ERROR ANALYSIS IN COMPLETING STRUCTURE AND WRITTEN EXPRESSION OF TOEFL TEST

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ABSTRACT

The TOEFL test is commonly regarded as one of the requirements for comprehensive test or graduation for the students in an academic. Therefore, it is the obligation of students to fulfill these requirements and must to prepare more intensively to take the TOEFL test. The purpose of this research was to analyze the Structure and Written Expression of TOEFL and to investigate the underlying causes of the errors or mistakes made by the students. The subject was the students of English Department at Almuslim University. The research used mixed method. The researcher used both qualitative and quantitative designs. Data was collected through test and interviews. It can be described that the questions were consisted into three of difficulty category was 55%. While, medium category was 40% and easy category was 5% for students in answering the Structure and Written Expression. In the Structure form indicates the lowest correct answer was 11 and the highest correct answer was 73. The total the correct answer on the structure form was 235, while incorrect answer on the Structure form was 380. Whereas, in the Written Expression form the lowest answer was 45 and the highest correct answer was 92. The total correct answer on Written Expression Form was 29, while the incorrect answer on the Written Expression Form was 740. Based on research finding, it can be concluded that the students encountered similar difficulties when answering the questions in Structure and Written Expression Section of the TOEFL examination.

Keywords: *Error Analysis, Structure and Written Expression, TOEFL.*

INTRODUCTION

TOEFL test is one of the English testing models used to measure the level proficiency or professionalism in mastering English. The necessity of an English proficiency test has become an essential requirement for higher education, apply for jobs, seek employment, and secure promotions (Manan et al., 2020). TOEFL is an English test that is used to measure the level of mastery English through listening, reading and structure and written expression. The proficiency in utilizing the English as a global language is a fundamental for educational who

want to continues the studies both domestically and abroad. The material of TOEFL is there are in the curriculum as teaching in material several courses, namely; speaking, listening, reading and grammar.

Grammar is an aspect that is studied in English (Zuraini; Misnawati, 2023). Grammar for TOEFL is often become big problems and challenges for the students and everyone. A lot of students make the mistakes in TOEFL in the Structure and Written Expression session. Some obstacles were faced by students, such as; poor mastery of tenses, error identification, parallel structure, clauses, agreement conditional sentences, passive sentences, and so on.

Achieving a high score of the TOEFL test is not really easy. This fact is proven by some related previous studies mentioned. Find out the difficulties on aspects of structure from the students was 72.85% was could not answer correctly and the difficulties on aspects of written expression was 82.86% that students could not the question correctly (Putra et al., 2020). ((Tangkelangi, 2020) the proficiency of the students in the TOEFL structure and written expression is lacking. The students should be guided in acquiring a solid foundation in grammar, ranging basic to advanced levels, before introducing them to comprehend to the TOEFL's structure and written expression.

(Ramadhika & Riadil, 2022) structure and written expression of the TOEFL test is widely regarded as the most challenging, thus emphasizing underscoring the significance of grammar study. Therefore, preparation is essential in order to

achieve a high score on the test such as having sufficient knowledge of English grammar.

This research attempts to investigate which part of the structure and written expression on the made the most errors by students of English Department at Almuslim University and to find out what factors cause that affect the mistakes made by the students.

This research was collected through test. The students were asked to do a TOEFL test. This research designed is descriptive research. It aims to investigate and identify errors made by students in the structure and written expression section of the Paper Based TOEFL test. In this research applied mixed method research in which including both of qualitative and quantitative data in the research.

MATERIALS

Test of English as Foreign Language (TOEFL)

The test of English as a foreign language (TOEFL) is one of the most famous tests of English proficiency in Indonesia. The TOEFL examination is generally needful by the students who will finished educational studies or continue their education at a higher level, such as; master and doctoral degrees (As'ari, Chalil, 2022), Nowadays, TOEFL is needed not only in educational but also has penetrated the world of work (As'ari, Chalil, 2020). The TOEFL has three sessions, namely; 1) listening comprehension, 2) reading Comprehension, 3) structure and written expression. Grammar is the material tested in structure and

written expression of the TOEFL. There are many factors contributing to the challenges faced by the in achieving success in the TOEFL test. One potential resolution for this is to develop effective strategies for each student respective skill (Ferra Busfina Zalha, 2020).

TOEFL recognition to measure the proficiency of non-native speaker as the academic aim of attracting various tertiary institution to take advantage of the quality of the graduates (Atmojo, 2018). TOEFL is the main role of the test in Education, to achieve the higher score of TOEFL has become one of requirements for completing a degree at a college (Ferra Busfina Zalha, 2020). TOEFL provides an opportunity for students to prove their ability to master English well (Putri & Syarif, 2021). The language used in the TOEFL reflects the use of English well of Education.

The strategies that can be employed to prevent students from making the mistakes and errors (Uibu & Liiver, 2015). Error analysis involves the study of students' errors. Researchers tried to identify, describe, and explain the errors observed in TOEFL test (Mabaroh & Suryatiningsih, 2020). In the present study, the researcher focus on analyzing error on Structure and Written Expression of TOEFL test that is given to the students. The findings from error analysis can provide insights information for decision process related to TOEFL score.

Structure and Written Expression

(Aniuranti et al., 2021) Grammar is very important aspect in mastering English. Students who master in grammar well then they have a very good chance of getting a good mark of the Structure and Written Expression TOEFL. Mastery

of grammar in English is a crucial role in the advancement of oral and written communication skills (Moulidia, Dewi, SL, Misnawati, 2022). Grammar is a key component for learning to use English well (Fitria, 2021) . The measure of value in this section can be used as a reference to discover to what extent someone can comprehend and accuracy in English sentence and grammar (Fitria, 2018). Grammar is required for student to organize a good sentence. Grammar is needed to achieve the three main goals for building good communication in speaking and writing and also for preparing graduation requirement TOEFL which require high demand of Structure and Written Expression (W. Wina, 2023).

Structure and Written Expression is a component is highly complicated in TOEFL test. The Understandings of Structure and Written Expression are two concepts, even though both are about grammar (Tangkelangi, 2020). Based on the statements above the researchers analyzed the Structure and Written Expression on TOEFL. Thus, by taking TOEFL exam in Structure and Written Expression session the students can measure their level of understanding and mastery of grammar.

Analysis of Difficulties and Errors in the Structure and Written Expression on the TOEFL

According to Richard cited by (Nurhayati & Nurdini, 2019). Classified error analysis of English as follows: 1) overgeneralization, it is covering instances where the learners create a deviant structure on basis of their experience of other structure of the target language, 2) ignorance of rule restriction, it is occurring as a result of failure to observe the restrictions or existing structures, 3) incomplete

application of rules, it is arising when the students fails to fully develop a certain structure required to produce acceptable sentences, 4) false concept hypothesized, it is deriving from faulty comprehension of distinctions in the target language. She further that the theory of error analysis in order to acquire knowledge about a language, an individual creates a systematic framework based on the language data provided. Error analysis provides an opportunity to replicate learning and the opportunity to succeed.

Some previous studies have evident that students have difficulties in encountering question on the Structure and Written Expression TOEFL exam. (Kadiatmaja, 2021) states that error refers to the occurrence systematic deviation from an established standard or specific set of chosen standards. There are many patterns or grammar rules that must be remembered and memorized by the students (Akmal, 2020). Structure and Written Expression is the part that is most problematic for students, in that section all of them have the theme grammar with complex or problematic grammar rules which cause difficulties for participants in answering the TOEFL (Yosintha et al., 2021).. Found that the most frequent problems arise in the inversion and the use of verbs (Umar, 2022).

(Atmojo, 2018) said that the mistakes that often made in Part A of the Subject-Verb Agreement in the Structure and Written Expression were not only made by non-English Department students but also by English Department students. Despite, English Department Students comprehensive study about the grammar, they still face the difficulties when answering the TOEFL in Structure and Written Expression. Consequently, it is imperative to conduct the research in

order to understand why answering the TOEFL exam, particularly in the domain of Structure and Written Expression.

TOEFL as a Graduation Requirement

TOEL in Almuslim University is one of requirements to have thesis examination. Many institutions in Indonesia use the TOEFL test as one requirement for enter and graduate the Education (Alek et al., 2019). The function of language test is as an instrument to measure students' English proficiency. Almuslim University has defined a minimum score for undergraduate level for English Department undergraduate students, which is set 450. Meanwhile, the university has set a minimum score of 350 for students who are not English Department.

Masfufah (2018) as quoted by (Akmal, 2020) studied Indonesian university students' perceptions of the TOEFL program. Students' motivation to take part in the program was primarily caused by their lack of English proficiency (Akmal, Saiful., Risdaneva., Habiburrahim & Sari, 2020).

METHOD

The research used mixed method. The researchers used both qualitative and quantitative research design in which the data collection involved by using assessments and interviews (W. Wina, 2023). This method is a way of collecting and analyzing as well as combining both qualitative and quantitative methods to conduct and find problems (Rukminingsih et al., 2020). Mixed method research is a comprehensive approach that combines or associates the quality and quantitative

method. This approach involves the philosophical assumptions, the application of qualitative and quantitative research, as well as mixing the two approaches in one research (Saputra, 2022).

Mixed method between two methods (qualitative and quantitative is an effort to achieve efficient findings and ambiguity. Mixed method is the research process represent that the quantitative or qualitative data only are not able to answer the research questions (Yam, 2022). It purposed to analyze errors in completing Structure and Written Expression of TOEFL exam and to investigate students' difficulties on aspects of Structure and Written Expression section. The quantitative method is piece of study design use simple statistics to analyze the TOEFL test. Meanwhile, a qualitative method designed as a descriptive research that aims to analyze students' adversities in solving TOEFL test questions in Structure and Written Expression session. The data to be examined is the number of errors for each questions of it.

Data collection technique is the most strategic step in the research because the main purpose of the research is getting the accurate and precise data, so without knowing the technique in collecting the data, researchers will not get sufficient standards data (Lj Moleong, 2017). Data collection techniques are the processes and methods used by researchers' to obtain the required data (Waruwu, 2023).

The researchers only analyze the questions tested in Structure and Written Expression section in the TOEFL. The total questions of the test are 40 questions

that divided in two parts. In the Structure form 15 question and Written Expression form 25 questions.

In this research the data were analyzed in several steps. First, the researchers categorized each student's response as correct and incorrect answer. Second, the researchers calculated the score of each student from the test. The formula is used by (Triana 2020, dikutip oleh (Sari & Oktavia, 2023). The formula as follows

$$\text{Student score} = \frac{\text{Number of items answered correctly by student}}{\text{Number of items}} x100\%$$

Furthermore, the third steps are to determine which the most difficult for students, the researcher classified into two categories: the correct and incorrect answers. Afterwards, calculates the percentage of error for each items measurement by using the formula as follows (Ubaedillah, 2020):

$$P = \frac{f}{N} x100\%$$

Which:

P = Percentage of error in each indicator

F = Frequency of the students who answer the item incorrectly

N = Number of samples

100 = Permanent number

The last step is to calculate the difficulties level of each item; the researchers used the difficulty index formula by (Kurniawan, 2020). The formula is as follows:

$$P = \frac{B}{N}$$

Which:

P = Item difficulty index

B = the number of participants who answered correctly

N = the total number of test participants

Then, the interpretation of the data is needed to describe the significant meaning of the data. To analyse the difficulty level of all the questions in Structure and Written Expression section of TOEFL, the researchers modified the theory of Robert L. Thorndike and Elizabeth Hagen originally classification into three categories, namely: difficult category, fair category and easy category . But in this research, the researchers made the modification of the category with a consideration that the range of scores based on the condition of the result of the research. The range of scores is 0-1. The interpretation of the index of difficulty is classified as follows:

Table 3.1 Interpretation of item difficulty index

Difficulty Index	Difficulty Criteria
0.00– 0.29	Difficult
0.30 – 0.70	Medium
0.71 – 1.00	Easy

RESULTS

By conducting the research, the researchers formulated the two statements of the problems, they were; 1) to find out students' difficulties in answering the Structure and Written Expression of TOEFL; 2) to investigate the causes of the students' made the errors or mistakes.

Results of the students test

This research analyzed students' English Department difficulties in answering the Structure and Written Expression of TOEFL. After analyzed the data examined in this research, the researchers calculated the students' test results as follows:

Table 4.1 the results of the students test.

No	Name by Code	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
1	RH	10	25%	30	75%
2	SY	7	18%	33	82,5%
3	RNH	20	50%	20	50%
4	NJ	14	35%	26	65%
5	NSA	13	32,5%	27	67,5%
6	MTJ	12	30%	28	70%
7	SN	9	22,5%	31	77,5%
8	MAF	19	47,5%	21	52,5%
9	MS	9	22,5%	31	77,5%
10	FZ	4	10%	36	90%
11	MT	14	35%	26	65%
12	NP	16	40%	24	60%
13	AZ	21	52,5%	19	47,5%
14	NZU	21	52,5%	19	47,5%
15	AMN	8	20%	32	80%
16	SM	11	27,5%	29	72,5%
17	AH	16	40%	24	60%
18	AL	16	40%	24	60%
19	UNI	5	12,5%	35	87,5%
20	JZ	5	12,5%	35	87,5%
21	LA	10	25%	30	75%
22	LR	11	27,5%	29	72,5%
23	CRA	12	30%	28	70%
24	MW	17	42,5%	23	57,5%
25	NF	15	37,5%	25	62,5%
26	MT	16	40%	24	60%
27	RZ	15	37,5%	25	62,5%
28	AM	12	30%	28	70%
29	RD	17	42,5%	23	57,5%
30	MM	17	42,5%	23	57,5%
31	JA	11	27,5%	29	72,5%

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No				
32	NF	25	62,5%	15	37,5%
33	NAD	13	32,5%	27	67,5%
34	MH	15	37,5%	25	62,5%
35	NZ	7	17,5%	33	82,5%
36	IR	5	12,5%	35	87,5%
37	AH	12	30%	28	70%
38	NA	15	37,5%	25	62,5%
39	NS	16	40%	24	60%
40	RM	10	25%	30	75%
41	IK	10	25%	30	75%
	TOTAL	531	1.327,5%	1109	2.772,5%
	Mean score		32,37		

Based on the result of test above, it can be identified that the correct answers to the questions provided was 1, 327, 5 %. While, the incorrect answers to the question provided was 2, 772, 5%. So, the mean score of the percentage of the research was 32, 37%. In fact, those 40 questions of Structure and Written Expressions were difficult for the students to answer.

Table 4.2 Indicators of Structure and Written Expression Items

No	Indicators	Sub-Indicators	Questions Number	Correct Answer		Incorrect Answer		Score
1		Sentence Structure	1, 2, 3	38		85		95
		Word Order	4, 5, 6	73		50		182,5
	Structure	Word Form	7, 8, 9	46	235	77	380	115
		Word Choice	10, 11, 12	32		91		80
		Missing Word	13, 14, 15	46		77		115
2		Word Form	16, 17	31		52		77,5
		Word Choice	18, 19	27		55		67,5
	Written Expression	Verbs	20, 21	11	295	72	740	27,5
		Parallel Structure	22, 23	34		49		85
		Pronouns	24, 25	15		68		37, 5

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	Singular Plural Nouns	26, 27	38	45	95
	Infinitives, Gerund and Participles	28, 29	14	69	35
	Prepositions	30, 31	12	71	30
	Articles	32, 33	25	58	62,5
	Word Order	34, 35	30	53	75
	Comparatives and Superlative	36, 37	27	56	67,5
	Conjunctions	38, 39, 40	31	92	77,5

Based on the table above, shown that in the Structure Form indicates the lowest correct answer was 11 and the highest correct answer was 73. The total the correct answer on the Structure Form was 235. While, the total the incorrect answer on the Structure Form was 380. Whereas, in the Written Expression Form the lowest correct answer was 45 and the highest correct answer was 92. The total the correct answer on the Written Expression Form was 295. While, the total the incorrect answer on the Written Expression Form was 740. This data indicated that students have difficulty in analysing the correct answer for both Structure and Written Expression. Incorrect answer was greater than the correct answer.

Table 4.4 Index of Difficulty of Structure and Written Expression Items

Items	TCA	TIA	Index of difficulty	Difficulty category	Percentage of error
1	0	40	0,00	Difficult	100%
2	17	23	0.35	Medium	57,5%
3	21	19	0,41	Medium	47,5%
4	36	4	0,90	Easy	10%

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5	26	14	0,77	Easy	35%
6	13	27	0,25	Difficult	67,5%
7	18	22	0.45	Medium	55%
8	12	28	0,24	Difficult	70%
9	14	26	0,32	Medium	65%
10	7	33	0,22	Difficult	82,5%
11	11	29	0,23	Difficult	72.5%
12	14	26	0,32	Medium	70%
13	24	16	0,61	Medium	40%
14	14	26	0,32	Medium	65%
15	7	33	0,22	Difficult	82,5%
16	14	26	0,32	Medium	65%
17	17	23	0,35	Medium	57,5%
18	19	21	0,45	Medium	52,5%
19	8	32	0,19	Difficult	80%
20	2	38	0,06	Difficult	95%
21	9	31	0,19	Difficult	77,5%
22	14	26	0,32	Medium	65%
23	20	20	0,51	Medium	50%
24	7	33	0,22	Difficult	82,5%
25	8	32	0,19	Difficult	80%
26	21	19	0,51	Medium	47,5%
27	17	23	0,35	Medium	57,5%
28	8	32	0,19	Difficult	80%
29	6	34	0,12	Difficult	85%
30	7	33	0,22	Difficult	82,5%
31	5	35	0,12	Difficult	87,5%
32	7	33	0,19	Difficult	82,5%
33	18	22	0,51	Medium	55%
34	16	24	0,41	Medium	60%
35	14	26	0,32	Medium	65%
36	9	31	0,22	Difficult	77,5%
37	18	22	0,51	Medium	55%
38	6	34	0,16	Difficult	85%
39	16	24	0,41	Medium	60%
40	9	31	0,22	Difficult	77,5%

Note: **TCA** is the total number of correct answer, **TIA** is the total number of incorrect answer, and **ID** is index of difficulty.

Based on the table above, result findings shown that there were 40 questions of Structure and Written Expression Section on the TOEFL test. It can be described that the questions were consisted into three of difficulty index,

namely; difficult, medium and easy. The questions numbers 1, 6, 8, 9, 10, 11, 12, 15, 16, 19, 20, 21, 24, 25, 28, 29, 30, 31, 32, 36, 38, and 40, the total there were twenty-two (22) items and in categorized difficult. While, the questions numbers 2, 3, 7, 13, 14, 17, 18, 22, 23, 26, 27, 33, 34, 35, 37 and 39, the total there were sixteen (16) items and in categorized medium. And the questions numbers 4 and 5, total there were two questions and in categorized easy. Concerning to the result finding of the research, it can be concluded that the students had the same difficulties in answering the questions in Structure and Written Expression Section on the TOEFL.

Figure 1. Index of Difficulty
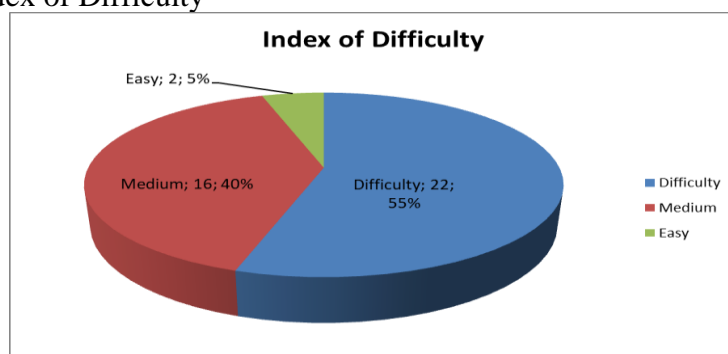
Based on chart above, shown that the difficulty category was 55%. While, medium category was 40% and easy category was 5% for students in answering the Structure and Written Expression.

The causes of the students' made the errors or mistakes.

From the interviewed result, it was found that the students felt the Structure and Written Expression section TOEFL was a hard test. Though, English students Department had learned basic grammar subject at the first semester. The students told that the most difficult part in learning English is

grammar, when they were learning grammar they often have no idea and so hard to think to generate idea in writing sentences. Understanding and implementing tenses also was the most complicated in grammar. The following was result of the interviewed during the research. The results were shown in the chart below:
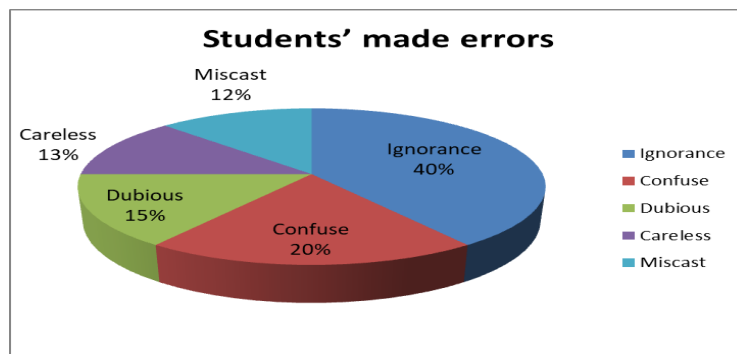
In this research, the researchers identified the causes of the students' made errors or mistakes. There were five causes identified, namely; ignorance, confuse, dubious, careless and miscast. The researchers interviewed the students' toward the causes they got the lower score and the difficulties in answering the questions. So, based on the reason of them in the research, shown that the first was 'ignorance'. The students said that 'there were many questions that they really did not know the answer of the questions because they did not know being asked, and they did not know what the kinds of the questions, whether or not it is the form of gerund, progressive, conditional sentence or the other forms of tenses'. It showed the percentage 40% the errors was caused by ignorance. The second cause was 'confuse'. They told that 'the questions and answers were very confusing because they don't really understand about tenses in English'. It showed the percentage

was 20 % errors caused by confuse for the questions of Structure and Written Expression.

The third one was 'dubious'. The students said that 'the keys answer that provided were almost the same, these was also because our comprehending about grammar was very low, especially for students who have just entered the third semester who have never gotten any material for TOEFL'. It showed the percentage was 15% errors made by the students. The fourth was 'careless'. The students said that 'the carelessness was caused by being rushed by the time, so they were not focused and nervous and they felt mentally stressed in completing the Structure and Written Expression TOEFL test'. The percentage was 13% errors made by students. And the last cause was 'miscast'. The students told that 'most of them answered the mistake or errors in choosing the key answers because they took the longest time to consider between the correct and incorrect answer. In fact, the main reason for these was the students' ignorance of the structure in English'. It showed the percentage was 12% errors made by students in answering Structure and Written Expression section of the TOEFL.

CONCLUSION

This research attempts to investigate which part of the structure and written expression on the made the most errors by students of English Department at Almuslim University. Based on the result of test, the research analyzed students' difficulties in answering the Structure and Written Expression of TOEFL. It was proved by the correct answer fewer than incorrect answer. The index of difficulty in categorized difficult were twenty-two (22) items and. While,

in categorized medium were sixteen (16) items and in categorized easy the questions were two (2) questions. In the Structure Form indicates the lowest correct answer was 11 and the highest correct answer was 73. So, the total the correct answer on the Structure Form was 235, while incorrect answer on the Structure Form was 380. Whereas, in the Written Expression Form the lowest correct answer was 45 and the highest correct answer was 92. The total the correct answer on the Written Expression Form was 295 while incorrect answer on the Written Expression Form was 740. Concerning to the result finding of the research, it can be concluded that the students had the same difficulties in answering the questions in Structure and Written Expression Section on the TOEFL.

The second research question was to find out what factors cause that affect the mistakes made by the students. Based on the result of the research, shown that the first caused was 'ignorance' the percentage 40% the errors was caused by ignorance. The second cause was 'confuse' the percentage was 20 % errors caused by confuse for the questions of Structure and Written Expression. The third one was 'dubious' the percentage was 15% errors made by the students. The fourth was 'careless' the percentage was 13% errors made by students. And the last cause was 'miscast' the percentage was 12% errors made by students in answering Structure and Written Expression section of the TOEFL.

Based on the analysis, it proved the results of this study that students were faced the difficulties and confusion in answering the question of Structure and Written Expression section of the TOEFL.

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