

## **CHAPTER IV**

### **FINDING AND DISCUSSION OF RESEARCH**

In this chapter, the researcher discusses about result and discussion of the research. The data has been collected from interview, observation and documentation. In this chapter the researcher is going to describe based on the research problems in the first chapter. This chapter is divided into two main part, result and discussion of the research.

#### **A. Research Finding**

In this chapter, the researcher describes the research by using descriptive analysis of qualitative method. The researcher would present some data that was collected by using collection procedures that were observation, interview and documentation. In the observation the researcher got the data about the TOEFL class in 6<sup>th</sup> semester in academic year 2021-2022, student score in TOEFL EPT, and also the results of student test in structure and written expression section which was given by researcher. In the interview the researcher got the data about the students' difficulties in completing the TOEFL of structure and written expression. For the documentation the researcher took the document of student scores, data of student tests, and screenshots of interviews with the students by online messages.

##### **1. Result of Observation**

The first the researcher conducted observation in the field. The researcher did the observation and also being a participant in the class of TOEFL as one of the students. The classes are taken for 16 meetings and divided for listening comprehension, structure and written expression, reading comprehension, practice

sessions and the examination of the 6<sup>th</sup> semester in the academic year 2021-2022. The second, the researcher collects the data about the student score in the TOEFL EPT test in UPT Bahasa IAIN Madura that being the primary data and the reason the researcher conducted this research. The third, the researcher did the observation by giving the test to the students consisting of 60 questions related to structure and written expression to know about the most difficult questions of the material or the material in structure and written expression section of the TOEFL conducted by students. This is the main instrument used by researcher to gain data. (See Appendix III pages 80-89)

The results of the test done by 24 students as a sample subject in this research showed that all students gave wrong answers for more than half of the total number of questions given (See Appendix V pages 93-95). The majority of students made mistakes in answering questions consisting of the following topics, including questions related to one clause, multiple clause, connectors, verb agreement, the participle, inversion, parallel structure, comparative and superlative degrees, the use of the verb, the use of noun, pronouns, adjectives, articles, passive, and prepositions. In this case, the questions related to these materials were only about five students or less who could answer correctly out of a total of 24 students. (See Appendix IV pages 90-92)

## **2. Result of Interview**

The second step that the researcher done is doing an interview. In the interview, the researcher has provided questions related to the students' difficulties in completing TOEFL on structure and written expression section. The researcher would describe the result of interview with the students about what

their difficulties in completing TOEFL on structure and written expression. There are 24 students that the researcher interviewed.

The results of the interviews showed that the majority of students had difficulty answering structure and written expression questions in almost all of the material. They think that questions related to grammatical patterns are questions with high difficulty and are confusing.

The first student was “Safira Agustina Putri”, to answer the questions from researcher she said:

“The problem is difficult to understand the pattern of questions, and the answer is look same it's need high understanding of grammar”<sup>1</sup>

The second students was “Achmad Mahfud Efendi” and he also said:

"Structure and written expression" is the most difficult part of working on TOEFL questions, because most people can speak English. Especially if you are required to use the correct structure and grammar. This section does require extra precision and knowledge.”<sup>2</sup>

The third interview went to “Mamluatul Hasanah”, when the researcher ask her about her difficulties, she claimed that like what she said:

“Because I dont know basic in structure and also not really understand.”<sup>3</sup>

The fourth student was “Siti Hosniatin” she came with the similar answer also:

---

<sup>1</sup> Safira Agustina Putri, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (20 November 2022)

<sup>2</sup> Ahmad Mahfud Efendi, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (29 November 2022)

<sup>3</sup> Mamluatul Hasanah, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (20 November 2022)

“My problem is difficult to make the sentence be the right order, which is all of in structure and written questions is to make the right order of the sentence.”<sup>4</sup>

The next students were Nor Hasanah and Muhammad Naufal Octaviano have similar answer about their grammatical difficulties like their friends. Nor Hasanah said:

“Because the structure and written expression sections are considered the most difficult in answering the TOEFL structure questions because they require carefulness and sufficient grammar knowledge to determine the answer.”<sup>5</sup>

Then, Muhammad Naufal Octaviano said:

“I difficult in determine the right conjunction, pronoun and also the right verb in the sentence of structure questions.”<sup>6</sup>

The seventh student told her problem about her difficulties was “Alvia Maulana” she said:

“Sometimes there are some questions whose answers are tricky, so I have difficulty answering which one is more correct.”<sup>7</sup>

The other problem come from “Zubair Mulyadi”, he told about his difficulties for some reason:

“Structure and written difficult because the gramatical that use is high level and have various types such as pronoun, verbs and conjunction so difficult to determine what we look for in the questions.”<sup>8</sup>

---

<sup>4</sup> Siti Hosniatin, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (21 November 2022)

<sup>5</sup> Nor Hasanah, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (21 November 2022)

<sup>6</sup> Muhammad Naufal Octaviano, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (25 November 2022)

<sup>7</sup> Alvia Maulana, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (26 November 2022)

<sup>8</sup> Zubair Mulyadi, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (25 November 2022)

While “Alfariza” said that her difficulties is an effect of her learning habit and her skills in the material of English lesson, especially:

“Due to a lack of English skills and a lack of practice on how to answer structured and written questions.”<sup>9</sup>

The tenth student was “Solehah” she told the details of her difficulties in doing the TOEFL:

“Problem in this section I feel difficult in some topics like about prepositions, clause, questions word and the others, so confused where the right position to put the word in sentence.”<sup>10</sup>

Then, Khairul Efendi said that:

“So difficult in comparing which one is past or present or the other tenses, and difficult to differentiate the conjunction.”<sup>11</sup>

The twelfth student was Abdul Basit, he said:

“The difficulties I experienced in written structures and expressions were in the find the subject and verb in the sentence section and do the process of elimination.”<sup>12</sup>

And also Nabila Hairunnisa' Amani said:

“My difficulties are about differentiate singular and plural, and also conjunction is difficult too.”<sup>13</sup>

Then, Ainun Sahiroh Furqon said:

---

<sup>9</sup> Alfariza, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (20 November 2022)

<sup>10</sup> Solehah, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (29 November 2022)

<sup>11</sup> Khairul Efendi, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (22 November 2022)

<sup>12</sup> Abdul Basit, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (20 November 2022)

<sup>13</sup> Nabila Hairunnisa' Amani, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (22 November 2022)

“I feel difficult when answer the questions contain correct or wrong position of conjunction, and sometimes confuse where the right pronoun in the questions.”<sup>14</sup>

The next student, “Nurul Abidah Aprilianti” answer the question:

“Difficult to determine the structure of the grammar and the place of writing.”<sup>15</sup>

Moh. Afiqih Lubab gave the simple answer :

“Determine word order”<sup>16</sup>

Similar with Lubab, Ach. Syarifuddin told his problem in general statement:

“Determine the position”<sup>17</sup>

The next student, Putri Anggraini told her problem :

“Actually some questions in structure so difficult, its look the same beetwen abcd answer, difficult to differentiate verbs or subject and object that singular or plural and sometimes difficult to understand the meaning too.”<sup>18</sup>

The answer from the students above have similarities about their difficulties in completing the section. The key of their problems is not so well in understanding basic material of grammatical or how the structure of sentences, even they still confused about the various kind of the grammatical topic such as pronoun, verbs and conjunction that take a part in the sentences. When the students

---

<sup>14</sup> Ainun Sahiroh Furqon, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (29 November 2022)

<sup>15</sup> Nurul Abidah Aprilianti, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (20 November 2022)

<sup>16</sup> Moh. Afiqih Lubab, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (21 November 2022)

<sup>17</sup> Ach. Syarifuddin, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (20 November 2022)

<sup>18</sup> Putri Anggraini, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (29 November 2022)

have less understanding about the material it is make them difficult to know how the right order of the sentences. And from the interview with “Alfariza” it can be claimed that the possibility from a lack of understanding about the materials or the questions is caused by a lack of practice by students.

While, another statement came from some students who had difficulties in answering questions due to lack od vocabulary. First “Sofiatul Hasanah”, when the researcher asked about her difficulties she said:

“The difficulty that I answer is when there are some vocabulary that I do not know.”<sup>19</sup>

The next student was “Rifqi” his answer have similarity with student above, like his statement below:

“First I don't understand about grammar. Second, here are many vocabulary that I don't know. Third, I think the languages are very hard.”<sup>20</sup>

Then, Miftahatur Rohmah also said:

“I sometimes don't understand the meaning of the word, and I also forget the pattern.”<sup>21</sup>

The four student had the same statement was Shelly Alfiana Nosi, she said:

“I only master a little English vocabulary. it made me not understand the content of the question given.”<sup>22</sup>

---

<sup>19</sup> Sofiatul Hasanah, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (29 November 2022)

<sup>20</sup> Rifqi, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (25 November 2022)

<sup>21</sup> Miftahatur Rohmah, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (21 November 2022)

<sup>22</sup> Shelly Alfiana Nosi, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (25 November 2022)

The next was Ainur Rahmah, she told her difficulties to the researcher to answer the questions:

“My problem is vocabulary because in toefl it's not use easy vocabulary and the grammatical pattern of TOEFL so difficult, like tenses that use and also verb and other.”<sup>23</sup>

From the students answer, they claimed that their vocabulary mastery was not so good, it can be concluded that they found unfamiliar words on the test. In fact, one of the problems is difficulties in understanding material because they have lack of vocabularies. While TOEFL come with formal vocabulary or academic vocabulary it was make some students unfamiliar with the words, which one it is correct or wrong answer.

Another response came from “Ilham Wahyudi” he said that he difficult to answer the questions fast.

“My problem in answer structure and writing is the time is so short.”<sup>24</sup>

From Ilham Wahyudi statement, it's mean that managing time is very important in completing TOEFL especially in structure and written expression questions because as Ilham said that sometimes he waste the time just to answer one question.

From the result of interview with 24 students who have joined TOEFL test and also got the lowest score because difficult to answer the questions of structure and written expression, the researcher comes into conclusion that the reasons of the difficulties are the first, some of them have difficulties in understanding the

---

<sup>23</sup> Ainur Rahmah, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (29 November 2022)

<sup>24</sup> Ilham Wahyudi, Students of English Teaching Learning Program IAIN Madura, *Interview By WhatsApp* (21 November 2022)



questions because lack of vocabularies, the second is they have a lack of understanding about basic material in grammar so they need a lot of time to think, even they waste their stucked only to one question and the last, they lack of practice in answering structure and written questions.

## **B. Discussion**

In this discussion section, the researcher would like to present about the students' difficulties in completing TOEFL on structure and written expression at the 6<sup>th</sup> semester students of English teaching learning program IAIN Madura academic year 2021-2022. Based on tests given by researchers that have been carried out by students, students' difficulties in answering questions are divided into several materials in structure and written expression below.

### **1. Verb Agreement**

The rule of 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. But, although a verb agreement might seem quite simple, there are several situations on TOEFL when subject or verb agreements can be tricky, such as verbs agree after prepositional phrases, after expressions of quantity, after inverted verbs, and after certain words.<sup>25</sup>

The result of the test done by students showed that most of them did a mistake for all questions about the verb agreement, in question number 20 there were 18 students who answered incorrectly, in numbers 21, 22 and 23 there were 19 students who answered with wrong answers. This shows that students have difficulty working on verb agreement questions. (See Appendix IV pages 90-92)

---

<sup>25</sup> Phillips.

## 2. Parallel Structure

Parallel structure in English was known as the rule how the language is as even and balanced as possible by make the similar forms of the words. There are several situations the parallel structure is required, such as when the parallel structure with coordinate conjunctions, with paired conjunctions, and with comparisons. To do the questions on TOEFL must be familiar with the pattern in that situation.<sup>26</sup>

The questions related to parallel structure are found in questions number 24, 25 and 26. Of the three question numbers it can be seen that students experience difficulties, especially in numbers 24 and 26 parallel structure questions with coordinate conjunctions and with comparisons there are 20 students who answered incorrectly, while in number 25, namely parallel structure with paired conjunctions, only 12 students or half of the students who took the test answered incorrectly. (See Appendix IV pages 90-92)

## 3. Verbs (Tense)

There is a rule how to use the verb tense in the right way. However, a lot different problems in using the correct verb are often carried out by students. Whereas in the TOEFL questions specific problems occur frequently for some conditions, such as be sure to know how to use the past with the present, be sure to use had and have correctly, be sure to use the correct tense with the time expressions, and be sure to use will and would in the correct tense.<sup>27</sup>

In this test, these questions are in numbers 33, 34, 35 and 36. In answering the four questions, half or more students answered incorrectly. Even in number

---

<sup>26</sup> Phillips.

<sup>27</sup> Phillips.

35 there were 18 students who answered incorrectly and in number 36 there were 20 students who answered incorrectly. So that it can be concluded, in the material using tense students still have difficulty understanding it. (See Appendix IV pages 90-92)

#### **4. Noun**

The problem with noun on TOEFL frequently appears in the written expression with some problem. So, to answer the question be sure to use the correct singular or plural nouns, be sure to be distinguish countable and uncountable nouns, be sure to recognize irregular singular and plural nouns, and be sure to distinguish the person from the thing.<sup>28</sup>

The questions related to this noun are found in questions number 39, 40 and 41. The results show that these questions are very difficult for students to deal with, almost all students have difficulty answering these questions. This can be seen from the answers of students in numbers 39 and 40 there were 17 students who answered incorrectly, while in number 41 there were 18 students who answered incorrectly. This means that there are only 6-7 people who answered correctly. (See Appendix IV pages 90-92)

#### **5. Pronouns**

Pronouns are words that take the place of nouns, such as she, he or it. Pronouns on the TOEFL structure and written expression section must be in the correct function of the place for example as subject or object and it must agree with the noun it is replacing. The common problem on TOEFL is to distinguish

---

<sup>28</sup> Phillips.

subject and object pronouns, to distinguish possessive pronouns and possessive adjectives, and to check pronoun references for agreements.<sup>29</sup>

In the test, the question there is in numbers 43, 44 and 45. In number 43 there were 18 students who answered incorrectly, in number 44 there were 15 students who answered incorrectly, and in number 45 there were 17 students who answered incorrectly. (See Appendix IV pages 90-92)

## 6. Adjectives

Adverbs are often formed by add (ly) to adjectives, but there are a lot of adverbs in English that do not end in (ly) and these adverbs can be recognized from the meaning. In other conditions, there are a few words ending in (ly) are adjectives not adverbs, so it can caused confusion. TOEFL questions in the written expression section frequently appear a tricky question about adjectives and some of the questions are related to adverbs. There are some skills that will help to do the questions, these are : be sure when to use adjectives and adverbs, be sure to use adjectives rather thab adverbs after linking verbs, and be sure to positioning adjectives and adverbs correctly, be sure to know when words end with (-ly) are adverbs or adjectives, be sure to know about the predicate adjectives that appear after a linking verb and there are forms how to use it in front of noun, be sure to know how the words end with ( -ed) and (-ing) are adjectives because there are verb forms ending in (-ed) and (-ing) cab be used as adjectives, the rule how to differentiate as a verb or adjective is similar to the difference between the active and the passive.<sup>30</sup>

---

<sup>29</sup> Phillips.

<sup>30</sup> Phillips.

In the test, questions about adjectives there are at numbers 46-51. In all numbers, more than half of the students answered incorrectly. In number 49 there were 14 students who answered incorrectly, in numbers 46 and 48 there were 15 students who answered incorrectly, in number 51 there were 16 students who answered incorrectly, while in numbers 47 and number 50 there were 20 and 22 students who answered incorrectly, namely the questions of adjectives after linking verbs and the use of predicate adjectives. (See Appendix IV pages 90-92)

### **7. Articles**

There are lots of rules, lots of exceptions, and lots of special cases to articles making them very difficult to learn. However, knowing a few rules about articles will help to use articles correctly often in answering questions. In English, nouns can be countable or uncountable. So, if a noun is countable, it can be singular or plural. In general, there are two types of noun, namely definite or specific and indefinite or general. Therefore, students must understand that a singular noun must have articles such as a, an and the or several determinants such as my or each (the article a is used before a consonant sound and the article an is used before a vowel sound). While uncountable nouns or plural nouns may or may not have an article (an article that can be used in both the singular and plural forms is the article).<sup>31</sup>

In the test questions there are numbers 52, 53, 54 and 55. The questions in this discussion are classified as very difficult with data showing that in all questions there are only 6 students or less who answer correctly, namely in numbers 52 and 54 there are 19 students and 18 students answered incorrectly,

---

<sup>31</sup> Phillips.

whereas in numbers 53 and 55 there were 20 students and 22 students answered incorrectly meaning that in number 55 only 2 students answered correctly. (See Appendix IV pages 90-92)

### **8. Prepositions**

In the TOEFL structure and written expression test, prepositions most often appear in the idiomatic expressions. It means, in this expression has nothing to do with the literal meaning. So, on the test students must be careful of idiomatic errors with prepositions. The two common types of problems with prepositions are incorrect prepositions and omitted prepositions.<sup>32</sup>

The question is contained in questions number 56 and 57. The results show that in number 57 about omitted prepositions there are 15 students who answered incorrectly, while in number 56 about incorrect prepositions there are 21 students who answered incorrectly. This shows that more students have difficulty answering incorrect prepositions questions. (See Appendix IV pages 90-92)

### **9. Usage (Group of Words)**

The topic that sometimes appears in the TOEFL written expression questions is the group of words. In English, groups of words have the same usage. However, several questions related to group of words that appear on the TOEFL are tricky questions and quite confusing so that to overcome this, students must understand the rules for group of words which generally appear frequently. First, be sure to know how to use make and do, usually made used for the idea of creating or constructing and do usually used for the idea of completing or performing. Second, be sure to know how to use like, alike, unlike and dislike.

---

<sup>32</sup> Phillips.

Like can be an adjective, preposition and verb, while similar is an adjective, unlike is a preposition and dislike is a verb. Third, be sure to know how to use other, other and others. Another is only used to an indefinite of singular idea. Others are only used as plural pronouns (not accompanied by nouns, while others are correct in all cases.<sup>33</sup>

In the test given by the researcher, question number 58 about make and do had 18 students answered wrong, question number 59 about like, alike, unlike and dislike and question number 60 about other, another and others, 17 students answered wrong. This proves that the question regarding groups of words is quite tricky. (See Appendix IV pages 90-92)

### **10. Connectors**

In English there are many sentences that consist of more than one clause. Subject has a verb and each verb has a subject. When one sentence consists of two clauses, it must be connected using connectors. The material for connectors in sentences varies, namely coordinate connectors, adverb connectors, noun clause connectors and adjective clause connectors.<sup>34</sup>

In the tests given to students, questions related to connectors were in numbers 6, 7, 8, 9, 10, 11 and 12. In all questions about connectors, half or more students answered with wrong answers, even in questions number 9 and number 10 about noun clause connectors, there were 20 out of 24 students who answered incorrectly, meaning that only 4 students answered correctly. It can be concluded that students have difficulty understanding the pattern of the two clauses, each of

---

<sup>33</sup> Phillips.

<sup>34</sup> Phillips.

which has a pattern with several types of connectors. (See Appendix IV pages 90-92)

### **11. Inversion**

Inversion can occur in subjects and verbs in various conditions in English. Inversion of the subject and verb is common problem in a few situations, such as invert the subject and verb with question words, invert the subject and verb after some place expressions, invert the subject and verb after negative expressions, invert the subject and verb in some conditionals, and invert the subject and verb after some comparisons. It is also possible that the subject comes after the verb. So to be able to understand inversion questions students must understand materials related to inversion in subject and verb.<sup>35</sup>

The TOEFL questions given by the researcher regarding this inversion are contained in questions number 15, 16, 17, 18, 19 and 22. In all of these questions, half or more students answered incorrectly while number 22 was an inversion question with the most wrong answers. given by students, namely 19 students answered incorrectly. (See Appendix IV pages 90-92)

### **12. The Participle**

Participle material is one of the materials contained in several questions in the structure and written expression section. In this test, the participle material contained in question number 4 there were 10 students answered with the wrong answer, in question number 5 there were 17 students out of 24 students answered with wrong answers, and in numbers 30 and number 31 there were 16 and 18 students answered with wrong answer. (See Appendix IV pages 90-92)

---

<sup>35</sup> Phillips.



There are two types of participles in these questions, namely present and past participles. Students have difficulty understanding the form of this participle in the structure section because the present participle or past participle is confusing regarding the class of words or the position of the word, it can be either a part of the verb or an adjective. Meanwhile in the Written section, the difficulties are related to the present position and the past participle after have or be.<sup>36</sup>

In this discussion, it can be concluded that the majority of students have difficulty doing the TOEFL in Structure and Written Expression because they do not have solid knowledge of some basic material that they did not understand before. This relates to research conducted by Witness Saengbon previously, students' difficulties in working on questions were due to a lack of knowledge so that these difficulties could finally be mapped into several types of grammar which the majority of them did not understand such as prepositions, verb agreements, pronouns, and so on.<sup>37</sup>

---

<sup>36</sup> Phillips.

<sup>37</sup> Saengboon.