

**ENGLISH LANGUAGE LEARNERS' MASTERY IN TOEFL
STRUCTURE-WRITTEN EXPRESSION
(A Case Study at IAIN Antasari, UNLAM, UNISKA and STKIP
PGRI in South Kalimantan)**

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ABSTRACT

This research is conducted to find out the mastery of English students department in TOEFL in Structure and written Expression in South Kalimantan of IAIN Antasari Banjarmasin, UNLAM, STKIP PGRI, and UNISKA and to know types of questions in TOEFL which are very difficult and difficult for students to answer. The researcher tested 80 fifth semester students of English Department at IAIN ANTASARI, UNLAM, STKIP PGRI and UNISKA in South Kalimantan on the academic year 2011/2012 , used test distributed to 80 students in the fifth semester The TOEFL prediction test was used to gather the data. The result showed the mean score of TOEFL of academic year 2011/2012 classified in beginner category with the mean score 418. The results of TOEFL prediction shows that the mean score of UNLAM's students is 469, followed by IAIN's which is 454, UNISKA's is 384, while STKIP PGRI's is 367. Structure and Written Expression is the most difficult type of questions are relative pronoun, possessive pronoun, personal pronoun and passive voice.

INTRODUCTION

Background of Study

TOEFL, Test of English as a Foreign Language is probably the most often used Examination in the admission process of foreign students to college and university in the United States. TOEFL examines someone's abilities in mastering English; the abilities are Listening Comprehension, Structure and Written Expression, Reading Comprehension and Writing. This test evaluates the potential success of an individual to use and understand standard American English at a college level.

The TOEFL test gives students the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication. The language used in the test reflects real-life English language usage in university lecturers, classes, and laboratories. It is the same language professors' use when they discuss coursework or concepts with students. It is the language students' use in study

group and everyday university situations, such as buying books at the bookstore, the reading passages from real textbooks and course materials.

People take TOEFL test for many reasons; for example someone who wants to study abroad where TOEFL test is a main requirement for non-native applicants at many US and other English-speaking colleges and universities. Another reason is because someone who wants to continue his or her study to Master and Doctoral degree at some universities in Indonesia where TOEFL is a main requirement. In addition, The TOEFL test is also taken by someone who wants to take short course program held by an overseas institution, organization or Foundation in some certain fields.

Nowadays, TOEFL is more widespread. TOEFL is taken not only by students in graduate and post - graduate around the world, but also undergraduate students and Secondary school students. Students who are about to finish their undergraduate degree in some universities, institutes or academic are required to take TOEFL and pass certain score.

English Department in Indonesia generally requires undergraduate to take TOEFL to the requirement for the bachelor of English Education degree. In English department, the fifth semester students mostly get all the English skills and its component. They are now taking the last grammar lesson, speaking, writing and reading and have finished vocabulary course. Based on these facts, the researchers assumed that the students are ready to take TOEFL test. Furthermore, the researchers also believe it is very important to know the mastery of English Department students in TOEFL in IAIN Antasari, Teacher Training and education of UNLAM, Teacher Training and Education of UNISKA (Islamic Kalimantan University), Teacher Training and Education of STKIP PGRI Banjarmasin, and also to know the type of questions which considered difficult by the students of four institutions joined in this research.

Statement of Problems

Based on the description above, the researchers formulate the problems of the research as followed:

1. How are the students' mastery of TOEFL (Structure-Written Expression) at English department of IAIN ANTASARI, UNLAM, STKIP PGRI and UNISKA in South Kalimantan?
2. What types of questions in TOEFL in Structure and Written Expression are very difficult and difficult for students to answer?

Objective of Study

Based on the problems above, there are two purposes of this research:

1. To know the students' mastery of TOEFL in Structure and Written Expression in South Kalimantan at English department of Tarbiyah faculty of 'Antasari' state institute for Islamic studies Banjarmasin, UNLAM, STKIP PGRI and UNISKA.

2. To know types of questions in Structure and Written Expression of TOEFL which are very difficult and difficult for students to answer.

Significance of Study

The result of this research is expected to have advantages, such as:

1. It will become an information, consideration, and input for educational environment in South Kalimantan in increasing and improving educational quality and it is important in establishing conditions, which enable the learners to acquire knowledge, skills, and attitude, so that the learning objectives are reached.
2. It is expected that the result of this research can give useful insight for institutions in South Kalimantan to focus more on the students' weaknesses in TOEFL.

Definition of Key terms

To avoid misunderstanding of the terms, the researchers need to define these following key terms:

1. Students' mastery is defined as the ability of students related to TOEFL which is showed by their TOEFL score.
2. Structure and Written Expression of TOEFL is defined as a test that assess students proficiency in the type of TOEFL used in an academic environment.

THEORETICAL FRAMEWORK

Definition of the TOEFL

The definition of the TOEFL is stated by Pierce and Kinsell in their book. They said that the TOEFL is a test that assess students proficiency in the type of English used in an academic environment. (Pierce, Douglas and Kinsell,. 2007: 4) . Moreover, The Test Of English as a Foreign Language (**or** TOEFL , pronounced "toe-full") evaluates the potential success of an individual to use and understand standard American English at a college level. It is required for non-native applicants at many US and other English-speaking colleges and universities. The TOEFL is the product of the Educational Testing Service (ETS), which is contracted by the private, non-profit firm, the College Board to administer the test in institutions in the US.

Kinds of the TOEFL test

There are three kinds of the TOEFL test, they are:

- a. The Internet-based Test (IBT)

The TOEFL IBT is a test that assesses students proficiency in the type of English in an academic environment. The test is administered on the internet. The exam takes about four hours to complete and integrates four essential skills – reading, listening, writing, and speaking.

The TOEFL is broken down into four distinct sections. The structure of the test is as follows:

1. Reading Section, consisting of three to five passages that are roughly 550 to 700 words each. Each passage will be followed by 12 to 14 multiple choice questions about the content of the passage. Most of these questions will be worth one point each, though a few toward the end of the section may be worth more. The students will have 60 to 100 minutes to complete the entire section.
2. One listening section, consisting of six to nine audio selections, each of which is three to five minutes long. The selections will be either academic lectures or casual conversations. After each selection. There will be five to six multiple-choice questions about the content of the lecture or conversation. Students will have 60-90 minutes to complete the entire section.
3. One speaking section, consisting of approximately six speaking tasks. Most speaking tasks will also require some listening and some reading. Students will have 20 minutes to complete the entire section.
4. One writing section, consisting of two writing assignments. As with the speaking section, the writing section also requires listening and reading. Students will have 50 minutes to complete the entire section (Pierce, Douglas and Kinsell, Sean. 2007:4).

b. The Computer-Based Tests (CBT)

In July 1998, ETS introduced the computer-based version of the TOEFL test (TOEFL cBT) in many areas of the world. This move was the first critical step toward a long-term goal of enhancing assessments by using electronic technology to test more complex skills. A primary goal of the TOEFL program is to provide more extensive information than it has in the past about candidates' English proficiency. In response to institutions' requests to include a productive measure of writing, the program added a Writing section (essay) as part of each TOEFL CBT test administration. This addition was one step toward a more communicative test. New types of questions were added to the Listening and Reading sections; these new question types moved beyond multiple-choice questions. Visuals were also added to the **Listening** section, providing a significant enhancement to that portion of the test. Two sections of the test — Listening and Structure — were computer adaptive, meaning the test was tailored to each examinee's performance level. The test started with questions of moderate difficulty. As an examinee answered each question, the computer scored the question and used that information, as well as the responses to previous questions, to determine the question it would present next. As long as examinees responded correctly, the computer typically selected questions of greater or equal difficulty. In contrast, if examinees answered questions incorrectly, the computer typically selected questions of lesser or equal difficulty. The computer was programmed to continuously find questions

of an appropriate difficulty for test takers of all performance levels. (ETS team, Princeton, 2007:8)

c. The Paper-Based Tests (PBT)

In PBT, there are three parts; Listening, Structure and Written Expression and Reading Comprehension. We are going to discuss only Structure and Written Expression.

1) Structure and Written Expression

In this section, there are 40 questions in two types; completing sentences for 15 questions and the rest 25 questions for error analysis. Testees have 25 minutes to work on those questions. There are many patterns and various style problems in the TOEFL test and they are changed year to year as the emphasis that is placed on various patterns and style problems changes from year to year on the TOEFL (Sharpe, Pamela J. 2005 : 107).

RESEARCH METHODOLOGY

Participants

The population of this research are English Department students of the fifth semester of IAIN Antasari, UNLAM, UNISKA, and STKIP PGRI Banjarmasin academic year 2011-2012. The researchers took 20 students from each institution to be tested. Overall, there were 80 students joined the test. The students were randomly chosen. The researchers contacted the head of English Department of each institution and asked them send 20 participants. The head of English Department, then, announced it to the fifth semester students and asked any students who liked to join the test registered to the department. The test was held in English language laboratory of IAIN Antasari Banjarmasin on 1st, 8th and 15th of October 2011

Techniques of Data Collection

The data was collected through test. The students were asked to do a TOEFL prediction test. TOEFL test consists of one section; Structure and Written Expression (40 questions for 25 minutes)

Data Analysis

After all of the data was collected and processed, the researcher analyzed the data by using descriptive quantitative, it is a tool for analysis that allows the researcher to give information on how the research was done and gives the data and statistics to back up. It is a purely numerical description.

This analysis helps the researchers to highlight some important conclusion from this research. The conclusion is met by inductive method (make conclusion from specific fact to general. To know w the students' mastery in TOEFL, The data was intrepeted using the following formula

$$M = \frac{\sum x}{N}$$

M = Mean

Σ = Accumulative (Epsilon)

x = Total score

N = Number of respondents¹

They were classified into 3 categories (taken from Baron's TOEFL)

Score	Category
550-670	Advance
500-549	Intermediate
< 500	Beginner

To know the types of difficult questions, this formula was used the researchers uses *Du Bois* theory to determine the difficulty index, as follows:

$$p = \frac{B}{J_s}$$

p = Proportion (difficulty Index)

B = Number of correspondents who have correct answer

J_s = Number of correspondents¹

Then, the interpretation of data is needed to describe the significant meaning of data. To interpret the difficulty level of the question type in TOEFL, the researchers modified the theory of Robert L. Thorndike and Elizabeth Hagen who originally divided the category into three; difficult category, fair category and easy category. Here, the the researchess made some modifications of the category with a consideration that the range of the intepretation is too wide in order to fit with the condition of the result of this study as followed:

The Number of P	Interpretation
< 0,30	Very difficult
< 0,50	Difficult
0,50-0,70	Fair
> 0,70	easy

FINDINGS AND DISCUSSION

This research attempted to answer two problem statements about the students' mastery of TOEFL in structure and written expression and the type of difficult questions of each section in TOEFL test.

Students' Mastery in TOEFL Prediction Test

The researchers tested 80 fifth semester students of English Department at IAIN ANTASARI, UNLAM, STKIP PGRI and UNISKA in South Kalimantan on the academic year 2011/2012, team of this researcher used test distributed to 80 students in the fifth semester. This following data shows their mastery in Structure and Written expression.

Table 3.1 TOEFL Prediction in Structure and Written Expression Score of students of English Department of IAIN Antasari Banjarmasin, UNLAM,STKIP PGRI and UNISKA

No	Institution	Section Structure and Written Expression	Category
1.	IAIN ANTASARI	452	Beginner
2.	UNLAM	469	Beginner
3.	STKIP PGRI	367	Beginner
4.	UNISKA	382	Beginner
	MEAN	418	Beginner

Based on the result of TOEFL prediction, the table above shows that the Mean score of English Department Students of IAIN Antasari, Unlam, STIKIP PGRI and UNISKA in TOEFL in Structure and Written Expression 418 which is in beginner category.

In general, this research finds out that the English students' mastery of TOEFL IN Structure and Written Expression in South Kalimantan is 418 and it is categorized as beginner.

Type of difficult questions in TOEFL Test

Index of Difficulty and Type of Difficult Question in Structure and Written expression across institutions

This section presents the data of Index of Difficulty and Type of Difficult Question in structure and Written Expression. The study found that each institution has similar

items question which are in very difficult, difficulty, fair and easy category. This research did not show that structures is the most difficult section as the mean score of structures and written expression. (IAIN: 45,20; UNLAM: 46,95, UNISKA: 38,20 and STKIP: 36,75).

This study found that the Structure and Written Expression score's mean of the students from 4 university joined the test was not high if it were seen from how many correct answers they got out of 40 questions, see the following table:

Table 3.2 Structure and Written Expression and number of correct items out of 40 questions

No	Name of Institution	IAIN	UNLAM	UNISKA	STKIP
1.	Mean of Score	45,2	46,95	38,2	36,75
2.	Number of correct items	22	24	15	14

From the table above, it can be seen that the students from UNLAM could get 60 % of the answers correctly, IAIN is about 55%, UNISKA is about 37,5 % and STKIP 35 %.

There are 40 questions in Structure and Written Expression section. There are two types of items in this section. One type involves a sentence that is missing a word or phrases. The students must choose the one that best completes. The numbers of correct items in each institution are different. Unlam gets 24 correct items, followed by IAIN 22 items, STKIP 14 items, and UNISKA 15 items. The data of difficulty of Structure and Written Expression across the institutions can be seen below:

Table 3.3 Index of difficulty of Structure and Written Expression Items across Institutions (IAIN, UNLAM, UNISKA, STKIP)

No Of items	NP	Number of participant with incorrect answer				T I A	NCA	ID	Category
		IAIN	UNLAM	UNISKA	STKIP				
1	80	8	2	6	9	25	55	0,70	Easy
2	80	2	7	16	12	37	43	0,53	Fair
3	80	4	6	11	13	34	45	0,56	Fair
4	80	6	7	14	10	37	43	0,53	Fair
5	80	11	6	19	16	42	28	0,35	Difficult
6	80	13	7	17	14	51	29	0,36	difficult
7	80	8	9	10	11	38	42	0,52	Fair

8	80	2	0	5	8	25	65	0,81	Easy
9	80	7	2	12	14	35	45	0,56	Fair
10	80	12	9	10	15	46	34	0,42	Difficult
11	80	10	9	17	20	56	24	0,30	Difficult
12	80	8	6	9	10	33	47	0,58	Fair
13	80	14	13	15	17	59	21	0,26	Very diff
14	80	12	9	16	15	52	28	0,35	Difficult
15	80	7	6	12	10	35	45	0,56	Fair
16	80	10	2	19	10	41	39	0,48	Difficult
17	80	13	18	17	20	68	12	0,15	Very diff
18	80	6	16	17	13	52	28	0,35	Difficult
19	80	14	6	18	18	56	24	0,30	Difficult
20	80	3	7	13	14	37	43	0,53	Fair
21	80	12	8	16	14	50	30	0,37	Difficult
22	80	11	13	12	13	49	31	0,38	Difficult
23	80	19	20	20	16	75	5	0,06	Very diff
24	80	12	5	12	18	47	33	0,41	Difficult
25	80	14	17	18	18	67	13	0,16	Very diff
26	80	10	7	11	17	45	35	0,43	Difficult
27	80	4	4	5	11	24	56	0,70	Easy
28	80	3	11	10	13	37	43	0,53	Fair
29	80	5	5	9	17	36	44	0,55	Fair
30	80	4	2	9	11	26	54	0,67	Fair
31	80	10	13	16	11	50	30	0,37	Difficult
32	80	4	4	12	15	35	45	0,56	Fair
33	80	11	18	13	15	57	23	0,28	Very diff
34	80	10	7	13	14	44	36	0,45	Difficult
35	80	8	5	15	14	42	38	0,47	Difficult
36	80	10	10	17	18	55	25	0,31	Difficult
37	80	6	5	10	11	42	38	0,47	Difficult
38	80	1	7	10	14	32	48	0,60	Fair
39	80	8	12	13	11	44	36	0,45	Difficult
40	80	13	1	9	15	38	42	0,52	Fair

Notes: NP is total number of participants, TIA is total number of incorrect answer, NCA is total number of correct answer, ID is index of difficulty

From table 3.3, it can be described that the questions are considered difficult if the index of difficulty less than 0,30. Therefore questions number 13, 17, 23, 25, and 33 are in difficult category. It could be figured out that students from the four institution

shared almost the same difficulties for questions numbers 5, 6, 10, 11, 14, 16,18, 19, 21, 22, 24, 27, 32, 34, 35, 36, 37, and 39. While the questions number 13, 17, 23, 25 and 33 are very difficult items. As for structure the most difficult type of questions are relative pronoun, possessive pronoun, personal pronoun and passive voice. Most students gave incorrect answer when it came to these questions more than 50 % of the students of each institution got it wrong.

Here is the description about the types of difficult questions based on the index of difficulty in table 3.4:

Table 3.4.Item Number and Type of difficult questions of Structure and Written Expression

No.	Item Numbers	Type of Questions
B. 1		Expression of Quantity
2.	7,27, 30,31	Subject-Verb Agreement
3.	8, 9, 22, 28, 37	Preposition
4.	16, 19, 20, 39, 40	Noun
5.	4, 5	Article 'a'
6.	29, 34	Parallel
7.	10, 12, 18, 21,	Reduced Clause
8.	26	An Appositives
9.	23, 33	Passive
10.	13	Possessive Pronoun
11.	20 ,25	Personal Pronoun
12.	11	Adverb of Place
13.	15, 35	Noun Phrase
14.	3	Superlative Adjective
15.	2, 14, 24, 32	Adjective
16.	36	Adverb
17.	17	Relative Pronoun
18.	6, 38	Showing Relation between Ideas

Table 3.4 describes the type of questions which are categorized difficult or very difficult. It is found that questions about Preposition and Noun in general is considered the most difficult type of questions by the participant based on the test followed by question about Reduced Clause, adjective (as+ adjective Noun Phrase), Preposition (through, although, despite), Noun Phrase, Subject + verb Agreement, Passive, and Parallel.

The previous section has described the more general findings across institutions in this study. This section would bring up more specific findings found in each institution.

Type of question, Item number and Index of difficulty of Structure and Written Expression of each Institution

IAIN Antasari

There are some items which are categorized as difficult and very difficult questions based on the result of IAIN students' Structure and Written Expression of TOEFL test. See the following table for clear description

Table 3.5 Type of question, Item number and Index of difficulty of Structure and Written Expression of IAIN Antasari

Type	Item					
Of Questions	Numbers	NP	NIC	NCA	ID	Category
1. Adjective	5	20	11	9	0,45	Difficult
2. Verb-Conjunction	6	20	13	7	0,35	Difficult
3. Reduced Subject	10	20	12	8	0,40	Difficult
4. Possessive Pronoun	13	20	14	6	0,30	Difficult
5. Place of <i>Enough</i> after Adjective	14	20	12	8	0,40	Difficult
6. Relative Pronoun	17	20	13	7	0,35	Difficult
7. Noun	19	20	14	6	0,30	Difficult
8. A Reduced Adverb Clause	21	20	12	8	0,40	Difficult
9. Preposition	22	20	11	9	0,45	Difficult
10. Passive	23	20	19	1	0,05	Very Difficult
11. Comparative Adjective	24	20	12	8	0,40	Difficult
12. Personal Pronoun	25	20	14	6	0,30	Difficult
13. Noun Clause	33	20	11	9	0,45	Difficult
14. Passive	40	20	13	7	0,35	Difficult

Notes: NP is total number of participants, TIA is total number of incorrect answer, NCA is total number of correct answer, ID is index of difficulty.

Based on the table above, it can be identified 13 items questions are the items question which are difficult.. They are number 5, 6, 10, 13,14,17,19,21, 22, 24, 25, 33 and 40. The items questions are about: Possessive Pronoun, Relative Pronoun. Noun Clause, Or, Passive, Personal Pronoun, Adjective, and Passive Sentence. verb conjunction , *Their* Possessive, Place of *Enough* after adjective, Noun , A reduced Adverb Clause, comparative adjective, Noun Clause while number 23 is the most difficult question, Passive sentence, only 1 student who could answer this number. From those items, more than 32,5 % students of IAIN Antasari could not answer these questions.

UNLAM (Lambung Mangkurat University)

There are some items which are categorized as difficult and very difficult questions based on the result of UNLAM students' Structure and Written Expression of TOEFL test. See table below for obvious result.

Table 3.6 Type of question, Item number and Index of difficulty Structure and Written Expression (20 participants) UNLAM

Type	Item	NP	NIC	NCA	ID	Category
of Questions	Numbers					
1. Relative Pronoun	17	20	18	2	0,10	Very Difficult
2. Noun Clause as Subject	18	20	16	4	0,20	Very Difficult
3. Preposition	22	20	13	7	0,35	Difficult
4. Passive	23	20	20	0	0	Very Difficult
5. Personal Pronoun	25	20	17	3	0,15	Very Difficult
6. Preposition	28	20	11	9	0,45	Difficult
7. Subject +Verb Agreement	31	20	13	7	0,35	Difficult
8. Passive	33	20	18	2	0,10	Very Difficult
9. Noun	39	20	12	8	0,40	Difficult

Notes: NP is total number of participants, TIA is total number of incorrect answer, NCA is total number of correct answer, ID is index of difficulty

Based on the table above, it can be identified number 17, 18, 23, 25, and,33 are the items question which are very difficult. There are 22,5 % students of English Department of UNLAM can not answer correctly. The items questions are about: Relative Pronoun, Noun Clause as Subject, Passive, Personal Pronoun, and Noun. While number 22, 28, 31 and 39 are in difficult category, the question of grammar in Noun, Preposition, and Subject + Verb agreement.

UNISKA (THE UNIVERSITY OF ISLAM KALIMANTAN)

There are some items which are categorized as difficult and very difficult questions (<30) based on the result of UNISKA students' Structure and Written Expression of TOEFL test. See this table below for obvious result:

Table 3.7 Type of question, Item number and Index of difficulty of Structure and Written Expression (20 participants) UNISKA

Type	Item	NP	NIC	NCA	ID	Category
of Questions	Numbers					
1. Comparative Adjective	2	20	16	4	0,20	Very Difficult
2. Superlative Adjective	3	20	11	9	0,45	Difficult
3. Article 'a'	4	20	14	6	0,30	Difficult
4. Adjective	5	20	19	1	0,05	Very Difficult
5. Verb Conjunction Noun Noun	6	20	17	3	0,15	Very Difficult

6. Preposition	8	20	5	5	0,25	Very Difficult
7. Preposition	9	20	12	8	0,40	Difficult
8. Adverb of Place	11	20	17	3	0,15	Very Difficult
9. Possessive Pronoun	13	20	15	5	0,25	Very Difficult
10. Place of 'enough' after Adjective	14	20	16	4	0,20	Very Difficult
11. Showing relation between Ideas	15	20	12	8	0,40	Difficult
12. Noun-ability	16	20	19	1	0,05	Very Difficult
13. Relative Pronoun	17	20	17	3	0,15	Very Difficult
14. Noun Clause as Subject	18	20	17	3	0,15	Very difficult
15. Noun	19	20	18	2	0,10	Very Difficult
16. Plural	20	20	13	7	0,35	Difficult
17. A Reduced Adverb Clause	21	20	16	4	0,20	Very Difficult
18. Preposition	22	20	12	8	0,40	Difficult
19. Passive	23	20	20	0	0	Very Difficult
20. Comparative	24	20	12	8	0,40	Difficult
21. Personal Pronoun	25	20	18	2	0,10	Very Difficult
22. An appositives	26	20	11	9	0,45	Difficult
23. Subject Verb Agreement	31	20	16	4	0,20	Difficult
24. Comparison Adjective	32	20	12	8	0,40	Very Difficult
25. Passive	33	20	13	7	0,35	Difficult
26. Parallel	34	20	13	7	0,35	Difficult
27. No + Noun Phrase	35	20	15	5	0,25	Very Difficult
28. Adverb	36	20	17	3	0,15	Very Difficult
29. Prepositions	37	20	10	10	0,10	Very Difficult
30. Showing relation between ideas	38	20	10	10	0,10	Very Difficult
31. Noun	39	20	13	7	0,35	Difficult

Notes: NP is total number of participants, TIA is total number of incorrect answer, NCA is total number of correct answer, ID is index of difficulty

Based on the table above, it can be identified that 31 questions are the question which are in very difficult and difficult category according to UNISKA's students. It tells that 77,5 % students did not do questions well.. The item questions could be seen on the table above. While the rest of the numbers, 9 items only could be answered in fair and easy category. While 31 items of Structure and Written Expression are very difficult and difficult. The items questions are about: Possessive Pronoun, Relative Pronoun. Noun Clause, Or, Passive, Personal Pronoun, Object Pronoun, Present Tense, and Passive Sentence. Comparative Adjective, Superlative adjective, Article *a* Adjective, verb conjunction, to be, Introduction Preposition Phrase, *Where* state to place, Without *both*, *Their* Possessive, Place of *Enough* after adjective, So + Adjective + NP, Noun

ability, Relative Pronoun, Noun Clause as a Subject, Noun, Plural, A reduced Adverb Clause, Passive, the more X the more Y, Personal Pronoun, An opposite, TO be IS, Present Tense, Parallelism, No + Noun Phrase, Introduction Preposition Phrase, Despite Noun Phrase, and Passive Interpretation. Subject Verb Agreement, and Showing relation between ideas.

STKIP PGRI (INSTITUTE OF TEACHER TRAINING AND EDUCATION PGRI)

Some items which are categorized as difficult and very difficult questions (<30) based on the result of STKIP students' Structure and Written Expression of TOEFL test. See this table below for obvious result.

Table 3.8 Type of question, Item number and Index of difficulty of of Structure and Written Expression (20 participants) STKIP PGRI

Type of Questions	Item Numbers	NP	NIC	NCA	ID	Category
1. Comparative Adjective	2	20	12	8	0,40	Difficult
2. Superlative Adjective	3	20	13	7	0,35	Difficult
3. Article 'a'	4	20	10	10	0,50	Difficult
4. Adjective	5	20	16	4	0,20	Very Difficult
5. Verb Conjunction	6	20	14	6	0,30	Difficult
6. Subject Verb Agreement	7	20	11	9	0,45	Difficult
7. Preposition	9	20	14	6	0,30	Difficult
8. Reduced Subject	10	20	15	5	0,25	Very Difficult
9. Adverb of Place	11	20	20	0	0	Very Difficult
10. Possessive Pronoun	13	20	17	3	0,15	Very Difficult
11. Place of 'enough' after Adjective	14	20	15	5	0,25	Very difficult
12. Relative Pronoun	17	20	20	0	0	Very Difficult
13. Noun Clause as Subject	18	20	13	7	0,35	Difficult
14. Noun	19	20	18	2	0,10	Very Difficult
15. Plural	20	20	14	6	0,30	Difficult
16. A Reduced Adverb Clause	21	20	14	6	0,30	Difficult
17. Preposition	22	20	13	7	0,35	Difficult
18. Passive	23	20	16	4	0,20	Very Difficult
19. Comparative	24	20	18	2	0,10	Very Difficult
20. Personal Pronoun	25	20	18	2	0,10	Very Difficult
21. An appositives	26	20	17	3	0,15	Very Difficult
22. Subject Verb Agreement	27	20	11	8	0,40	Difficult
23. Reduced Subject	28	20	13	7	0,35	Difficult
24. Parallel	29	20	17	3	0,15	Very Difficult
25. Subject Verb Agreement	30	20	11	9	0,45	Difficult

26. Subject Verb Agreement	31	20	11	9	0,45	Difficult
27. As + Adjective + As Phrase	32	20	15	5	0,25	Very Difficult
28. Passive	33	20	15	5	0,25	Very Difficult
29. Parallel	34	20	14	6	0,30	Difficult
30. NO + Noun Phrase	35	20	14	6	0,30	Difficult
31. Adverb	36	20	18	2	0,10	Very Difficult
32. Showing relation between Ideas	37	20	11	9	0,45	Difficult
33. Showing relation between Ideas	38	20	14	6	0,30	Difficult
34. Noun	39	20	11	9	0,45	Difficult
35. Noun	40	20	15	5	0,25	Very Difficult

Notes: NP is total number of participants, TIA is total number of incorrect answer, NCA is total number of correct answer, ID is index of difficulty

This table shows that there are 35 items questions which are in very difficult and difficult category. It explains that 87,5 % students are not able to answer correctly. The rest of those numbers above, namely number 1, 8, 12, 15 and 16 are in fair and easy category. The items questions are about: Pronoun, Relative Pronoun, Noun Clause, Or, Passive, Personal Pronoun, Object Pronoun, Present Tense, and Passive Sentence. Comparative Adjective, Superlative adjective, Article *a* Adjective, verb conjunction, to be, Introduction Preposition Phrase, *Where* state to place, Without *both*, *Their* Possessive, Place of *Enough* after adjective, So + Adjective + NP, Noun *ability*, Relative Pronoun, Noun Clause as a Subject, Noun, Plural, A reduced Adverb Clause, Passive, the more X the more Y, Personal Pronoun, An opposite, TO be IS, Present Tense, Parallelism, Noun + Noun Phrase, Introduction Preposition Phrase, Despite Noun Phrase, and Passive Interpretation.

CONCLUSION

After conducting the research and analyzing all the data, the writers would like to conclude as follows:

1. The students' mastery of TOEFL in Structure and Written Expression at English Department of Tarbiyah Faculty of 'Antasari', UNLAM, STIKIP PGRI, UNISKA in South Kalimantan on the academic year 2011/2012 classified in beginner category with the mean score 418. The results of TOEFL prediction shows that the mean score of UNLAM's students is 469, followed by IAIN's which is 454, UNISKA's is 384, while STKIP PGRI's is 367. Structure and Written Expression is the most difficult type of questions are relative pronoun, possessive pronoun, personal pronoun and passive voice, while in reading comprehension the most difficult types are Inference items, followed by vocabulary and reference items, details items and overview items.

SUGGESTION

Based on the result of this study, the writers give the following suggestion:

1. Students at English Department of Tarbiyah Faculty of 'Antasari' State Institute for Islamic Studies Banjarmasin, UNLAM, STKIP PGRI, UNISKA are expected to study hard in English subjects, and do a lot of listening practice, improve grammar, read a various topics, and enrich vocabularies.
2. Students should know and learn better about all sections in TOEFL and strategies for answering the TOEFL.
3. Lecturers of Structure and Written Expression should involve TOEFL materials, tests in their teaching since advanced students should be introduced and practiced TOEFL to get good chance for their future.
4. English Department in each university can hold TOEFL test continuously

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