in English the subject comes after the verb. This can occur after question words, after place expressions, after negative expressions, after omitted conditionals, and after some comparisons.

When the subject and verb are inverted, it can be difficult to locate them, and it can therefore be a problem to make them agree.

Behind the house <u>was</u>* the **bicycles** I wanted.

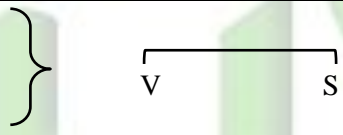*Bihend the houses* <u>were</u>* **the bicycle** I wanted.

(*indicates an error)

In the first example it is easy to think that *house* is the subject, because it comes directly in front of the verb *was*. *House* is not the subject, however, because it is the object of the preposition *behind*. The subject of the sentence is *bicycles*, and the subject *bicycles* comes after the verb because of the place expression *behind the house*. Because the subject *bicycles* is plural, the verb should be changed to the plural *were*.

In the second example the subject *bicycle* comes after the verb *were* because of the place expression *behind the houses*. Because the subject *bicycle* is singular, the verb should be changed to the singular *was*.

The following chart outlines the key information that should be understood about subject/ verb agreement after inverted verbs:

Table 2. 26 Subject/Verb Agree After Inverted Verbs

Subject/Verb Agreement After Inverted Verbs		
Question Negative Place Condition (no if) Comparison	V	S
After question words, negative expressions, place expressions, conditions without *if*, and comparisons, the verb agree with the subject, which may be after the verb.		

4) Make Verbs Agree After Certain words.

Certain words in English are always grammatically singular, even though they might have plural meanings.

Everybody <u>are going</u>* to the theater.

(*indicates an error)

Even though we understand from this example that a lot of people are going to the theater, *everybody* is singular and requires a singular verb. The plural verb are going should be changed to the singular verb *is going*.

The following chart lists the grammatically singular words that have plural meanings:

Table 2. 27 Subject/Verbs Agreement After Certain Words

Subject/Verbs Agreement After Certain Words				
These words or expressions are grammatically singular, so they take singular verbs:				
anybody	everybody	nobody	somebody	each (+ noun)
anyone	everyone	no one	someone	every (+ noun)
anything	everything	nothing	something	

b. Problems With Parallel Structure

In good English an attempt should be made to make the language as even and balanced as possible. This balance is called "parallel structure," You can achieve parallel structure by making the forms of words as similar as possible.

The following is an example of a sentence that is not parallel:

I like to *sing* and *dancing*.*

The problem in this sentence is not the expression to *sing*, and the problem is not the word *dancing*. The expression to *sing* is correct by itself, and the word *dancing* is correct by itself. Both of the following sentences are correct:

I like *to sing*.

I like *dancing*.

The problem in the incorrect example is that *to sing* and *dancing* are joined together in one sentence with *and*. They are different forms where it is possible to have similar forms; therefore the example is not parallel. It can be corrected in two different ways: we can make the first expression like the second, or we can make the second expression like the first.

I like *to sing* and *to dance*.

I like *singing* and *dancing*.

There are several situations in which you should be particularly careful of parallel structure. Parallel structures are required in the following situations: (1) with coordinate conjunctions, such as *and, but, or*; (2) with paired conjunctions, such as *both... and, either... or, neither... nor, not only... but also*; and (3) with comparisons.

1) Use Parallel Structure with Coordinate Conjunctions.

The job of the coordinate conjunctions (*and, but, or*) is to join together equal expressions. In other words, what is on one side of these words must be parallel to what is on the other side. These

conjunctions can join nouns, or verbs, or adjectives, or phrases, or subordinate clauses, or main clauses; they just must join together two of the same thing. Here are examples of two nouns joined by a coordinate conjunction:

I need to talk to the manager *or* the assistant manager.

She is not a teacher *but* a lawyer.

You can choose from activities such as hiking *and* kayaking.

Here are examples of two verbs joined by a coordinate conjunction:

He only eats *and* sleeps when he takes a vacation.

She invites us to her home *but never* talks with us.

You can stay home *or* go to the movies with us.

Here are examples of fivo adjectives joined by a coordinate conjunction:

My boss is sincere *and* nice.

The exam that he gave was short *but* difficult.

Class can be interesting *or* boring.

Here are examples of two phrases joined by a coordinate conjunction:

There are students in the classroom *and* in front of the building.

The papers are on my desk *or* in the drawer.

The checks will be ready not at noon *but* at 1:00.

Here are examples of two clauses joined by a coordinate conjunction:

They are not interested in <u>what you say</u> *or* <u>what you do.</u>

I am here <u>because I have to be</u> *and* <u>because I want to be</u>.

<u>Mr. Brown likes to go home early</u>, *but* <u>his wife prefers to stay late.</u>

The following chart outlines the use of parallel structures with coordinate conjunctions:

Table 2. 28 Parallel Structure With Coordinate Conjunctions

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS		
(same structure)	and but or	(same structure)
(same structure),	(same structure),	and but (same structure) or

2) Use Parallel Structure With Paired Conjunctions

The paired conjunctions *both... and, either... or; neither... nor*, and *not only... but also* require parallel structures.

I know *both* <u>where you went</u> *and* <u>what you did</u>.

Either <u>Mark</u> *or* <u>Sue</u> has the book.

The tickets are *neither* <u>in my pocket</u> *nor* <u>in my purse.</u>

He is *not only* <u>an excellent student</u> *but also* <u>an outstanding athlete.</u>

The following is not parallel and must be corrected:

He wants *either* to go <u>by train</u> *or* <u>by plane</u>*.

It is not correct because *to go by train* is not parallel to *by plane*.

It can be corrected in several ways.

He wants *either* <u>to go by train</u> *or* <u>to go by plane</u>.

He wants to go *either* <u>by train</u> *or* <u>by plane.</u>

He wants to go by *either* <u>train</u> *or* <u>plane.</u>

When you are using these paired conjunctions, be sure that the correct parts are used together. The following are incorrect:

I want *both* <u>this book</u> *or** <u>that one.</u>

Either <u>Sam</u> *nor** <u>Sue</u> is taking the course.

These sentences are incorrect because the wrong parts of the paired conjunctions are used together. In the first example, *and* should be used with *both*. In the second example, *or* should be used with *either*.

The following chart outlines the use of parallel structure with paired conjunctions:

Table 2. 29 Parallel Structure with Paired Conjunctions

PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS		
Both		and
Either		or
Neither	(same structure)	nor	(same structure)
Not only		but also

3) Use Parallel Structure With Comparison.

When make a comparison, point out the similarities or differences between two things, and those similarities or differences must be in parallel form. You can recognize a comparison showing how two things are different from the *-er... than* or *the more... than.*

My school is farth*er than* your school.

To be rich is *better than* to be poor.

What is written is *more* easily understood *than* what is spoken.

A comparison showing how two things are the same might contain *as... as* or expressions such as *the same as* or *similar to*.

Their car is *as* big *as* a small house.

Renting those apartments costs about *the same as* leasing them.

The work that I did is *similar to* the work that you did.

The following chart outlines the use of parallel structures with comparisons:

Table 2. 30 Parallel Structure with Comparisons

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	*more ... than* *-er .... than* *less ... than* *as .... as* *the same ... as* *simial .... to*	(same structure)

c. Problems with Comparatives and Superlatives.

Sentences with incorrect comparatives and superlatives can appear on the TOEFL test. It is therefore important for the test takers to know how to do the following: (1) form the comparative and superlative correctly; (2) use the comparative and superlative correctly; and (3) use the irregular -er, -erstructure that has been appearing frequently on the TOEFL test.

1) Form Comparative and Superlative Correctly.

The problem with some of the comparative and superlative sentences on the TOEFL test is that the comparative or superlative is formed incorrectly. The test takers should understand how to form the comparative and superlative to answer such questions correctly.

The comparative is formed with either *-er* or *more and than*. In the comparative, *-er* is used with short adjectives such as tall, and *more* is used with longer adjectives such as beautiful.

Bob is *taller than* Ron.

Sally is *more* beautiful *than* Sharon.

The superlative is formed with the, either *-est* or *most,* and sometimes *in, of,* or a *that-clause*. In the superlative, *-est* is used with short adjectives such as tall, and *most* is used with longer adjectives such as beautiful.

Bob is the *tallest* man *in* the room.

Sally is the *most* beautiful *of* all the women at the party.

The spider over there is the *largest* one *that I have ever seen*.

The *fastest* runner wins the race. (no *in, of,* or *that*)

The following chart outlines the possible forms of comparatives and superlatives:

Table 2. 31 The Form of Compatives and Superlatives

THE FORM OF COMPARATIVES AND SUPERLATIVES		
Comparative	⌈ More (long adjective) ⌉ ⌊ (short adjective) + er ⌋	than
Superlative	The Most (long adjective) (short adjective) + est	may be *in, of, that*

2) Use Comparatives and Superlatives Correctly.

Another problem with the comparative and superlative on the TOEFL test is that they can be used incorrectly. The comparative and superlative have different uses, and the test takers should understand these different uses to answer such questions correctly. The comparative is used to compare two equal things.

The history class is *larger than* the math class.

Mary is *more intelligent than* Sue.

In the first example *the history class* is being compared with *the math class*. In the second example *Mary* is being compared with *Sue*.

The superlative is used when there are more than two items to compare and you want to show the one that is the best, the biggest, or in some way the most outstanding.

The history class is *the largest* in the school.

Mary is *the most intelligent* of all the students in the class.

In the first example *the history class* is compared with all the other classes in the school, and *the history class* is larger than each

of the other classes. In the second example, *Mary* is compared with all the other students in the class, and *Mary* is more intelligent than each of the other students.

3) Uses The Irregular *–er, -er* Structure Correctly.

An irregular comparative structure that has been appearing frequently on the TOEFL test consists of two parallel comparatives introduced by *the*.

The harder he tried, *the further* he fell behind.

The older the children are, *the more* their parents expect from them.

The first example contains the two parallel comparatives, *the harder* and the *further*. The second example contains the two parallel comparatives, *the older* and *the more*. In this type of sentence, *the* and the comparison can be followed by a number of different structures.

The more children you have, *the bigger* the house you need.

The harder you work, *the more* you accomplish.

The greater the experience, *the higher* the salary.

In the first example, *the more* is followed by the noun *children* and the subject and verb *you have*, while *the bigger* is followed by the noun *the house* and the subject and verb *you need*. In the second example, *the harder* is followed by the subject and verb *you work*, while *the more* is followed by the subject and verb *you accomplish*. In the third example, *the greater* is followed only by

the noun the experience, while *the higher* is followed only by the noun *the salary*. The last example does not even contain a verb, yet it is a correct structure in English.

The following chart outlines this irregular -er, -er structure:

Table 2. 32 Irregular -er, -er structure

THE –*ER, -ER* STRUCTURE				
The structure)	[-er More]	(same structure), the	[-er more]	(same
This type of sentence may or may not include a verb.				

d.   Problem With the Form of the Verb.

It is common in written expression questions on the TOEFL test for the verbs to be formed incorrectly. Therefore, you should check the form of the verb carefully. You should be familiar with the following verb forms: the base form, the present tense, the present participle, the past, and the past participle. The following are examples of each of these verb forms as they are used in this text:

Table 2. 33 Verb Forms

BASE FORM	PRESENT	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
walk	walk(s)	walking	walked	walked
hear	hear(s)	hearing	heard	heard
cook	cook(s)	cooking	cooked	cooked
Sing	sing(s)	singing	sang	sung
come	come(s)	coming	came	come
begin	begin(s)	beginning	began	begun

The test takers should be particularly aware of the following three problematic situations with verbs because they are the most

common and the easiest to correct: (1) check what comes after have; (2) check what comes after be; and (3) check what comes after will, would, and other modals.

1) After *Have,* Use the Past Participle.

If the helping verb have in any of its forms (have, has, having, had), be sure that the verb that follows it is in the past participle form.

They had walk* to school.   (should be had walked)

We have see* the show.   (should be have seen)

He has took* the test.   (should be has taken)

Having ate* , he went to school.   (should be Having eaten)

She should have did* the work.   (should be should have done)

In addition, be sure that if there is a subject and a past participle, the verb must be verb *have*. This problem is particularly common with those verbs (such as sing, sang, sung) that change from present to past to past participle by changing only the vowel.

My friend sung* in the choir.   (should be sang or has sung)

He become* angry at his friend. (should be became or has become)

The boat sunk* in the ocean.   (should be sank or has sunk)

The following chart outlines the use of verb forms after have:

Table 2. 34 Verb Forms after Have

VERB FORMS AFTER HAVE		
Have	+	past participle

2) After *be,* Use the Present Participle or the Past Participle.

The verb *be* in any of its forms (am, is, are, was, were, be, been, being) can be followed by another verb. This verb should be in the present participle or the past participle form.

We are do* our homework.	(should be are doing)
The homework was do* early.	(should be was done)
Tom is take* the book.	(should be is taking)
The book was take* by Tom.	(should be was taken)

The following chart outlines the use of verb forms after be:

Table 2. 35 Verb Forms After be

VERB FORMS AFTER *BE*
Be +   present participle or, past participle

3) After Will, Would, or other modals, Use the Base Form of the Verb.

Whenever you see a modal, such as will, would, shall, should, can, could, may, might, or must, you should be sure that the verb that follows it is in its base form.

The boat arill leaving* at 3:00.	(should be will leave)
The doctor may arrives* soon.	(should be may arrive)
The students must taken* the exam.	(should be must take)

The following chart outlines the use of verb forms after modals:

Table 2. 36 Verb Forms after Modals

VERBS FORMS AFTER MODALS
Modal   +   V1 (base form of the verb)

e. Problem With The Use of The Verb.

Many different problems in using the correct verb tense are possible in English. However, four specific problems occur frequently on the TOEFL test, so you need to pay careful attention to these four: (1) knowing when to use the past with the present, (2) using had and have correctly, (3) using the correct tense with time expressions, and (4) using the correct tense with will and would.

1) Know When to Use The Past With The Present.

One verb tense problem that is common both in student writing and on the TOEFL test is the switch from the past tense to the present tense for no particular reason. Often when a sentence has both a past tense and a present tense, the sentence is incorrect.

He took the money when he *wants* it.

This sentence says that *he took the money* (in the past) when *he wants it* (in the present). This meaning does not make any sense; it is impossible to do something in the past as a result of something you want in the present. This sentence can be corrected in several ways, depending on the desired meaning.

He *took* the money when he *wanted* it.

He *takes* the money when he *wants* it.

The first example means that *he took the money* (in the past) when *he wanted it* (in the past). This meaning is logical, and the sentence is correct. The second example means that *he takes the*

money (habitually) .when *he wants it* (habitually). This meaning is also logical, and the second example is also correct.

It is necessary to point out, however, that it is possible for a logical sentence in English to have both the past and the present tense.

I *know* that he *took* the money yesterday.

The meaning of this sentence is logical: I *know* (right now, in the present) that he *took* the money (yesterday, in the past). You can see from this example that it is possible for an English sentence to have both the past and the present tense. The error you need to avoid is the switch from the past to the present for no particular reason. Therefore, when you see a sentence on the TOEFL test with both the past tense and the present tense, you must check the meaning of the sentence carefully to see if it is logical in English.

The following chart outlines the use of the past tense with the present tense in English:

Table 2. 37 The Use of the Past Tense with the Present Tense

USING THE PAST WITH THE PRESENT
• If you see a sentence with one verb in the past and one verb in the present, the sentence is probably incorrect,
• However, it is possible for a correct sentence to have both past and present together.
• If you see the past and present together, you must check the meaning to determine whether or not the sentence is correct.

2) Use Have and Had Correctly.

Two tenses that are often confused are the present perfect (have + past participle) and the past perfect (had + past participle). These two tenses have completely different uses, and you should understand how to differentiate them.

The present perfect (have + past participle) refers to the period of time from the past until the Present.

Sue *has lived* in Los Angeles for ten years.

This sentence means that *Sue has lived in Los Angeles for the ten years up to now*. According to this sentence, Sue is still living in Los Angeles. Because the present perfect refers to a period of time from the past until the present, it is not correct in a sentence that indicates past only.

At the start of the nineteenth century, Thomas Jefferson *has become** president of the United States.

Every time Jim *worked* on his car, he *has improved** it.

In the first example, the phrase *at the start of the nineteenth century* indicates that the action of the verb was in the past only, but the verb indicates the period of time from the past until the present. Since this is not logical, the sentence is not correct. The verb in the first example should be the simple past *became*. The second example indicates that Jim *worked* on his car in the past, but he *improved* it in the period from the past until the present, This

idea also is not logical. The verb in the second example should be the simple past *improved.*

The past perfect (had + past participle) refers to a period of time that started in the past and ended in the past, before something else happened in the past.

Sue *had lived* in Los Angeles for ten years when she *moved* to San Diego.

This sentence means that Sue lived in Los Angeles for ten years in the past before she moved to San Diego in the past. She no longer lives in Los Angeles. Because the past perfect begins in the past and ends in the past, it is generally not correct in the same sentence with the present tense.

Tom *had finished* the exam when the teacher *collects* the papers.

This sentence indicates that Tom *finished the exam* (in the past) and that action ended when the teacher *collects the papers* (in the present). This is not logical, so the sentence is not correct. Tom *finished* the exam (in the past), and the action of finishing the exam ended when the teacher *collected* the papers. Therefore, the second verb in this example should be in the past tense, collected.

The following chart outlines the uses of the present perfect and the past perfect:

Table 2. 38 The Uses of The Present Perfect and The Past Perfect

USING (HAVE + PAST PARTICIPLE) AND (HAD + PARTICIPLE)			
Tense	Form	Meaning	Use
Present perfect	Have + Past participle	Past up to now	Not with a past tense**
Past perfect	Had + past participle	Before past up to past	Not with a present tense
**except when the time expression since is part of the sentence			

3) Use The Correct Tense With Time Expressions

Often in written expression questions on the TOEFL test there is a time expression that clearly indicates what verb tense is needed in the sentence.

We *moved* to New York *in 1980.*

We *had left* there *by 1990.*

We *have lived* in San Francisco *since 1999.*

In the first example, the time expression in 1980 indicates that the verb should be in the simple past (moved). In the second example, the time expression by 1990 indicates that the verb should be in the past perfect (had left). In the third example, the time expression since 1999 indicates that the verb should be in the present perfect (have lived) .

Some additional time expressions that clearly indicate the correct tense are ago, last, and lately.

She *got* a job two years ago.

She *started* working last week.

She *has worked* very hard lately.

In the first example, the time expression two years ago indicates that the verb should be in the simple past (got). In the second example, the time expression last week indicates that the verb should be in the simple past (started). In the third example, the time expression lately indicates that the verb should be in the present perfect (has worked).

The following chart lists time expressions that indicate the correct verb tense:

Table 2. 39 Using Correct Tenses with Time Expressions

USING CORRECT TENSES WITH TIME EXPRESSIONS		
Past Perfect	Simple Past	Present Perfect
By (1920)	(two years) ago Last (year) In (1920)	Since (1920) lately

4) Use The Correct Tense With Will and Would.

Certain combinations of verbs are very common in English. One is the combination of the simple present and will.

I know that they will *arrive* soon.

It is certain that he will *graduate*.

Another combination that is quite common is the combination of the simple past and would.

I knew that he would *arrive*.

It was certain that he would *graduate*.

It is important to stress that in the combination discussed here, the present should be used with will and the past should be used with would; they generally should not be mixed.

The common errors that must generally be avoided are the combination of the past with will and the combination of the present with would.

> I know that he *would** arrive soon.

> It was certain that he *will** graduate.

In the first example, the present, know, is illogical with would. It can be corrected in two different ways.

> I knew that he would *arrive* soon.

> I know that he will *arrive* soon.

In the second example, the past, was, is illogical with will. It can also be corrected in two different ways.

> It *was* certain that he *would graduate*.

> It *is* certain that he *will graduate*.

The following chart outlines the use of tenses with will and would:

Table 2. 40 Using Correct Tenses with Will and Would

USING CORRECT TENSES WITH *WILL* AND *WOULD*		
Verb	Meaning	Use
Will	After the present	Do not use with past
Would	After the past	Do not use with present
Note: There is a different modal *would* that is used to make polite requests. This type of *would* is often used with the present tense. I *would* like to know if you *have* a pencil that a could borrow.		

f.   Problems with Passive Verb

Sentences in which the error is an incorrect passive are common in written expression questions on the TOEFL test. The test takers therefore need to be able to recognize the correct form of the passive and to be able to determine when a passive verb rather than an active verb is needed in a sentence.

The difference between an active and a passive verb is that the subject in an active sentence does the action of the verb, and the subject in a passive sentence receives the action of the verb. To convert a sentence from active to passive, two changes must be made, (1) The subject of the active sentence becomes the object of the passive sentence, while the object of the active sentence becomes the subject of the passive sentence. (2) The verb in the passive sentence is formed by putting the helping verb *be* in the same form as the verb in the active sentence and then adding the past participle of this verb.

Margaret *wrote* the letter.   The letter *was written* by Margaret.

  Subject   Object   Subject   Object

The first example is an active sentence. To convert this active sentence to a passive sentence, you must first make the subject of the active sentence, Margaret, the object of the passive sentence with by. The object of the active sentence, letter; becomes the subject of the passive sentence. Next, the passive verb can be formed. Because wrote is in the past tense in the active sentence, the past tense of be

(was) is used in the passive sentence. Then the verb wrote in the active sentence is changed to the past participle written in the passive sentence.

It should be noted that in a passive sentence, by + object does not need to be included to have a complete sentence. The following are both examples of correct sentences.

The letter was written yesterday by Margaret.

The letter was written yesterday.

Notice that these passive sentences are correct if by Margaret is included (as in the first example) or if by Margaret is omitted (as in the second example).

These are some areas tested in TOEFL. To pass the test easly the test takers should master these areas, beside that the test takers should do the exercise repeatedly, the test takers should take many time to answer such TOEFL exercise question. It could be found out in internet or TOEFL books.

3. **Section Three: Reading Comprehension**

The last section is reading comprehension which purpose to measure the ability to read and comprehend short passages which uses the same topics and styles as most universities and colleges (TOEFL ITP assessment series, 2017). There are usually four to five long passages, each of which commonly has about eight to twelve questions. Test takers are asked to answer these questions which are usually related to main ideas of the whole

passage, vocabulary, detailed information, inferences and reference items. The time given for this section is 50 minutes.

F. Definition of Case Study

According to Gay, Mills & Airasian (2012, p. 444) "case research research is a qualitative research approach in which researchers focus on a unit of research known as a bounded system". In other hand, researcher to produce in-depth description of a single unit used case research research. The "unit" can be an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community.

There are some definitions toward Case Research based on the experts. First, Merriam explained, the case is "a thing, a single entity, a unit around which there are boundaries. I can 'fence in' what I am going to research." It means, according to Merriam, based on researcher opinion, the word "Case" in the case research meaning a thing, a single entity, and a unit as a choice to conduct the research. The researcher can independently decide which unit of people, groups, sites, classes, programs, processes, institutions, or communities as the object of the research. Second, Stake further pointed out, "Case research is not a methodological choice but a choice of what is to be studied." Then, Similarly, Miles and Huberman described a case research as an investigation of a phenomenon that occurs within a specific context. In other words, if the phenomenon you want to research is not bounded, not identifiable within a specific context, it is not appropriately studied as a case research. (Gay, Mills & Airasian, 2012, p. 444).

Based on some definition above, the research conclude that case research is a qualitative approach to researching a phenomenon that focused on a unit of research, or a bounded system. So it is appropriate to conduct this research, because this research aims to describe a phenomenon happened to students in answering TOEFL, what problems faced by students.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, subject and object of the study, source of data, data instrument, and data collecting procedure, data analysis procedure, and data endorsement.

A. Research Design

The design of this study is descriptive qualitative case study. The researcher used qualitative approach to conduct this study. As stated by Woodside (2010, p. 1) that Case Study Research is an inquiry that focuses on describing, understanding, predicting, and/or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture, or nationality). This definition relates to the purpose of this study which is to describe and understand the problems are faced by English Education Study program students in class of 2013 and to predict which section is considered as the most difficult.

The approach that used in this research is qualitative. Ary, et al (2010, p. 29) explained, "Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data". The researcher wants to comprehend the problem in answering TOEFL faced by students rather than students' score grades.

B. Subject and Object of the Study

The subject of this research was 15 students at English education study program of IAIN Palangka Raya in class of 2013 who took the TOEFL in

academic year 2016/2017. The subject was chosen through purposive sampling. According to Ary, et al. (2010, p. 425) he stated, "Qualitative studies more typically use nonrandom or purposive selection techniques based on particular criteria". Meanwhile, Sugiyono (2006, p. 300) defines the purposive sampling as the technique using definite consideration to get the source of sample data. Accordingly, the researcher determined the criteria of the subject. The subject must be students in class of 2013 at English Education Study Program of IAIN Palangka Raya who have taken TOEFL in academic year 2016/2017. Besides that, the level of proficiency was decided as the criteria of the subject as well.

The level of proficiency was shown from students TOEFL score. From the result of the first TOEFL test, which taken by each students of English Education Study Program in class of 2013, must be shown the level of the score. The researcher found that from 60 English Education study program students who took TOEFL there were 1 student in advance level (501-550), 8 students in Pre-advance level (425-500), 37 students in Intermediate level (351-425), and 13 students in Pre-intermediate level (200-350). While the level of super-advance (>550) and elementary (<200) are not found. The following table shows the level of proficiency (Rahman, 2012, p. 52):

Table. 3. 1 The Level of Proficiency

No	Interpretation	Score	Number of Students
1.	Special Advanced	> 550	-
2.	Advanced	501 – 550	1
3.	Pre-Advanced	426 – 500	8
4.	Intermediate	351 – 425	37
5.	Pre-Intermediate	200 – 350	13
6.	Elementary	< 200	-
		Total	59

Based on the level of proficiency above, 15 students listed below were chosen as the subjects of this study. The subjects are listed below:

Table. 3. 2 List of Subjects

No	Student Initial	Score
1.	STK	513
2.	AMN	487
3.	NADP	453
4.	IDR	440
5.	INS	430
6.	SKM	420
7.	BNL	413
8.	DWR	393
9.	UJN	383
10.	RHM	363
11.	APN	353
12.	ADFSP	347
13.	SFT	333
14.	DTHT	323
15.	RMN	313

The table only shows the initial name of the students and the score is taken from their first time in taking TOEFL test. The reason to choose English education study program students in class of 2013 as the subject of the research is because they have taken TOEFL, so the researcher believes they have enough experience through TOEFL. Besides they have to take the test for several times. As the purpose of this research, to find out the problems through TOEFL and determine the section that considered as the most difficult, English education study program students in class of 2013 are the best one to choose.

Then, the object of this study is the problems in answering TOEFL faced by students at English education study program of IAIN Palangka Raya in class of 2013, and the section which considered as the most difficult.

C. Source of Data

Broadly, the data sources are classified into primary and secondary data. The primary data means the data originally gotten from the first hand that is collected specially for a research purpose. There are several techniques in collecting primary data, such as survey, questioners, interview, and observation. Whereas, secondary data means the data gotten from another purpose for a research purpose. The data may gather from newspapers, books, periodicals, and others published sources.

Meanwhile, the primary data of this study was collected from observation, interview, and documentation. The source of data is the subjects of the research. As explained before, in "the subject of the study", the subjects here were 15 students of English education study program in class of 2013, who were pointed by purposive technique sampling. The subjects must be students who have taken TOEFL, so the collected data will be accurate. Besides that, the researcher also collected some important related data from staff of Language Development Unit of IAIN Palangka Raya.

The source of data, research instruments and data needed are explained in the table below:

Table. 3. 3 Source of data, Instrument, and Data needed

No	Source of Data	Instrument	Data Needed
1	Staff of Language Development Unit	Observation	- Data of English students' TOEFL scores in class of 2013

			To determine the subjects of the study
	of IAIN Palangka-raya		
2	Subject of the research	Interview	- Problem in answering TOEFL - Section which is considered as the most difficult section
3	Staff of Language Development Unit of IAIN Palangka-raya	Documentation	- English Students' (the subject of this study) answer sheets, to determine which section is the most difficult

D. Role of the Researcher in the Study

The researcher is the data collector who analyzed the data, interpret the data, and conclude the finding verbally. The researcher's perceptions of TOEFL have been shaped by the researcher personal experiences. In sixth semester, academic year 2015/2016, the researcher took TOEFL class. In the next semester, academic year 2016/2017, the researcher followed TOEFL preparation class. From February to October 2017, the researcher followed TOEFL test in several times, and failed. Then finally, on October, 12th, 2017 the researcher passed the TOEFL. The researcher has understood the rules of the test, familiarized with the topics tested in TOEFL. The researcher believes the understanding of the context and role will enhance the awareness, knowledge and sensitivity to English education study program in class of 2013 students' problems in TOEFL.

Due to previous experiences getting along with the subject of this research who basically are friends of the researcher, the researcher brings certain biases to this research. Although every effort will be made to ensure objectivity, these biases may shape the way researcher view and understand the data collected and the way the researcher interpret the experiences.

The researcher commences this research with the fact that many of English education study program students failed in TOEFL for several times. The researcher questions what the problems faced by students and which section is considered as the most difficult.

E. Research Instrument

The key instrument in this research is the researcher herself. As stated by Sugiyono (2010, p. 59) that the researcher is the key instrument in qualitative research. As the instrument of a research the researcher must be validated in how ready the researcher to do the research. The validation of researcher covers the understanding of the researcher in the method, research field, and how ready the researcher to conduct the object of the study, both in the academic and logistic. Interview and documentation are also used as instrument to get the data needed.

As stated by Chaterine Marshall, Gretchen B. Rossman quoted by Sugiyono (2010, p. 63) "the fundamental methods relied on by qualitative researcher for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review." So the researcher believes to collect the data and answer research problem, the researcher should take some techniques such as stated by Marshall and Rossman, they are observation, interview, and documentation. The technique in collecting the data will be explained below:

1. Observation

   "Observations are systematically recorded rather than stored only in personal memory, and are carefully interpreted and analysed, again employing systematic and planned procedures (Sapsford & Jupp, 2006, p.

58)". Latief (2014, p. 204) mentioned that observation used to collect data in qualitative research does not simply require the use of visual sense, it requires the use of all our senses in order to accurately perceive the whole picture.

The observation was used by the researcher to determine the subject of the study, understand the test atmosphere and the expression of the subject when they responded the interview. Actually, the test atmosphere was observed before the researcher conduct the study. It was experienced by the researcher, so it was kind of pre-observation. Likewise, to determine the subject, the researcher observed the TOEFL score of English Education Study Program in class of 2013, on their first test and pointed some of them as the subject of this study. While the expression given by the subjects was observed during interview. By understanding the test atmosphere and subject expression response to interview, the researcher believes the data would accurately support analysis process. As explained by Sapsford & Jupp (2006, p. 59) that data from observation can be a useful check on, and supplement to, information obtained from other sources.

2. Interview

According to Gray, Mills, & Airasian (2012, p. 386) "an interview is a purposeful interaction in which one person obtains information from another". The researcher as the interviewer and the subject of the research as the interviewee, will make a conversation purposively to answer the problem of the research. Interview is expected to give information about

English education study program students' problems in answering TOEFL and the section considered as the most difficult.

Some interviews are structured, with a specified set of questions to be asked, whereas others are unstructured, with questions prompted by the flow of the interview. Semi structured interviews combine both structured and unstructured approaches (Gray, Mills, & Airasian, 2012, p. 386). Accordingly, the researcher takes one of kinds of the interview. Semi structured interview will be used in this research.

Semi structured interview is particularly well-suited for case study research. Semi structured interview invites interviewees to express themselves openly and freely and to define the world from their own perspectives, not solely from the perspective of the researcher. The researcher will interview the subject of the research with related questions to problem in answering TOEFL. The interview guide is enclosed in appendix 3.

The guideline plan and steps to conduct the interview will be explained in the table 3.3, adapted from J. Mason. (2002) in Hancock & Algozzine (2006, p. 41), which be shown below:

Table. 3. 4 Steps to conduct the interview

Step Action	
1. List the research questions that will explore.	1. What problems do students face in answering TOEFL? 2. Which section is considered as the most difficult?
2. Break research questions into researchable sub questions.	1.1. What problems do students face in listening section? 1.2. What problems do students face in structure and written expression

	section?
	1.3. What problems do students face in reading section?
	2.1. Which one from listening and Structure and written expression is the most difficult?
	2.2. Which one from listening and reading is the most difficult?
	2.3. Which one from reading and Structure and written expression is the most difficult?
3. Develop possible interview topics or items for each sub question.	1.1.1. What problems do students face in part A (short dialogues)?
	1.1.2. What problems do students face in part B (long conversations)?
	1.1.3. What problems do students face in part C (talks)?
	1.2.1. What problems do students face in part structure?
	1.2.2. What problems do students face in part written expression?
	1.3. What problems do students face in finding the main idea in reading section?
4. Cross-reference interview topics or items with each research question to ensure that nothing is overlooked.	Three topics have been identified for each research question. Additional topics may evolve as interview protocol is formalized.
5. Develop interview structure (i.e., format) and protocol (i.e., guide) for interviews.	*Semi Structure*: each subjects of study will be asked predetermined but flexibly worded questions. The interview will be done by using Bahasa to minimize miss understanding and time. *Protocol*: enclosed in appendix 4 *Transcript of interview* is enclosed in appendix 5
6. Identify minimum information to be gathered from each subject.	Each subject will provide the explanation to Questions 3-5, 7, 8, 10 and a response to Questions 6, 9, and 11-13; other questions are optional.
7. Confirm appropriateness and adequacy of protocol and conduct interview.	Research questions can be answered with completed interviews.

3. Documentation

Documentation is a note of event happened in the fast, either in written, photograph, or his monumental work (Sugiono, 2010, p. 82). The documentation here refers to photos during conducting research, TOEFL test takers list, English education study program students' TOEFL answer sheet, and some appropriate visual document needed.

F. Data Collection Procedure

To answer the problems of the research, the researcher did some steps below:

a. The researcher prepared some questions related to the research to answer the problem of the research. And also prepared the media to record the interview, the media used is handphone.

b. The researcher did pre-observation to determine the subject of the research. The researcher asked TOEFL test takers list and English education study program students' scores from staff of Language Development Unit of IAIN Palangka Raya.

c. The researcher asked the data of English education study program students' answer sheets and the question sheets from staff of Language Development Unit of IAIN Palangka Raya. The answer sheets and questions sheets are from TOEFL training post-test.

d. The researcher recorded and noted during interview.

G. Data Analysis Procedure

Data analysis procedure in qualitative research as like a spiral. Researcher have to comprehend the phenomenon under research, synthesize information and explain relationships, theorize about how and why the relationships appear as the participant do, and reconnect the new knowledge with what is already known. About that, Creswell (2007) in Ary, et al (2010, p. 481), describes the data analysis spiral. "Once data are collected, they must be organized and managed. The researcher must become engaged with the data through reading and reflecting. Then data must be described, classified, and interpreted. Finally, the researcher represents or visualizes the data for others".

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data (Creswell, 2012, p. 217-222). Miles and Huberman in Sugiono (2010, p. 270) suggest that activities in data analysis qualitative done interactively and continuously. The activities in data analysis are data collection, data reduction, data display, and conclusion drawing/verification.

1. Data Collection

   The main things in the data analysis is the existence of data collection. Data analysis will be conducted when the data is being collected until the end of the data collecting in the certain period. Data collection is the result of the data collecting process from observation, interview, and documentation. The data collection will be related to the test class

environment, subjects' educational experience related to TOEFL, transcript of interview, and file documentation of English education study program students in class of 2013.

2. Data Reduction

After all of the data was collected, then it would be continued with data reduction, process to choose main data, to focus on the most important data, and ignore non important data. This process is to filter the data from data collection based on the objective of the study. In this process includes data coding.

3. Data display

After reducing the data, the researcher will report the important data and the result of the study in order to easily understand. Data display can be in simple explanation, draft, chart, diagram and so on. In this research, the data will be displayed in narrative text.

4. Conclusion

The final step of data analysis in this research is data conclusion. The researcher will conclude the data found. The conclusion will be verified by seeing back the data reduction and data display after collecting the data.

Accordingly, in data analysis procedure, the researcher did the steps below:

a. The researcher read and reread field-note, listen the audiotape from interview repeatedly. Make sure the transcript is compatible with the audio tape. Read and re-read the transcript.

b.   The researcher learned the data deeply. The data are organized into some classification.

c.   The researcher omitted inappropriate data from field-note taken.

d.   From the data found in observation process, the researcher concluded the data and classified it into some groups.

e.   The researcher reported the data in narrative description.

H. Data Endorsement

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research has certain characteristics such as credibility, transferability, dependability or trustworthiness, and conformability. Gibbs (2007) in Creswell (20012, p. 225) explored that when the researcher checks for the accuracy of the findings by employing certain procedures, means the researcher do qualitative validity, while when the researcher's approach is consistent across different researchers and different projects, so it is indicated as the qualitative reliability.

A procedural perspective that recommend for research proposals is to identify and discuss one or more strategies available to check the accuracy of the findings. Creswell (2012, p. 225-227) recommends eight primary validity strategies, mentioned from the most frequently used and easy to implement to those occasionally used and more difficult to implement, those are Triangulation; member checking; thick description; Clarifying the bias the researcher brings to the study; presenting negative or discrepant information; Spending prolonged time

in the field; peer debriefing; external auditor. From eight recommendation strategies have been mentioned, the researcher will take some of those:

a. Triangulation : the researcher collected the data through multiple sources to include interviews, observations and document analysis.

b. Member checking: the researcher conveyed the idea regarding the interpretation of the subject's reality and the result of interview to ensure the truth value of the data.

c. Spending prolonged time in the field: In this way, the researcher developed an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account. In this research, the researcher wrote the transcription of audio recording.

d. Peer debriefing: this process involves locating a person (a peer debrief) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the writer. In this research, the advisor is the reviewer.

e. Clarifying the bias, the researcher brings to the study: the researcher bias has been articulated in narrative description in this chapter under the heading, "The Researcher's Role."

Gibbs (2007) in Creswell (2012, p. 226) suggested several qualitative reliability procedures: Checking transcripts; Making sure that there is not a drift in the definition of codes; for team research, coordinate the communication among the coders; Cross-check codes developed by different researchers. Form the

suggestion mentioned, to ensure reliability, the researcher employed some of those:

a. First, the researcher checked transcripts to make sure that they do not contain obvious mistakes made during transcription.

b. Second, the researcher made sure that there was not a drift in the definition of codes, a shift in the meaning of the codes during the process of coding. This can be accomplished by constantly comparing data with the codes and by writing memos about the codes and the definitions.

c. Third, the researcher cross-checked codes with other researcher by comparing results that are independently derived.

Finally, data collection and analysis strategies reported in detail in order to provide a clear and accurate picture of the methods used in this study. The step in collecting and analyzing the data will be explained in this following in figure 3.1:
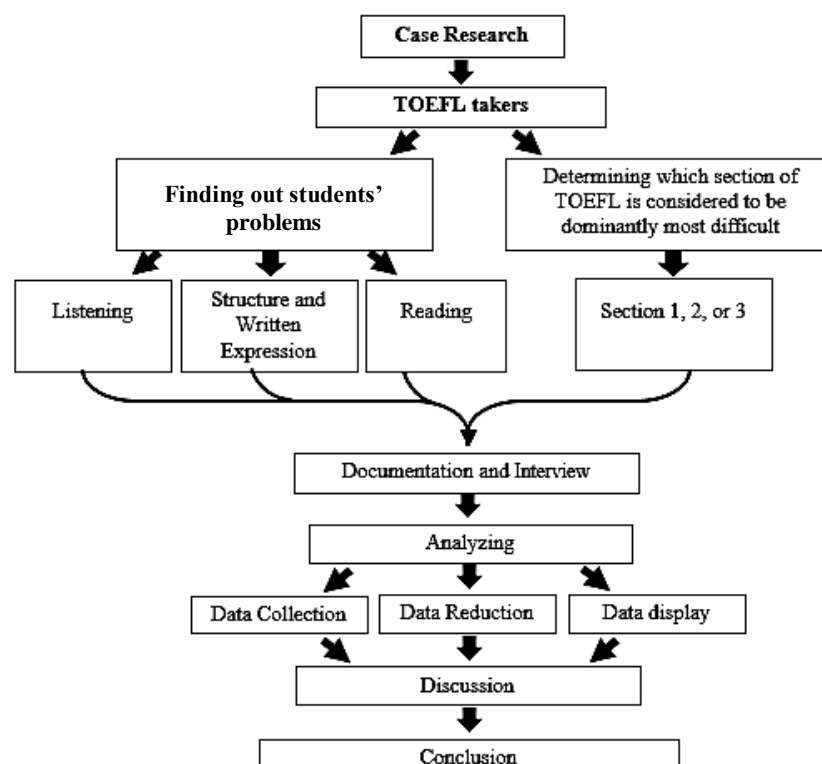
Figure 3. 1 The Steps in Collecting and Analyzing Data

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and the discussion. In this section researcher will present the data that had been collected from the observation, documentation, and interview. To diagnose what are the difficulties that faced by students in TOEFL and what section is the most difficult, the researcher analysed the data through those data instruments.

B. Research Finding

As stated in chapter three the instrument of this research were observation, documentation and interview. Through these instruments the researcher got the answer of the research problems " what are the problems faced by students' in answering TOEFL and Which section of TOEFL is dominantly considered as the most difficult for Students?"

1. Students' Problems in answering TOEFL

From the interview the researcher found out some problems faced by the students' in answering TOEFL. There are internal and external factors that influinced the students problems that concur with Westwood (2008, p. 15).

In TOEFL there are three section, Listening, structure and writing expression, and reading, the researcher will convey students' problems in each section.

a. **Listening**

In the listening section there are three parts of the questions, part A short dialogues, part B long conversations and part C long talks. From the interview conducted, the researcher found out that part B and C more difficult for the students than part A. The problems found are:

1) Vocabulary mastery

TOEFL is the test of English, the test that measure your English proficiency. Of cource English are different from Bahasa, for the foreign learners, the basic English components are important. To master the language, they have to master the basic English component, such as vocabularies and grammar. In this case some of the students stated that don't have enough vocabularies, so they answer the TOEFL difficultly:

> *NADP : ".... kesusahannya biasanya di vocab yang gak tau ..."*
> *(...usually, the promlem is in an unknown vocabulary...)*
> *BNL   : "...Susah karena vocabularynya juga, di sini udah lumayan tinggi ya, lumayan susah ..." (it is difficult because the vocabulary is in the higher level. It is hard enough)*
> *RMN   : "...kan kosa katanya kan ada yang sebagian yang kurang kita ketahui..." (there are some of the vocabularies that we don't know what the meaning are)*
> *DTHT : "... karena keterbatasan vocabulary." (it is because the limitation of the vocabulary)*

According to the statements above the students got the problem during the test because they are lack of vocabulary. In listening they have to understand the conversation and the topic while answering the test, when they found new vocabularies, it caused a

problem for them to answer the test. The researcher also found that some of them were confused by the idiom used in the test and the others were confused by the synonym:

STK   : *"... yang membuat sulit itu kita harus bisa menjawab dari beberapa pilihan yang dimana kata yang tersedia itu adalah sinonimnya dari second speaker itu, itu yang menurut saya sulit." (what makes difficult is we have to choose the answer from some words which is the synonym of the word said by the second speaker, which is difficult for me)*

The interisted fact is some of the students are confused by the similar sound. One of the student that had been inteviewed stated:

APN   : *"...yang paling mengecuh itu persamaan bunyi." (...the most confusing is the similar sounds)*

According to the statement above, the researcher concluded that some of the students did not know the strategies in answering TOEFL. In one of TOEFL book, Longman Complete Course for the TOEFL stated that one of the strategies is avoid the similar sound.

2) Unfamiliar Topic

The next problem found is unfamiliar topic. From the interview, there were three of fifteen interviewee stated:

SKM   : *"....kadang kesusahannya juga adalah apabila yang dibicarakan di situ mengenai... apa ya... mengenai subject yang belum pernah dipelajari." (if the talks is about..... what....about unlearned subject ever, it would be one of the difficult sometimes)*

RMN   : *"...kadang-kadang ada familiar dan unfamiliar... di unfamiliar itu yang susah, menganalisisnya juga." (some times there is familiar and unfamiliar (topic)... the difficult is in the unfamiliar (topic), and also to analiyze it)*

IDR   : *"...pembahasannya itu beda dengan bahasa yang kita gunakan sehari hari, seperti masalah scient atau art, nah itu susah sih menangkap isi dari kontennya apa." (the discussion is difference*

from the language used in our daily life, for example about scient or art, so it is difficult to understand what the content of the topic about)

According to statement above, it means that the students construct their understanding basis on their experience. Sometimes there were dialog and talks about different topic such as scient, so many students do not know any of the words related to art. The problems may affect them because they lack of read about that. They had to increase their lexical knowledge by reading and listening.

3) Speed of speech

From the interview, some of students said the speaker spoke rapidly. It caused the problem in answering the TOEFL. They stated:

SKM : *"...karena kalau native itu ngomongnya cepat jadi kita susah nangkap, dan yang kedua kalau sudah konsentrasi kita buyar."* *(because a native speaker speaks rapidly, so we get hard to understand it (the conversation), and the second is if we are unable to concentrate)*

DTHT : *"kata-kata speakernya yang... terlalu cepat dan apa sih, hampir sama pengucapan dengan kata lain."* *(the words of the speaker that…. That is too fast and what… the pronounces of the words are almost similar)*

AMN : *"Karena meraka itu kan yang namanya native speaker, beda sama orang Indonesia, yang kalau ngomong biasanya lebih cepat gitu dibandingkan orang-orang Indonesia yang gak native speaker, itu sih ..."* *(because they (the speakers) are natives, the native speakers are not Indonesian, they usually speak faster than Indonesian)*

From the statements, the researcher found out the reason why the students felt difficult was caused by the speed of speech. Native speaker who spoke quickly might cause the students cannot

understand the content of the conversation. From the students'acknowledgement, speed of speech gave big effect towards the process of getting information from the native speaker. Most of the students still neededtime to identify and analyzeeach word. Thus, the listening process becamehampereddue to inability of the students to catch what wasbeing delivered.

4) Long conversation and spoken text

All of the interviewee stated that long conversation and spoken text is more difficult than short conversation. The students' problem is in memorizing the idea of the topic. Some of them stated:

SFT : *".... mereka bercakap-cakap panjang lebar abis itu baru memberikan pertanyaan. Nah, di situ kadang saya ee... bingung karena ee... percakapan mereka yang udah lewat itu terkadang lupa." (they talked at length, then the questions are offered. That is what confused me sometimes.... Confused because of... I forgot what they talk about before)*

AMN : *"... di long conversation ini kan terlalu banyak percakapan ya. Sehingga saya kadang lupa yang tadi ngomong apa." (because in this long conversation has so much conversation, so sometimes I for got what they talk about)*

Foreign language learners felt fatigue and distracted when they listen a long spoken text because they tried to understand unfamiliar sounds. Thus, felt fatigue distract students' attention from interpret the meaning of the text and made them loss concentration. Listening long spoken text make the listener felt tired because they tried to understand the unfamiliar sounds, lexis,

and syntax for long stretches of time. The learners" might miss the

text also when there was a lapse in concentration.

5) Unclear pronunciation

The next difficulty was related to listening to the pronunciation

of the native speakers. The students acknowledged that sometimes

some words had similarities and also had differences. It could be

seen from how the word was spoken, written, and the meaning

contained. Besides it made the spoken word becomes obscure and

difficult to be heard. Some

APN : *"...karena bukan mother toungue kita.... gak paham apa yang mereka ucapkan"* (because it is not from our mother tongue… I don't understand what they talked about)

SFT : *"...di soal itu aku mendengarnya apa. orang berbicara apa, aku dengernya apa gitu nah, sehingga itu um... memberikan kesimpulan dan jawaban yang salah."* In the question I cannot listen clearly. What they mean does not same with what listen, because of that I cannot take the right answer)

The difficulty was found in words that hadsimilar pronunciation

whereas had different meaning. It was supported by investigation

from Jiang (2009), that the unfamiliar pronunciation affected the

students to have an inability of word recognition with similar

sounds.

Based on the students' statements, it proved that the problem of

pronunciation became an obstacle which disturbs the students in

listening. The students didnot only understand the meaning of word

by word, but were also required to understand the context of the

material. Thus it could help the students to minimize the failure in listening to natives peaker.

6) Lack of concentration

The researcher also found that other basic difficulty was internal factor from the students. Some of them felt difficult to concentrate when they were in certain circumstances. The low concentration occured as they were sleepy and less of energy. It made them lose their concentration while listening. Since listening required high concentration, it was very important to be able to concentrate continuously. One of the students stated:

UJN : *".... Karena sugesti pemikiran saya terlebih dahulu, kalau part C itu susah sehingga itu mengakibatkan saya kurang konsentrasi dan mengantuk saat menjawab part itu." (because I have suggested my self that part C is difficult so it disturbs my concentration and makes sleepy when answering the test)*

As a result, lack of concentration could not be denied as a big problem of the students. The reason was that listening required high concentration, and might affect their motivation in learning. The loss of concentration could obstruct the studentsto follow the lessons well. Therefore, concentration during listening wasconsidered as somethingimportant to keep the students to be focus.

b. Structure and written expressions

From the interview, the researcher found that the problem in structure and written expression was lack of basic structure and grammar skill. Some of the students stated:

> APN: *"terkadang dia... bedakan dengan pelajaran yang kita pelajari dikuliah, jadi mungkin kesulitan ku di situ sih. Aku memang kalau grammar agak lemah juga." (some times.... The question is difference from what we have learned in the class, so it could be my problem. I surely lack in grammar)*
>
> UJN: *".... susahnya karena saya tidak bisa structure. Jadi kelemahan saya memang di structure saya menyadari itu..." (my problem is I have lack knowledge in structure, so my weakness is in structure, I have realized it)*

According to these statements, the problem faced by the students is their lack structure and grammar skill. Some of the students also stated that tensis is one of their problem.

> ADFSP : *"kesusahan dari structure itu ketika... memilih antara penggunaan tensis-tensis yang ada di pertanyaan..." (the difficulty from structure is.... When we have to decide what tensis should be used in the sentence)*
>
> BNL   : *".... pastinya untuk structure ini, tensis ya, dan grammaticalnya juga..." (definitely the problem for structure is the tensis and the grammatical)*

English has difference form from Bahasa. Unlike Indonesian where the use of verbs remains the same in past, present and future situations, it is different with English which has 16 different tenses. Beside that some of the students stated the vocabulary also takes place in causing students' difficulty.

> AMN   : *"...saya bingung bagian. anu nya. tensisnya itu. Jadi... anu juga ... kelemahan saya juga di vocabulary jadi kadang saya lupa ini artinya apa, sehingga yang kata benda kadang berubah jadi kata kerja gitu...." (I confused in the part ... what ... the tensis, and my weakness is also in the vocabulary, sometimes I forgot what the meaning of the sentence, so I was mistaken noun as the verb)*
>
> SFT   : *"... susah menghubungkan menjadi... pertanyaan itu menjadi sebuah kalimat. Kadang juga ee... ada kata-kata yang tidak saya mengerti sehingga ee... susah untuk menjawabnya...." (hard to connect the words*

become .... The question become a sentence. Sometimes there are some words I could not understand so I cannot answer the question easly)

From the statements above the vocabulary also one of the big problem faced by students. Not only in the listening but also in structure and reading the mastering vocabulary is important. To decide the class of word or part of speech, it is important to know the meaning of the word.

c. Reading section

Reading is one of the most difficult in TOEFL. From the interview had been conducted the researcher found some difficulties faced by the students. These are lack of vocabulary, long text, and unfamiliar topic. These all the problems are related each other.

Almost all the students stated that the big problems are long text and the limit vocabulary. Some of them stated that a long reading text made them bored so they have less motivation in reading the text:

ADFSP: *"...... reading yang panjang, itu membuat diri sendiri itu seperti bosan dan lain sebagainya membaca reading terlalu panjang, dan vocab juga ya, yang tidak diketahui dari reading tersebut" (a long reading text makes my self bored and also the vocabulary which I did not know the meaning)*

SKM : *".... Itu malas membaca, kepanjangan, textnya panjang-panjang, habis itu disamping panjang juga less of vocabulary sehingga itu juga menambah susahnya kita memahami." (I have less motivation in reading the text, it is too long. Besides that, lack of vocabulary also makes us hard to understand)*

The researcher found that the students' had problem in motivation of reading because they felt the text was too long and they can not understand the text well because the vocabulary they have was not enough. The other students stated they had problem in finding the synonym and antonym from the text:

NADP : *"kesusahannya yang paling utama itu kosa kata .... dua paragraph panjang itu, secara pribadi udah, aduh malas banget baca .... kan di situ ada disuruh mencari sinonimnya, antonimnya ...."* (the big problem is in vocabulary, the second is the long reading text. Personally, it makes like huh so lazy to read. And there is

APN : *"... kalau reading itu kesusahannya selain textnya panjang, terkadangkan kita juga harus... ee... apasih namanya itu. Yang persamaan kata, Vocabulary yang persamaan kata itu. Nah terkadang di situ juga kesulitan, kadang kita kan... ee... dapet... apanamanya... baru dapet, vocabulary baru, yang asing buat kita."* (beside the long text, the problem in reading section is the synonim, when you have to find out the synonim of the word. Because some times the vocabulary is unfamiliar)

RMN : *".. textnya itu panjang sekali dan vocabulary atau kosa katanya itu unfamiliar. Kadang- kadang kan kita mencari sinonim, antonim gitu juga, itu tergantung kosa kata kita yang kita miliki, gitu"* (the text is too long and some vocabularies are unfamiliar. Some times we have to find out synonym and antonym of the word, it depends on the vocabulary we have)

Lack of vocabulary also made the students bored and caused a trouble in answering the questions. one of the students stated:

UJN : *".... pertama karena, text yang unfamiliar. Vocabulary yang disuguhkan sangat tidak umum digunakan dan.... ya, tidak umum, dan... sehingga saya mengantuk dan menjawabnya dengan asal-asalan."* (Firstly, the text is unfamiliar. Secondly the vocabulary used in the text is unordinary, so I answer it perfunctory)

From the statements, the researcher found out that the big problem is in vocabulary. The students faced a problem when they could not understand the main idea of the text because did not understand the meaning. Then, it made them bored and hopeless in answering reading so they answer it perfunctory. Also, because they were thinking hard of the meaning of the text so they took too much time in one reading text. In preparing TOEFL especially in reading section, the researcher suggests to the test takers that they have to at leat much practice in finding the main idea of the text and learn the strategies, of course add their vocabularies as much as they can.

2. The section dominantly most difficult for the students

From the interview, the researcher found that structure and written expression is dominantly most difficult section for the student. From fifteen students who had been interviewed eight students stated that structure is the most difficult, four students stated that is reading, and the least stated listening is the most difficult.

The reason why structure ans written expression is the most difficult was in the lack of structure and grammar skill, the tensis, and part of speech:

ADFSP : "karena menentukan penggunaan tensis-tensisnya dalam kalimat tersebut"(because we have to decide the use of tensis in the sentence)

BNL : "Saya kurang memahami dengan begitu baik tensis itu seperti apa" (I don't understand the tensis well)

RHM : "pemahamannya, dan memang di situkan harus teliti dalam ... apa... mengerjakan. Ya, seperti yang saya bialng tadi, kalau misalkan kurang "a" aja dalam satu kalimat itu kan salah semuanya" (the understanding (the lack of grammar skill), and to answer the questions in this section we have to deeply thinking. For example, we have to place the article "a" in the right position)

IDR : "susah, emang pemahaman grammar yang kurang, terus menganalisis itu susah, ya jadi itu lah yang paling susah" (it is difficult, because the lack of grammar understanding, and analysing is difficult, so these make structure and written expression is difficult)

And one of them stated to understanding grammar and structure need to learn harder then other subject:

INS : yang paling susah... yang harus banyak belajar... yang harus banyak belajar itu di structure, karena terlalu banyak, tata bahasanya terlalu banyak kan, sedangkan kita bukan native speaker jadi, ya itu harus banyak belajar. (the most difficult ... have to learn hard ... we have to learn hardly in structure, because it has too much rules in making sentences, but we are not a native speaker, so we have to learn hardly.

CHAPTER V

CLOSING

This last chapter mainly presents the conclusion and the suggestions of the thesis. The analysis in the previous chapter will be concluded and finally the writer attempts to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially lecturer who teaches TOEFL or students who have to take TOEFL.

A. Conclusion

From the interview had been conducted the problems found in listening were vocabulary mastery, unfamiliar topic, speed of speech, long conversation and spoken text, unclear pronunciation, and lack of concentration. In structure and written expression, the difficulties were lack of structure and grammar skill and understanding, and lack of vocabulary. While in reading, the difficulties were lack of vocabulary, long reading text, and less of motivation in reading the text.

From what the researcher found the researcher concluded that the biggist problem was in mastering vocabulary, the researcher realized that English is difference from Bahasa, having much vocabulary is important to understand the text and question in TOEFL and the motivation of the students also needed.

The most dominantly difficult section was structure and written expression. It because students' lack skill in structure and grammar. Then reading, reading was one of the dominantly most difficult for students, because the students need much vocabulary and have to know reading strategi also improve their motivation in reading the text. Then listening, two of the students stated that listening is the

most difficult because theiy cannot listen the speakers clearly and the audio cannot be replayed.

B. Suggestion

Finally, the researcher hopes this study will be useful for the readers. it is necessary to give some valuable suggestion. The students who will take TOEFL are expected to understand what skill will be tested in TOEFL and know where they are lack in. The students have to prepare their selfes for the test. The students need to understand the strategies in answering TOEFL.

In addition, the researcher greatfully suggest to the next researcher if he or she wants to conduct the same discussion. It is better to explain the difficulties that found on the skill tested in TOEFL. What are the difficulties faced by students in answering TOEFL, what factors that caused students difficult, such as dermaining subject verb agreement, or problems in present or past tense, problems in class of word, etc.

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APPENDICES

Appendix 1

Comparison of The Different Kind of TOEFL

The following is a comparison of the different kinds of TOEFL which is adopted from ETS web-site on http://www.ets.org/s/toefl/flash/quick_reference_guide.html

	The *TOEFL iBT*® Test	The TOEFL ITP® Assessment Series	The *TOEFL Junior*® Standard Test	The TOEFL Junior® Comprehensive Test	The TOEFL® Primary™ Tests
Student Age Group	High school and university-age students (16+)	High school and university-age students in intensive English-language programs (16+)	Middle school and lower levels of high school-age students (11+)	Middle school and lower levels of high school-age students (11+)	Young students in English-language programs (8+)
Skills Measured	100% academic content -Reading -Listening -Speaking -Writing	100% academic content -Listening Comprehension -Structure and Written Expression -Reading Comprehension Available in two proficiency level.	Academic and social English-language skills -Listening Comprehension -Language Form and Meaning -Reading Comprehension	Academic and social English-language skills -Reading Comprehension -Listening Comprehension -Speaking -Writing	Academic and social English-language skills -leading and Listening Step 1 Test Reading and Listening Step 2 Test Speaking Test
Testing Administration	**Test Centres:** Test is delivered at secure, ETS-approved test centres via the Internet	**Institutional Testing:** Schools request test administration dates at their institution for their own students	**Institutional Testing:** Schools request test administration dates at their institution for their own students **Public Testing:** Test dates offered to the public	**Fixed Administration dates:** Monthly scheduled test dates	**Institutional Testing for Reading and Listening Tests:** Schools request test administration dates at their institution for their own students **Fixed Administration Dates for Speaking:** Monthly fixed administration

					periods
Test Delivery/ Testing Method	Delivered via the Internet with high level of security for both test content and testing conditions	Paper delivered	Paper delivered	Computer delivered	**Reading and Listening:** Paper delivered **Speaking:** Computer delivered
Scoring	▪ Secure, centralized scoring by ETS (both human and automated) ▪ Scores valid for two years ▪ Includes section scores and total score ▪ Scores range from 0–120	▪ Scored by ETS or a local ETS Preferred Network ▪ Scores valid for two years ▪ Includes section scores and total scores ▪ Scores range from: o Level 1: 310–677 o Level 2: 200–500	▪ Scored by a local ETS Preferred Network ▪ Scores are valid for two years ▪ Includes section scores and total scores ▪ Section scores range from 200–300	▪ Centralized scoring by ETS with both human and automated rating ▪ Scores are valid for two years ▪ Includes section scores and total scores ▪ Section scores range from: o Reading/ Listening 140–160 o Speaking/ Writing 0–16 ▪ Overall scores range from 1–6	▪ Reading and Listening are scored by ETS local offices ▪ Speaking is scored by ETS-trained raters ▪ Scores are valid for one year ▪ Score levels include: o 1–4 Stars for each section on Reading and Listening Step 1 Test. o 1–5 Badges for each section on Reading and Listening Step 2 Test. o 1–5 Ribbons for the Speaking Test.

Appendix 2

Scaled Scores For TOEFL ITP

In order to determine the scaled scores, a conversion table is used. The table below is a sample TOEFL conversion table taken from ITP Manual for Supervisors (ETS, 2001: 8). After the answer sheet is scanned and the number of correct responses determined for each section, the raw scores (number right) are converted into scaled scores.

IIustrative Table – Converted Score Ranges

Raw Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	64-68	-	65-67
45-47	61-63	-	61-63
42-44	58-60	-	58-60
39-41	55-57	-	56-58
36-38	53-55	63-68	54-56
33-35	51-53	59-61	53-54
30-32	50-51	56-58	51-52
27-29	48-49	53-55	49-51
24-26	47-48	50-52	48-49
21-23	45-46	48-49	45-47
18-20	43-44	45-47	43-45
15-17	41-42	42-44	39-42
12-14	37-40	39-42	32-37
9-11	33-35	34-38	31
6-8	31-32	31	31
0-5	31	31	31

#note:

This table must not be used for determining an examinee's scores. It is for illustration and explanation only. The actual conversion table for each form of the test does not calculate scores in "ranges," but provides a discrete number for each raw score.

Appendix 3

Interview Guide

1. Sudah berapa kali Anda mengikuti TOEFL?

2. Apa yang Anda lakukan ketika mengetahui belum lulus TOEFL?

3. Section 1 listening, bagaimana Cara Anda menyelesaikan soal listening bagian A (short conversation)?

4. Ketika masuk bagian B (long conversation) dalam soal listening, bagaimana cara Anda menyelesaikannya?

5. Bagaimana cara Anda menyelesaikan soal bagian C (talks) dalam listening?

6. Dari ketiga bagian listening tersebut, yang manakah yang paling susah? (the interviewees will answer, then the researcher will ask) kenapa?

7. Masalah apa yang Anda alami ketika menjawab listening dalam TOEFL?

8. Bagaimana cara Anda menyelesaikan soal structure?

9. Bagaimana cara Anda menyelesaikan soal written expression?

10. Masalah apa yang Anda alami ketika menjawab section 2 (structure and written expression) dalam TOEFL?

11. Bagaimana Anda menyelesaikan section 3 (reading comprehension) dalam TOEFL?

Appendix 4

PHOTOS

Appendix 5

CURRICULUM VITAE

1. Name   : Marfu'ah
2. Place, Date of Birth   : Catur Karya, May 31st 1994
3. Religion   : Islam
4. Sex   : Famale
5. Nationality   : Indonesia
6. Marital Status   : Married
7. Address   : Jl. Palangka Raya- Bukit Rawi
8. Email Address   : marfuahmarsya@gmail.com
9. Phone   : 082273279999

Formal Education

2013 – On progress : State Islamic Institute Palangka Raya, English Program

in Palangka Raya Town, Central Kalimantan;

2010 - 2013   : MA Al-falah Puteri, Landasan Ulin, Banjar Baru, South

Kalimantan

2007 - 2010   : Mts Al-falah Puteri, Landasan Ulin, Banjar Baru, South

Kalimantan

2001 – 2007   : MI Al- Muhajirin, Kereng Pangi, Katingan Hilir, Central

Kalimantan

Appendix 6