

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher exclusively analyzes the data from this research. This data is based on research results and is intended to address the problems presented in the first chapter. There are two aspects in this chapter: research findings and discussion. Researchers analyse about the skill used by students in completing Structure and written expression Section of TOEFL test.

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

After conducting interviews, the researcher discovered a phenomenon that was related to the title of the study, which was "Students' Skill in Completing Structure and Written Expression Section of TOEFL Test at the Sixth Semester Students of Academic Year 2023 English Teaching Learning Program of State Islamic Institute (IAIN) Madura."

#### **Students' skill in completing structure and written expression section of TOEFL test**

This section discusses results from research interviews. In addition, an interview was conducted to answer the research question, which focused on students' skill for completing the structure and written expression sections of the TOEFL test. During the interview, participants share their strategies in completing structure and written expression section of TOEFL test. Participants with similar thoughts in their answers are grouped together in the same row to encourage one another's responses. Interview findings show that

students employed numerous skill to answer the structure and written expressions of the TOEFL test.

### **1. Be sure the sentence has a subject and a verb**

In English, a sentence must contain a subject and a verb. The most prevalent forms of issues in the TOEFL structure section have to do with subjects and verbs: perhaps the sentence has an extra subject or verb.

Some of students stated that when answering questions in the structure and written expression section, they concentrated on sentence structure or patterns of core sentence elements such as subject+predicate+object, V1, V2, V3, etc.

Eight students answered that they focus on structure of the sentence. They also seeking on the sentence pattern and understand about subject, predicate, object system in English to answer the question in structure and written expression section. This below was the response of the participant:

*Fahrur: "Yes, I just focus on the structure of the sentence, such as subject, predicate, object, as well as the character of the question itself, the form of each word too."*

Fahrur stated that focus on the structure of the sentence can help him to find the answer in structure and written expression section.

*Naufal: "Yes, there is, namely understanding basic grammar such as subject, predicate and also object."*

Naufal and the six other students also use the same skill to find the answer in structure and written expression section. In the test taken by

students, they answered correctly on this type of question, but there was one student who did not answer the question correctly. which means that the student did not use the skills as shown in the interview results.(see in the appendix 10)

## **2. Be careful of objects of preposition**

A noun or a pronoun that appears after a preposition, such as in, at, of, to, by, behind, en, and so on, forms a prepositional phrase.

One students satated that look at the object of the preposition carefully and answer the question. This below was the response of the participant:

*Arindy: "For example, like the object of a preposition, usually the noun pronoun and other appear after the preposition"*

She mention that noun, pronoun and other appear after preposition. Object of preposition can makes misunderstandings because it can be mistaken for the subject of the sentence. And this is why she used this skill to answer the structure and written expression section. This is also directly proportional to the test results on this type of question where she answered correctly.(see in the appendix 10)

## **3. Be careful of appositive**

Appositives can cause difficulties in the TOEFL Structure part because they can be mistaken for the subject of a sentence. Appositives are nouns that appear before or after another noun and have the same meaning.

There are two students said that appositive can be hard and confusion, it because you can mistakenly think that the appositive is the subject of the sentence. Below the response of the students:

*Ira: "Look first at whether the noun verb is there or not, then look at the appositive, so you're afraid you'll be fooled, and carefully check whether the verb with the preposition is the same or not."*

Ira used this skill and said that appositives could deceive, because if you don't look at the appositive carefully you will mistakenly think that it is the subject of the sentence, but in fact it is not. But Ira didn't answer incorrectly on this type of question, which shows that she didn't use the skills she mentioned during the interview at all.(see in the appendix 10)

#### **4. Be careful of past participles**

Past participles might cause confusion on the TOEFL Structure section since they can be either an adjective or a part of a verb. The past participle is the form of the verb that occurs when it is followed by have or be. It frequently ends in "ed," but English has many irregular past participles.

There is one students said that past participle can be little bit tricky. Below the response of the participant:

*Istianah: "This is the most important thing, be careful with past participles because sometimes they can be adjectives or part of a verb. Then, if there are conjunction coordinates, the structure must be the same"*

Istianah stated that past participle can be trouble when you can not see the difference between it be an adjective or just the part of a verb. She used this skill to answer the structure and written expression section of the TOEFL test. But in fact, Istianah answered incorrectly on this type of question which indicates that she did not use the skills and it was the opposite of what she said in the interview.(see in the appendix 10)

### **5. Use parallel structure with comparison**

When you make a comparison, you highlight the similarities and contrasts between two items, and those similarities and differences must be parallel. You may identify a comparison that shows how two items differ by the er... than or the more... than.

One students said that the sentence should have the same structure if there is comparison in it. Below the response of the participant:

*Sri: "Also, the sentence structure must be the same when you meet the compare word, I forget what the term is in the book"*

On the interview she claimed that by seeing the parallel structure with comparison can help to answer the structure and written expression. Meanwhile, in the parallel structure type test, she answered the questions correctly and it was the same statement of what she said in the interview.(see in the appendix 10)

### **Another invention**

This section discusses other invention that are not included in the skills mentioned by Deborah Phillips. where these findings emerged when the researcher collected data. There are several findings obtained by researchers as follows:

#### **1. Complete the sentence by matching the answer.**

Some of students tried to understand the sentences. This helps to understand what fits to complete the sentence. Then study the answers of the questions and try to complete the questions by matching the answers and see how well the answers complete the sentence.

Seven students answered that they try to understanding the sentence and matching the answer with the sentence. This below was the response of the participant:

*Mifta: "First you have to know what the question is about, and you read the multiple choice, if you already know the correct answer to the question, answer straight away."*

Mifta said that she try to understand and know about the sentence or question can help to answer structure and written expression quickly.

*Ana: "Understand the question first then match the answer and the question."*

Ana and the five other students also used this strategy to answer structure and written expression section. They try to understanding the sentence then match the answer with the sentence.

## 2. Understanding the 12 tenses

Tenses are the principle of sentence creation in English that entails changing the form of the verb depending on the time, period, and nature of the event. Tenses refer to something that typically occurs, is currently occurring, or has already occurred. All English phrases are incomplete unless they indicate their relationship to time.

There is one students that said tenses is the strategy to answer structure and written expression. Hre below the response of the students:

*Ami: "read more, increase your vocabulary, and understand the 12 tenses"*

She stated that she understanding the 12 tenses to answer the structure and written expression section of TOEFL test.

## 3. Sense

This method is relatively unique. Sometimes, students acquire this method from their habits of being exposed to the English world.

There are five participants that do not have any strategy and just answer it right away. Below the response of the participants.

*Rudi: "guessing"*

He said that he said that he was just guessing to answer the structure and written expression section of the TOEFL test.

*Chintia: "I don't have a strategy, it's just random, the most important thing is that it's right in my opinion"*

Chintia and three participants said that don't have any skill to answer structure and written expression section of the TOEFL test so they just answer it straight away.

## **B. Discussion**

This section describes the discussion of the obtained data. The participants' skill varied, as evidenced by the previously presented data. There are several skill used by participants as below:

### **Students' skill in completing structure and written expression section of TOEFL test**

The first skill and the most students used is concentrated on sentence structure or the arrangement of sentence elements, such as subject+predicate+object system in English, etc., when answer to the questions in this section (see statement in the page 45). They also made an effort to accurately identify the formats and features of the questions in the TOEFL test in written expression and structure sections. And the main point they do is to make sure that the sentence has subject and verb. This also the same as what was explained by Deborah Phillips that Sometimes the sentence loses a subject, a verb, or both, or it contains an extra subject or verb.<sup>33</sup> In the test, students answered properly on this type of question, but one student did not. This signifies that the one student wasn't using the skills showed in the interview results.(see in the appendix 10)

---

<sup>33</sup> Deborah Phillips, *Longman Preparation Course for the TOEFL Test*, 98.



The second skill is be careful of object of preposition. an object of preposition can cause confusion if you are not careful in examining the sentence because the object of preposition can be mistaken for the subject of the sentence, even though in reality it is just an object of preposition (see statement in the page 46) . It is also stated in the book of Longman preparation course for the TOEFL test by Deborah Philips that an object of preposition might cause difficulty in structure questions on the TOEFL test, as it can be misunderstood for the subject of sentence.<sup>34</sup> On this type of question the student answers the question correctly.(see in the appendix 10)

The third skill is be careful of appositive (see statement in the page 46). There were two participants who said that appositives can be deceptive, this is because an appositive can be considered the subject of a sentence but in fact an appositive is just a noun that appears either after or before another noun and have the same meaning. Deborah Philips also stated the same thing, that Appositives may cause problems in structure questions on the TOEFL test because they can be misinterpreted as the subject of a sentence.<sup>35</sup> One student answered this type of question incorrectly, indicating that she did not employ the skills stated during the interview at all.(see in the appendix 10)

The fourth skill is be careful of past participle (see statement in the page 47). The past participle is the third main part of a verb, created by adding -ed, -d, or -t to the base form of a regular verb. The past participle indicates an action completed in the past and is often used with auxiliary verbs such as "has," "have," or "had." However, past participles can also be confusing

---

<sup>34</sup> Deborah Phillips, 100.

<sup>35</sup> Deborah Phillips, 101.

because they can be adjectives or part of verbs. It is supported by Deborah Philips that past participles may cause trouble on the TOEFL Structure section since past participles can be as an adjective or a part of a verb.<sup>36</sup> The student answered inaccurately on this type of question, showing that she did not employ the skills that she claimed during the interview.(see in the appendix 10)

The fifth skill is use parallel structure with comparison (see statement in the page 48). When there is a comparison sentence, what is pointed out is the similarity and also the difference between two things. Deborah Phipils also stated the same thing, that When you compare two items, you highlight their similarities and differences, which must be in the parallel form.<sup>37</sup> In the parallel structure type test, the student answered the questions accurately, which was the same respond she made in the interview.(see in the appendix 10)

### **Another invention**

The first is, understanding and complete the question by match unmatching the answer (see statement in the page 49). This skill is used because it could be said that this strategy is quite simple and easy to apply, by reading and trying to understand the sentences or questions that exist and then matching them with the answers. It is in line with Nunung Nurhayati stated that 74% of the students thoroughly read the sentences before answering the questions, the first step to do is study the sentence in order to identify what is required to

---

<sup>36</sup> Deborah Phillips, 104.

<sup>37</sup> Deborah Phillips, 154.

accomplish the sentence accurately.<sup>38</sup> Then, evaluate each answer based on how well the answer complete the sentence.

The second skill is, understanding twelve tenses (see statement in the page 50). In English grammar, tenses are very important. Verb forms in this tenses describe any action, state, event, or circumstance in any sentence structure. It is supported by Arief Eko Priyo Atmojo stated that Student L had difficulties answering the questions because she did not comprehend the tenses (future continuous and simple present tense) and singular-plural topic.<sup>39</sup>

The last is, sense (see statement in the page 50). This is the most unique and strangest skill, but several students used this skill to answer the structure and written expression section questions. in this skill they only choose the answer that they feel is correct, without considering grammar or trying to understanding what the question about in the structure and written expression section questions. It is supported by T. Muharris Dayat stated that this is was employed by three students to complete structure and written expression section.<sup>40</sup>

---

<sup>38</sup> Nunung Nurhayati and Berita Nehe, 'An Analysis of Students' strategies in Answering Toefl', *Journal of English Language Studies* 1, no. 1 (2016): 14 and 16, <http://jurnal.untirta.ac.id/index.php/JELS/article/view/682>.

<sup>39</sup> Atmojo, 172.

<sup>40</sup> Hidayat, 'An Analysis of Learning Strategies among Students with 500 TOEFL Score or Above', 34.