

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ANSWERING
STRUCTURE AND WRITTEN EXPRESSION OF TOEFL**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata
One (S1) Degree*



By:

Titin Hajri

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Advisors

Prof. Dr, Jufrizal, M.Hum

Delvi Wahyuni, S.S., M.A

**ENGLISH DEPARTMENT
LANGUAGE AND ARTS FACULTY
THE STATE UNIVERSITY OF PADANG**

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Abstract

Titin Hajri. (2018). An Analysis of Students' Difficulties in Answering Structure and Written Expression of TOEFL

This study investigated the students' difficulties in answering structure and written expression of TOEFL by last year English Department students of Universitas Negeri Padang. The aims of this study were to find the students' difficulties in answering structure and written expression of TOEFL and to find the reasons or causes of the students' mistakes. The participants of this study were 25 students. This descriptive study used two instruments in the research; structure sub-test and interview. This study used proportional stratified sampling to choose the sample. The study found that the last year English students of Universitas Negeri Padang had problems in 11 items among 18 items assessed. There were three most difficult items; negation, reduced form, and parallel structure items. The reasons behind the students' mistakes were ignorance, careless, dubious, oblivious and miscast. The first two reasons were the biggest causes of students' mistakes.

Key words: Students' Difficulty, Reasons of Mistakes, Structure and Written Expression Section, TOEFL.

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The writer

DEDICATION

This thesis is dedicated to:

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In many countries, English is used as a second or foreign language. Indonesia, which has thousand traditional languages, uses English as a foreign language. The proficiency of English usually can be proven through some tests. The qualification could be from TOEIC, TOEFL, or IELTS. These three types of tests are required in different places, jobs, or requirements. The State University of Padang requires TOEFL for some purposes, one of them is for student graduation's requirement.

TOEFL is an internationally accepted standard of English that measures the academic English proficiency of a non-native speaker of English (Fanani: 2016: 1). Students of Indonesia can check their English ability through TOEFL in a reliable institution and it will be internationally accepted. In the official account of TOEFL, (www.ets.org) it is stated that more than 30 million people from all over the world have taken TOEFL to demonstrate their English-language proficiency.

There are some purposes of why many people and students take TOEFL. First, many people take TOEFL in order to ensure their ability in English as a second or foreign language. Second reason is to pass the graduation requirements at the university. This requirement has become an obligation for the students who will pass the college study. Last reason is to apply for particular things for instance taking master/doctoral degree or applying particular jobs abroad and inside the country.

There are three types of TOEFL; they are Paper Based Test (PBT), Computer Based Test (CBT) and the internet Based Test (iBT). Then, in the State University of Padang, the students still take TOEFL PBT. Even though PBT is the most conventional one—uses paper—it still becomes favorite among the students. It is because TOEFL PBT is supposed as the easier and the cheapest one. Moreover, the local institutions or companies in Indonesia still accept the certificate of TOEFL PBT as long as the institutions which held TOEFL are legally reliable.

On TOEFL, there are several sections that are being examined; listening, speaking, grammar or structure, reading, and writing, depending on TOEFL type. TOEFL PBT has three sections, listening section, structure and written expression section, and reading section. In order to pass TOEFL, the test-takers have to master the basic skills and the language elements of English. There are four basic skills in English are speaking, listening, reading and writing. Meanwhile, the elements of English language are grammar, pronunciation, and vocabulary.

On the section of structure and written expression, the knowledge of English grammar is being tested. Structure and grammar are two things different but they are similar and related each other. Based on Oxford English Dictionary (2016), Grammar is a set of actual or presumed prescriptive notions about correct use of a language or a set of rules governing what strings are valid or allowable in a language or text. Meanwhile, structure is the arrangement of and relations between the parts or elements of something complex. However, the notions of grammar and structure have been interchangeability currently. Because grammar is one of the language elements in English, automatically people learn structure of English words

as well while they learn grammar. Therefore, on this research, the term of grammar and structure will be categorized as a single object and will not be differentiated one another.

Based on the researcher's observation, data score and simple interview, it is known that English students of UNP have to pass the TOEFL 450 score minimum for their final examination and 475 score for the graduation. However, based on the data at UPT Bahasa of Universitas Negeri Padang, structure and written expression section is one of the hardest sections for the students. Many students cannot finish their study in English Department, because they cannot pass TOEFL score. If they do not pass the TOEFL, their final exam would be suspended.

The students' TOEFL score and simple interview give the data that many English students cannot pass the TOEFL score. The students also admit that structure and written expression is one of the hardest. This fact is really problematic because of three things: first is these students have learned English since the first semester; second is these students have passed the Grammar 1, 2, 3, 4 and Functional Grammar; and last is these students have conducted TOEFL for several times.

King and Stanley (2006: 133) in their book state that an individual who studies English sentence structure and become skillful in speaking and listening but never become a competent writer is unlikely to make a good score on the Structure and Written Expression of TOEFL. Having a good ability in speaking and listening cannot guarantee that the grammar ability is also good. This is because the function of grammar as the core of English rules itself. In addition, the more solid the test-takers'

understanding about grammatical structures, the more successful the test-takers will be in comprehending the reading and listening passages and responding to the tasks.

Chodorow and Leacock (2016: 140) indicate that many students fail at grammar test, first, because of word confusion. The students confuse on the common spellings exist such as *they, there, they're* etc. Many students cannot differentiate the function of those words based on their positions. The students generalize these words and put the words as they like, for instance the students put the word *they* after the word *there* or use the word *they* as the object.

Second, many students do incorrect usage of words. This happen because the students do not understand the grammar of English as a whole. The students are confused which words are correct and incorrect. As a result, many students do a random choosing and choose the incorrect one because they should give the answer in the end. For example, the students do not know the different use of to be *am, is* and *are*. Therefore, the students write “*Children is human which age consist of 3-10 years old.*” The use of ‘*is*’ here is inappropriate and it should be ‘*are*’. In another case, the students do not realize that one of the sentence’s parts is missing. The students cannot recognize that the verb is missing for instance because the sentence is too long and consists of some phrases or clauses.

King and Stanley (2006: 133) also identify that many students fail in grammar section of TOEFL because of their time management. In TOEFL, there is a limitation of time that the students can use to answer the questions. The students can spend approximately thirty-five second for each question in grammar section. However, because the students do not know the correct answer, they spend a lot of time in one

question and stay there until they get the answer. Ultimately, the students make the last questions blank or give a random answer without reading the questions first. These entire problems make the students get a low score and cannot fulfill the 450 requirement for TOEFL score.

Last, Mahmud (2014: 2584) recognizes that many students fail on answering TOEFL because they are less motivated. The students are not highly motivated due to different perceptions about the test and the course. They wanted to join the test not to learn but only taken for granted as a requirement. Many students think that TOEFL is not for them, because English is not their major. TOEFL is needed by English students because English students learn English well and they need to take TOEFL to assess their knowledge.

Based on the explanation above, many experts have conducted the research related to why students fail at grammar test. The problems could come from the internal side of grammar such as word confusion and incorrect usage. The problems also come from external side such as less motivation and less practice. However, there is no research that focuses in defining the problems in the grammar section's questions. There is no comparison which items that mostly being difficult for the students while answering the grammar section. As it is known, there are some topics or items that are assessed in grammar section, such as subject – verb agreement, transition, preposition, etc.

For those reasons, deeper investigation and analysis toward students' difficulties in answering TOEFL on grammar section need to be made as a groundwork in order to find the root of the difficulties. Hence, the researcher is eager

to know what are the exact difficulties that faced by English Students of UNP on answering grammar section of TOEFL. The aim of this research is not to take a narrow view on any particular problems but to highlight the area the students need to improve. This research will try to analyze the difficult items related to the questions on structure section. A better understanding of students' problems would not only make the students realize their weaknesses but also enable teachers to plan suitable teaching materials or methods to be emphasized to improve students' ability in answering grammar test on TOEFL.

1.2 Identification of the Problem

Talking about the reasons why students got a low score on TOEFL, there are several problems identified such as the strategy used, preparation and the difficulties felt by the students. First is about the strategy used while taking TOEFL. This study will talk about what strategy that the students used while learning English/TOEFL. It can relate to the strategy used depending the students' need, place, and habits. It also can examine and/or compare the strategy used by the different teachers.

Second is about preparation before conducting the TOEFL. It talks about the preparation from the students themselves, TOEFL curriculum, the facility and equipment on the class, the language center staff and others. It can also talk about the process and time of the students to prepare the test itself.

Last problem is about difficult items and the causes of why the students get a low score on TOEFL. The difficulties come from the topic areas or items which are assessed in structure section. It will focus on structure section's questions and analyze their difficulty. It examines which question that is hard for the students mostly and

which question that is easy. The researcher will also investigate the reasons or causes why the students have a difficult on those items.

1.3 Limitation of the Problem

The researcher will limit this study to investigate English Students' difficulties related to structure section questions. The reason of choosing this problem is because the researcher found many researches have been conducted related to two other problems. However, there is no research yet to find out and analyze the items assessed on structure questions of TOEFL. It also makes this problem becomes urgent to be solved because this is what the students need now.

The researcher becomes enthusiast on knowing which questions that the students feel hard to answer and why they have problem with it. These problems are important because many students do not realize in which items they have problem. When the students realize their weakness, they can learn better. For the lecturer, it will be useful because the lecturer can design and improve the learning process based on the students' problem.

1.4 Formulation of the Problem

In relation to the limitation above, the formulation of the problem is "Which items of structure and written expression of TOEFL are difficult for English Students?".

1.5 Research Problems

The research problem of this study is extended into several questions as follow:

1. Which items of structure and written expression of TOEFL that are felt difficult for English Students?
2. What are the reasons/causes behind the English students' mistakes in answering structure and grammar section of TOEFL?

1.6 Purposes of the Research

Based on the research questions mentioned earlier, the purposes of this research that can be obtained are:

1. To assess the items that are difficult for English Students while answering the structure and written expression section of TOEFL.
2. To examine the reasons of the English Students' mistakes in answering structure and grammar section of TOEFL.

1.7 Significance of the Research

Theoretically, this research is useful on knowing the items that are difficult for English Students of Universitas Negeri Padang in answering the structure and written expression section of TOEFL. Practically, this research give knowledge and information about the students' difficulties and teacher can provide better instructions in teaching English students. For the English Student, they realize about their weaknesses, problems, and understanding of TOEFL so they also can initiate the solution. Moreover, this research can also be used by other researchers who conduct the similar research later and give a significant development at English grammar or at TOEFL research study. This research contributes to the enrichment of the available theories about English learning especially on grammar and TOEFL.

1.8 Definition of Key Terms

Analysis : a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships. The process of analysis is done to gain understanding about the data or information.

Difficulties : the quality or state of being hard to do, deal with, or understand. The condition or situation of a thing that is hard to accomplish.

Structure section : also known as Structure and Written Expression. This is one of four sections on Paper Based TOEFL and should be answered with a limit of time.

TOEFL : abbreviated from “Test of English as a Foreign Language”. This is one of international test as a measurement of the ability of English as a second language or foreign language.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The results of analysis on the students' difficult items and reasons behind the students' mistakes have led into some conclusions. Firstly, the analysis of the item difficulty and reasons behind it showed that difficult items are caused by less students' comprehension about the items assessed. The questions in TOEFL which commonly have the similar pattern but still cannot be identified by the students proved that the students' understanding about the items was so low. The analysis also portrayed that the students rarely used and practiced the items in their academic life or before they take TOEFL and it made them faced the difficulties in answering the questions.

Then, the analysis toward all items assessed also gave the information that part of speech still becomes problem for the students. The students did feel difficult not only in comprehending the structure and format of the sentences but also in identifying a word based on its function and position such as in items of word forms, redundancy and parallel structure. The students were found to mostly generalize the forms of the words into categorization that they knew or understood. Finally the incorrect answers were chosen because the students were not able to distinguish and detect the root of the problems as a result of no clear conception about English part of speech.

Last, even though the students were found to not have any practice or relearn the materials, some items still become easy for English Department students. The items become easy because the students used the materials in their daily academic or non-academic life. It makes the students comprehend the materials better than those which are less likely to be used. This also proved that English is the point of practice in which the students could identify the problems not because they know exactly the problem but because it sounds strange for them. Therefore, English Department students not only need to learn the materials in classes but also need to exercise them outside of the classes.

5.2 Suggestion

Taking TOEFL is a must for English Department Students and they are expected to have a high TOEFL score. However, many students take TOEFL several times because they cannot pass the score. The students do not realize that they cannot pass it may be caused by small reason, careless for instance. Based on the finding of the research, there are some suggestions offered:

1. It is really recommended for the English Department Students to practice more and be careful in answering the test. The students need to add reading materials and relearn the grammar materials. TOEFL should not be a difficult thing to do because the students have learned English since the first semester; they learn listening speaking reading and writing in English. It is something pathetic when English Department Students cannot reach the minimum score given for their final examination and graduation. The

students are expected to have a high score of TOEFL. Therefore, to minimize the mistakes, the students cannot put their hope in the material gotten when they learn grammar, but they need to read a lot to add the vocabulary and find new knowledge.

2. It is suggested for English lecturer to explain the grammar material deeply. It is because there are some topics that are hard for the students—reduced form and negation format. The students might say they never learn it before, but it also has the possibility in which the students have learned it but they do not understand it well. Therefore, a deep and clear explanation will help the students in understanding the material better.

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Appendix 1

Interview Guideline

Semi-structured interview has no specific questions but only used some indicators in delivering the questions toward the students (Gay: 2009). Therefore, the guideline used in this semi-structured interview was:

Focus	Indicators	Purposes
Knowledge about the items	How the students' knowledge about the questions was	To know the students' knowledge about the questions given in the test
	How the students' understanding about the items assessed was	To know the students' understanding about the items assessed in the test
Reasons in choosing the answer	What reasons that make students did the mistakes were	To know the factors or reasons of why the students choose A/B/C/D as the answers
Situation in doing the test	How the students' situation while answering the test was	To know in what situation the students are while answering the test

Appendix 2

STRUCTURE AND WRITTEN EXPRESSION SUB-TEST

Time: 30 minutes

Structure

Direction: Read the questions below carefully and choose one of the four choices given to complete the sentences. Then, fill in the space on your answer sheet that matches the letter of the answer that you have selected.

1. Martha Graham, _____ of the pioneers of modern dance, didn't begin dancing until she was twenty-one.
 (A) who, as one
 (B) she was
 (C) one
 (D) was one
2. Tiger moths _____ wings marked with stripes or spots.
 (A) have
 (B) with
 (C) their
 (D) whose
3. Platinum is harder than copper and is almost as pliable _____.
 (A) gold
 (B) than gold
 (C) as gold
 (D) gold is
4. Most of Annie Jump Cannon's career as an astronomer involved the observation, classification, and _____.
 (A) she analyzed stars
 (B) the stars' analysis
 (C) stars were analyzed
 (D) analysis of stars
5. Many communities are dependent on groundwater _____ from wells for their water supply.
 (A) that obtained
 (B) obtained
 (C) is obtained
 (D) obtain it
6. _____ often raise funds from the sale of stock.
 (A) For corporations to operate
 (B) The operations of corporations
 (C) Corporations operate by
 (D) To operate, corporations
7. There were _____ federal laws regulating mining practices until 1872.
 (A) none
 (B) not
 (C) no
 (D) nor
8. The Masters, one of the most important of all golf tournaments, _____ every year in Augusta, Georgia.
 (A) has held
 (B) being held
 (C) is held
 (D) holding

9. Not only _____ places of beauty; they serve scientific and educational purposes as well.
 (A) are botanical gardens
 (B) botanical gardens to be
 (C) botanical gardens are
 (D) to be botanical gardens
10. _____ on several different television programs, the witness gave conflicting accounts of what had happened.
 (A) He appeared
 (B) Who Appeared
 (C) Appearing
 (D) Appears
11. _____ are a form of carbon has been known since the late eighteenth century.
 (A) Diamonds
 (B) Because diamonds
 (C) That diamonds
 (D) Diamonds, which
12. Designed by Frederic Auguste Bartholdi,

 (A) the United States was given the Statue of Liberty by the people of France
 (B) the people of France gave the Statue of Liberty to the United States
 (C) the Statue of Liberty was given to the United States by the people of France
 (D) the French people presented the United States with a gift, the Statue of Liberty
13. _____ quicksand can be found all over the world, little was known about its composition until recently.
 (A) Except
 (B) Although
 (C) Even
 (D) Despite
14. Duke Ellington wrote _____ during his career.
 (A) that over a thousand songs
 (B) over a thousand songs
 (C) over a thousand songs were
 (D) there were over a thousand songs
15. Not until the seventeenth century _____ to measure the speed of light.
 (A) did anyone even attempt
 (B) anyone did even attempt
 (C) did anyone attempt even
 (D) did even attempt anyone

Written Expression

Direction: Read the questions below carefully and look into the four underlined words or phrase. You must identify the incorrect underlined choice that must be changed to be correct. Then, fill in the space on your answer sheet that matches the letter of the answer that you have selected.

16. There are thousand of different types of roses.
 A B C D
17. Since 1908 breeders set out to produce chickens that could survive Canada's cold climate.
 A B C D
18. From 1865 to 1875, a remarkable various of inventions was produced.
 A B C D
19. The simplest kind of plant, alike the simplest kind of animal, consists of only one cell.
 A B C D
20. The first recorded use of natural gas to light streetlamps it was in the town of Frederick,
 A B C D
 New York, in 1825.
21. A museum in Denver, Colorado, chronicles black cowboys and his role in the history of the
 A B C D
 American West.
22. Bluegrass music is a kind of country music who was pioneered by Bill Monroe of Rosine,
 A B C D
 Kentucky.
23. Alloys of gold and copper have been widely using in various types of coin
 A B C D
24. Despite they are small, ponies are strong and have great stamina.
 A B C D
25. The Sun supplies the light and the warmth that permit life on Earth existing.
 A B C D
26. Boolean algebra is most often used to solve problems in logic, probability, and engineer.
 A B C D
27. The French Quarter is the most famous and the most old section of New Orleans.
 A B C D
28. Because of the flourish with which John Hancock signed the Declaration of Independence,
 A
his name become synonymous with signature.
 B C D
29. Killer whales tend to wander in family clusters that hunt, play, and resting together.
 A B C D
30. Sirius, the Dog Star, is the most brightest star in the sky with an absolute magnitude about
 A B
twenty-three times that of the sun.
 C D

31. Runner Wilma Rudolph win three gold medals at the 1960 Olympics, and she set the world record for the 100-meter dash in 1961.
A B C D
32. Fire extinguishers can contain liquefied gas, dry chemicals, or watery.
A B C D
33. Peter Abelard, a logician and theologian, was the controversialest teacher of his age.
A B C D
34. When orbited the earth, astronauts do not feel the force of gravity.
A B C D
35. Scientists at the medical center is trying to determine if there is a relationship between saccharine and cancer.
A B C D
36. The horses used play polo are not of any special breed or of any definite size.
A B C D
37. Segregation in public schools was declare unconstitutional by the Supreme Court in 1954.
A B C D
38. The techniques of science and magic are quite different, but their basic aims-to understand and control nature-they are very similar.
A B C D
39. Sheep have been domesticated for over 5,000 years ago.
A B C D
40. Duke University in North Carolina has an outstanding collecting of documents concerning Southern history.
A B C D

Sources:

Phillips, Deborah. 2001. *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests*. New York: Longman Inc.

Rogers, Bruce. 2011. *The Complete Guide to the TOEFL Test PBT Edition*. Boston: Heinle Cengage Learning.

Appendix 3

Students' test answers

NO	Name	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	JB	K1 – 13	1			1	1	1	1	1	1		1						1		1	
2	TM	K1 – 13					1	1			1		1		1		1		1	1	1	
3	NMP	K1 – 13	1			1	1	1			1	1	1	1					1	1		
4	RM	K1 – 13				1	1	1		1	1	1	1		1		1		1	1	1	
5	DW	K1 – 13				1	1	1		1	1	1	1				1		1		1	
6	ZW	K1 – 13					1			1	1	1	1		1				1	1	1	
7	IH	K2 – 13		1			1	1			1		1				1	1	1	1		
8	MP	K2 – 13					1	1			1	1	1	1			1		1	1		
9	WEY	K3 – 13				1	1				1		1	1					1			
10	VMP	K3 – 13				1		1			1		1	1			1	1	1			1
11	RO	K3 – 13	1				1			1	1	1	1				1			1	1	1
12	IPS	K3 – 13				1	1	1			1		1				1	1	1	1	1	1
13	WA	K4 – 13			1		1	1									1	1				
14	AFI	K4 – 13					1	1		1	1		1	1			1	1				
15	MW	K4 – 13						1					1	1			1		1	1		
16	DA	K4 – 13					1	1			1	1							1	1	1	
17	MN	K4 – 13	1		1	1	1				1		1	1			1		1	1		
18	DN	NK/Ling				1	1				1						1		1	1		
19	YM	NK/Ling					1	1		1	1		1	1			1	1				
20	ASH	NK/Ling				1	1				1	1	1				1			1		
21	SC	NK/Ling		1		1	1	1	1		1						1		1			1
22	RED	NK/Ling	1	1		1	1	1	1		1	1	1	1			1		1	1	1	1
23	KR	NK/Litt		1		1	1	1	1		1						1		1			1
24	DZ	NK/Litt				1	1	1			1		1				1	1	1	1	1	1
25	WR	NK/Litt					1	1		1			1						1	1	1	1
	TOTAL		5	4	2	14	23	19	4	8	22	9	20	9	3	0	19	7	20	16	11	6

NO	Name	Class	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	X	V
1	JB	K1 - 13	1		1			1	1			1	1				1				1	1	19	21
2	TM	K1 - 13	1				1			1					1	1	1						15	25
3	NMP	K1 - 13				1	1	1	1	1	1	1		1		1	1	1	1		1	1	24	16
4	RM	K1 - 13	1		1		1	1		1		1		1	1	1		1	1		1	1	25	15
5	DW	K1 - 13	1			1	1	1		1	1	1		1		1	1	1			1	1	23	17
6	ZW	K1 - 13	1			1		1				1	1								1	1	16	24
7	IH	K2 - 13	1	1		1	1	1	1	1		1		1							1		19	21
8	MP	K2 - 13	1				1	1		1		1		1		1				1	1		18	22
9	WEY	K3 - 13	1					1					1				1				1		11	29
10	VMP	K3 - 13	1				1	1		1		1	1	1		1	1				1		19	21
11	RO	K3 - 13	1								1	1				1				1	1		16	24
12	IPS	K3 - 13						1	1					1			1				1	1	17	23
13	WA	K4 - 13			1		1	1		1				1	1	1				1	1	1	15	25
14	AFI	K4 - 13	1					1		1				1				1		1	1		15	25
15	MW	K4 - 13					1	1								1							9	31
16	DA	K4 - 13								1			1				1				1		11	29
17	MN	K4 - 13					1			1		1		1							1		15	25
18	DN	NK/Ling	1				1	1		1			1						1		1		13	27
19	YM	NK/Ling	1					1		1				1				1			1		14	26
20	ASH	NK/Ling	1					1		1			1			1				1	1		14	26
21	SC	NK/Ling	1		1					1						1			1		1		15	25
22	RED	NK/Ling	1		1		1	1		1		1		1						1	1		23	17
23	KR	NK/Litt	1		1					1						1			1		1		15	25
24	DZ	NK/Litt						1	1					1			1				1	1	17	23
25	WR	NK/Litt	1				1	1		1			1	1	1					1	1		16	24
			18	1	6	4	13	19	5	18	3	11	8	14	4	12	9	5	5	7	23	8	41	58

Appendix 4

Key Answers

1. C	11 C	21 C	31 C
2. A	12 C	22 B	32 D
3. C	13 B	23 C	33 C
4. D	14 B	24 A	34 A
5. B	15 A	25 D	35 A
6. D	16 B	26 D	36 B
7. C	17 A	27 C	37 B
8. C	18 C	28 C	38 D
9. A	19 B	29 C	39 D
10 C	20 C	30 A	40 B

Appendix 5

The Script of interview

Interview 1 - K1/ZW

Pen : Hallo Ayu. Terimakasih Ayu atas kesediannya. Setelah tin periksa, ternyata Ayu benar 24 dan salah 16. Boleh tin bertanya kenapa penyebab-penyebabnya?

ZW : Iya

Pen : Oke, satu – satu ya. Pertama, Ayu salah nomor 5,

ZW : Aaa, no 5

Pen : Iya. Ayu tau ini masalahnya tentang apa?

ZW : **Hmmm, tidak**

Pen : Tidak ya. Ini tentang *reduced form* Yu. Nah tadi Ayu jawabnya C ya? Seharusnya nih, kalau kita pakai *that*, harus ada *is*, tapi karena kita *reduced*, hilang kedua-duanya, kalau mau pakai *that*, ngak boleh *is* nya hilang. Begitu Ayu. Nah Ayu tadi salah kenapa tu yu?

ZW : **Karena tidak tau,**

Pen : Tidak tau ya, Ok. Nomor 8 yu, Ayu jawabnya A ya?

ZW : Iya

Pen : Itu seharusnya C yu, *is held*. Jadi *The masters* ini bukannya dia banyak yu, tapi itu nama sebuah pertandingan. Nah disini dia pasif yu, makanya *is held* bukan *has held*.

ZW : **Iya, tadi Ayu ragu. Bingung antara A dengan C, akhirnya yu pilih saja A**

Pen : Hmm gitu. Trus, yang nomor 9 Yu. Nomor 9 Ayu jawabnya C ya. Ayu tau ini topiknya tentang apa?

ZW : **Tidak tau**

Pen : Nah, pertanyaan ini tentang negation yu, jadi negative words such as *not only*, *never*, *not until* dan seterusnya, itu *verb* nya harus berada duluan dibanding *subject*-nya. Apakah Ayu tau tentang itu?

ZW : Hmmm, tidak tau.

Pen : Tidak tau atau lupa?

ZW : **Tidak tau dan lupa mungkin, soalnya udah lama juga. Tidak ingat lagi, dulu entah pernah belajar entah tidak**

Pen : Mmm ok. Nomor 10 lagi Yu.

ZW : Iya. *appears*

Pen : Yu jawabnya *appears* ya? Jawabannya *appearing* yu. Ini masih tentang reduced yu, tapi ini yang active sentence nya. disini, yang di *reduced* itu *subject* sama *verbnya*, dan karna dia aktif, jadinya *appearing*. Nah, berarti tadi ZW salah kenapa yu?

ZW : **Iya ya. Tidak tau itu.** Emang kayak gitu rule nya ya?

Pen : Iya yu. Mmm iya. Nomor 11. Nah ni Ayu jawabnya tadi A ya?

ZW : Iya

Pen : Nah jawaban sebenarnya C, kenapa C karna disini kana da dua *verb* ni, *are* sama *has been*

ZW : Mmmm,

Pen : Nah ngak mungkin *diamonds* aja kan, kalau *diamonds* aja trus verb kedua nya subject nya ngak ada. Seharusnya disini dia jadi anak kalimat, nanti anak kalimat ini yang menjadi subject untuk verb kedua. Makanya jawabannya *that diamonds*, gitu.

ZW : **O iya, ya**

Pen : Nah, kenapa Ayu salah menjawabnya tadi itu?

ZW : **Hmmm. Tidak tau, tadi Ayu langsung baca aja, Ayu sangka tadi dia jadi satu kalimat, trus Ayu pilih A.**

Pen : **O berarti tidak memperhatikan ya yu?**

ZW : **Iya sepertinya begitu.**

Pen : Lanjut nomor 13 Yu, ini Ayu jawabnya D ya?

ZW : **Ha, ini Ayu tidak tau sama sekali**

Pen : Tidak tau sama sekali. Itu seharusnya *although*. Ini yang paling cocok, dari segi makna atau struktur kalimatnya. Nah, berarti kenapa yu memilih D tadi tu?

ZW : **ndak tau, yu tidak tau maksud kalimatnya jadi yu tidak tau yang mana yang benarnya.**

Pen : tidak tau dengan rules nya atau tidak tau mau memilih yang mana yu?

ZW : **tidak tau mau milih yang mana**

Pen : berarti bingung ya? Ayu tau rules nya tapi bingung dan ragu mana yang benar

ZW : ya, begitulah tin

Pen : No 17 Yu, Ayu tadi jawabnya B ya?

ZW : Iya

Pen : Itu jawabannya A yu. Nah ini seharusnya pakai *in* yu, bukan *since*. Kalau kita pakai *since*, *verb* nya itu dalam *perfect tense*, karena itu menjelaskan kata “sejak”.

Berarti kenapa tadi tu yu?

ZW : **O iya ya. Itu ndak tau Ayu tu. Tidak terpikirkan sampai kesana juga tadi.**

Pen : O gitu. lanjut nomor 18 Yu. Yu jawabnya B ya, *remarkable*?

ZW : Iya

Pen : Nah, jawabannya seharusnya C yu, *various*. Kenapa *various*, karena *various* adalah bentuk *adjective*, sedangkan kita butuh noun disini, karena di depannya ada artikel “a” dan kata *remarkable* juga *adjective*. Jadi kata *various* ini seharusnya *variety* yu.

ZW : O gitu,,

Pen : Iya, tadi Ayu kenapa tadi tu? Tidak tau, bingung, atau kenapa yu?

ZW : **Tidak tau perubahannya.**

Pen : O tidak tau perubahannya. Nomor 19 lagi Yu. Tadi Ayu menjawab, *consists* ya?

ZW : Iya, seharusnya?

Pen : Seharusnya itu B yu, *alike*. *Alike* itu seharusnya jadi *like*, *alike* kita pakai untuk perbandingan di akhir kalimat yu, misal Ayu *and Titin are alike*, gitu yu. Kalau disini kita harusnya pakai *like* aja. Kalau *like*, kayak, Ayu, *like Titin, bla bla bla*. Sama kayak disini, *the simplest kind of plant, like the simplest kind of animal, . . .*

berarti, tadi kenapa itu yu?

ZW : **Tadi Ayu bingung, perbedaan like sama alike.**

Pen : O gitu. Lalu nomor 21 yu

ZW : 21, hmmm ini Ayu ndak tau yang mana salah. Betul semua kayaknya

Pen : Hehe. Nah, coba Ayu tengok, mana verb dari kalimat ini yu?

ZW : Hmmm, mana ya? A ya?

Pen : Verb nya disini *chronicles* yu, artinya menyimpulkan, mencatat rentetan-
rentetan sejarah, gitu. Jadi yang betulnya C, soalnya ini kan *black cowboys*,
cowboys ini kan banyak orang yang banyak, nah bukan *his*, seharusnya *their*

ZW : Hmmm, iya ya. Baru nampak sekarang

Pen : Baru sadar ya yu ya? Nah berarti kenapa tadi tu yu?

ZW : **Hmm, ndak tau, bingung juga, mana yang salahnya**

Pen : Jadi, Ayu tidak tau kalau *chronicles* bisa jadi verb dan jadinya bingung mana
jawabannya?

ZW : Iya, hehe

Pen : Ok, 24 Yu,

ZW : 24 Ayu tadi jawab D. yu tadi bingung, ponies ini jamak atau tidak, makanya
Ayu pilih D

Pen : ha, ini kan pakai -es belakangnya, ditambah kata kerja "are", tu janak berarti.

ZW : **Hehe, iya tadi yu bingung. Rasanya yang lain udah benar semua**

Pen : *Despite* ini yang salah yu

ZW : *Despite*?

Pen : *Despite* itu hanya bisa diikuti oleh noun phrase yu, disini seharusnya kita pakai
although. Jadi kenapa Ayu menjawab D tadi tu?

ZW : **A karena tidak tau, ini, dengan rules *despite* nya.**

Pen : Tidak tau yang disebabkan lupa sama *rules* nya yu?

ZW : Ha bisa jadi tu.

Pen : Ok. Nomor 26 yu. ZW tadi jawabnya A ya, seharusnya jawabannya D yu.

ZW : *Engineer*?

Pen : Iya seharusnya *engineering* yu. Coba lihat, *logic noun*, *probability noun*,
engineer noun atau tidak?

ZW : Hmmm

Pen : Iya, tapi *noun* nya orang. Sedangkan sebelumnya kita tidak membicarakan orang. Sedangkan kita tidak membicarakan orang sebelumnya

ZW : O iya,

Pen : kenapa tu berarti yu? **Bisa di bilang tidak teliti ya?**

ZW : **Iya hehe**

Pen : Nomor 30 lagi yu, Ayu jawab D ya/

ZW : Iya D

Pen : Nah, ini seharusnya D juga yu. Kayaknya yang ini Ayu tidak teliti deh, *most* udah, *brightest* juga

ZW : **Ha iya hehe. Duh, tidak teliti lagi**

Pen : Benar yu?

ZW : Benar, benar hehe

Pen : Lanjut, nomor 31 yu

ZW : Hmmm, kalau ini Ayu emang ndak tau apa salahnya ni, sembarang pilih aja tadi

Pen : Coba lihat, ini tahun 1950, *past* atau *present*?

ZW : *past*

Pen : nah, kalau disini *past* , berarti kata kerja disini seharusnya *win* atau *won*?

ZW : **won. O iya**

Pen : Iya, berarti kenapa tu yu?

ZW : **Lupa yu tadi, hehe**

Pen : Ok, lupa ya. Nomor 39 lagi yu

ZW : Hmmm, ini yu tadi jawabnya A sih, **kurang tau yu**

Pen : Karna menganggap ini singular ya? Ini jawabnya D yu

ZW : D, kenapa tu?

Pen : kata *years ago*, seharusnya ngak pakai *over* lagi soalnya ini kan udah pakai *over*, jadi seharusnya ngak pakai ago lagi, pengulangan dia jadinya. Kata *ago* juga biasanya dipakai kalau ada kata *since*, *since 4 thousand years ago*

ZW : **O begitu, iya tadi Ayu bingung tu.**

Pen : O gitu, Ok. Next, 40 yu, yang terakhir

ZW : Hmm, kalau yang ini, yu juga bingung, ngak tau

Pen : nah, tadi yu kan jawab A kan, seharusnya jawabannya B, *outstanding collection*, bukan *collecting*.

ZW : O iya, baru tersadar.

Pen : **berarti ngak teliti ya yu ya?**

ZW : **Iya, bener banget**

Pen : Ok terimakasih Ayu atas partisipasinya, semoga kalau ambil test TOEFL besok sudah lebih tau dan lebih teliti lagi

ZW : Iya sama-sama, amin.

Interview 2 – K2/IH

Pen : Terimakasih Ihsan atas kesediannya. Setelah tin periksa, ternyata Ihsan benar 21 dan salah 19. Boleh tin bertanya penyebab-penyebabnya?

IH : Boleh, penyebabnya

Pen : Coba Ihsan lihat nomor 2,

IH : Oke, nomor 2

Pen : Nah, Ihsan kan jawabnya D, ya kan, nah itu jawaban sebenarnya yaitu HAVE

IH : Have, iya

Pen : Nah, tau ndak Ihsan itu permasalahannya apa?

IH : **Ndak,**

Pen : Ndak, berarti Ihsan jawab D nya kenapa? Karna sembarang aja>

IH : Karna... keren aja

Pen : Berarti sembarang pilih aja?

IH : **Iya, sembarang pilih aja**

Pen : Nah, itu sebenarnya permasalahannya tentang *verb* nya,

IH : Iya verb *have* ya

Pen : Iya. Belum ada verb nya kan..

IH : Iya

Pen : Nah, no 5 Ihsan

IH : Aaa, no 5

Pen : Iya. Tau Ihsan ini masalahnya tentang apa?

IH : Hmmm,

Pen : Ihsan pilihnya A ya

IH : Iya, seharusnya *obtained*

Pen : A iya, soalnya kalau pakai *that* harus pakai *to be*, *that is obtained* gitu. Kira-kira Ihsan tau ndak *rule* yang benar grammar nya itu, atau Ihsan milihnya karena mikirnya itu yang benar?

IH : Mikir yang benar aja

Pen : Berarti itu, apa ya, **karena tidak tau ya begitu peraturannya kayak gitu?**

IH : **Iya**

Pen : Nomor 6 lagi san. Nomor 6 IH pilihnya B ya? A iya, B. Nah, jawaban sebenarnya adalah D

IH : D? *To operate*

Pen : Iya, tau Ihsan kenapa?

IH : **Ndak tau**

Pen : Kata *often raise funds* ini merujuk ke *corporation* nya, kalau dia B, *operation* nya jadinya yang *raise fund*

IH : Mmm. Gitu...

Pen : Iya, kan yang jadi *subject* nya ini jadinya, gitu. Trus, yang nomor 9 San. Nomor 9 Ihsan jawabnya C,

IH : Ha, Iya

Pen : Iya, jawaban sebenarnya adalah A

IH : A, *are botanical gardens*

Pen : Iya, Ihsan tau kenapa?

IH : **Ndak tau**

Pen : Karena ada *rule* nya, kalau kita kalimat negative *not only*, *never*, *not until* dan seterusnya, itu *verb* nya harus duluan disbanding *subject*-nya.

IH : Hmmm, seperti itu

Pen : Iya. Itu penyebabnya tidak tau atau lupa pelajaran, penyebabnya?

IH : **Mungkin lupa, ragu-ragu tadi kan**

Pen : Mmm iya. Nomor 11. Nah ni Ihsan jawabnya tadi A ya?

IH : Iya

Pen : Sebenarnya jawabannya itu C, kenapa yang C karna disini kana da dua *verb* ni, *are sama has been*

IH : Iya, *are sama has been*

Pen : Nah ngak mungkin dua *verb* satu *subject* kan? Berarti disini seharusnya anak kalimat. *That diamonds* yang ini, barulah ini menjadi *subject* dari *has been*, gitu.

IH : O iya, ya

Pen : Nah, kira-kira itu kenapa Ihsan salah menjawabnya?

IH : **Kurang teliti ya, lupa.**

Pen : O lupa ya. Karena nunggu buk fitra ya?

IH : Bisa jadi
 Pen : No 15 San, ini sama dengan ini San
 IH : Iya
 Pen : Kira-kira mana jawabannya yang benar?
 IH : *Not until did anyone attempt even to measure the speed of light*
 Pen : Yang mana San kira-kira?
 IH : C ya?
 Pen : Nah yang A, soalnya belakangnya *to*, kalau *to* berarti
 IH : hmmm, *attempt to* ya?
 Pen : A iya. Berarti udah tau ya, kenapa. Alasannya karna emang ndak tau ya.
 Nomor 16, nomor 16 Ihsan jawabnya tadi C ya? Eh ndak A
 IH : Iya
 Pen : *there*, nah it jawabnya B, soalnya ini *are*
 IH : Iya, 16 B! O iya iya
 Pen : **Berarti salah tanda tadi berarti?**
 IH : **Iya, bisa jadi**
 Pen : Udah tau salahnya disini tadi?
 IH : Apa, iya udah tau, *are thousands*
 Pen : berarti salah tanda ya. Yang nomor 17, C
 IH : Iya C, *survive*
 Pen : Iya, nah itu seharusnya
 IH : B?
 Pen : A, soalnya seharusnya ini bukan *since* seharusnya, tapi *in*
 IH : *In* o iya ya
 Pen : Iya, soalnya *since* itu kayak permulaan sesuatu, semenjak dari itu. Tau ndak
 tadi? Atau kurang teliti, atau kenapa?
 IH : **Mungkin kurang lupa, eh kurang lupa, lupa**
 Pen : Lupa. Yang nomor 18 San? Yang nomor 18 Ihsan tadi jawabnya D ya?
 IH : A kan?
 Pen : Nah, jawabannya seharusnya C
 IH : C?
 Pen : Tau San kenapa?
 IH : Kenapa?
 Pen : Karena *various* ini adalah bentuk *adjective*, *adjective* sudah ni, *remarkable*,
 seharusnya disini *noun*, jadi *remarkable variety* gitu, bukan *various*
 IH : Hmmm, O iya iya
 Pen : Apakah Ihsan ndak tau, *various* itu bentuk-bentuknya, atau gimana? Jadi ngak
 nyangka kalau itu salah
 IH : **Iya, mungkin itu ndak tau**

Pen : Nggak tau. Lalu nomor 21, *A museum*, nah Ihsan tadi jawabnya A ya, *chronicles*, pasti ini mikirnya bukan *verb* ya?

IH : Iya, ini *verb*?

Pen : Nah, ini tu *verb*-nya. Yang betulnya C, soalnya ini kan *black cowboys, cowboys* ini kan banyak orang yang banyak, nah bukan *his*, seharusnya *their*

IH : *their*

Pen : *chronicles* ini artinya menyimpulkan, mencatat rentetan-rentetan sejarah, gitu. Kalau pakai *the* baru dia jadi noun

IH : Hmm, iya ya

Pen : Berarti kenapa tu San salah?

IH : **Nggak tau**

Pen : Nggak tau, kurang membaca, kurang teliti atau bagaimana?

IH : **Iya, soalnya tadi nampak ada -s, mungkin ini salah, langsung disilang aja**

Pen : Berarti tertipu ya

IH : Ya, tertipu

Pen : Yang nomor 22 San, Ihsan jawabnya D ya

IH : D, iya

Pen : Nah, Ihsan tau jawaban sebenarnya apa?

IH : Aaa, benar semua rasanya

Pen : Nomor 22 tu yang B jawabannya

IH : Yang B, *Bluegrass is a kind of country music,.. which was, who*

Pen : Ha, soalnya bukan *who*, karna *who* merujuk ke

IH : Orang,

Pen : Iya, ini *which* disini. Nah itu kenapa San?

IH : **Mungkin kurang memperhatikan**

Pen : Kurang memperhatikan ya

IH : Setelah dilihat, bukan orang kan, seharusnya pakai *which*

Pen : Iya, pakai *which*. Berarti, intinya krang teliti ya?

IH : Iya

Pen : Nomor 24 San, nah kira-kira, yang mana?

IH : Tadi Ihsan isi apa?

Pen : Tadi Ihsan isinya B

IH : Iya

Pen : Iya, benar sekali

IH : Benar sekali,

Pen : *Despite* itu nggak bisa diikuti oleh, *clausa*

IH : O iya,

Pen : Ihsan tau kenapa? Lupa, tidak tau, atau kenapa?

IH : Tadi San isinya yang mana? Yang *have*?

Pen : Yang B,
 IH : Yang B *small*?
 Pen : Iya
 IH : **Ndak tau ya, kenapa isi *small* tadi ya**
 Pen : Sembarang pilih berarti?
 IH : Bisa jadi
 Pen : Nomor 25 San. Itu San jawabnya yang A
 IH : Yang A? Serius yang A
 Pen : Iya, jawaban sebenarnya yang D
 IH : Yang D ya?
 Pen : Iya, Ihsan jawabnya *the*, seharusnya jawabnya yang *existing*, dan itu seharusnya *to exist*
 IH : Hmm, tadi nomor berapa ya, ada salah isi, 33 terbuat no 34, terusin aja lagi kan
 Pen : Hmm, lalu nomor, kenapa ini salah San?
 IH : **Mungkin salah pilih mungkin,**
 Pen : Salah pilih?
 IH : Iya, *the sun*, ngak mungkin *the* nya yang salah
 Pen : Iya, ndak mungkin ya. Nomor 26 San, San tadi jawabnya, yang A, *most often*, mikirnya ini *redundancy* ya?
 IH : Iya,
 Pen : Pengulangan kayak gitu ya? Nah sebenarnya salahnya itu ini,
 IH : *Engineer*?
 Pen : Iya, Ihsan tau kenapa?
 IH : **Ndak tau**
 Pen : Nah karena ini *noun*, ini *noun*, *engineer noun* atau tidak?
 IH : Ndak
 Pen : Iya, tapi itu merujuk ke orang. Sedangkan disini kita tidak membicarakan orang, dan seharusnya itu *engineering*
 IH : Ah, o iya iya. *engineering*
 Pen : Nah, kenapa tu tadi, karena ndak tau bentuknya ini, atau mikirnya ini,
 IH : Iya, mikirnya ini, karna ini diujung kan, tidak terlihat sama Ihsan sampai ujung, San lihat yang bagian awalnya, ya udah
 Pen : O begitu, berarti langsung salahnya di awal, rasa-rasanya ya. **Berarti itu karena kurang teliti ya?**
 IH : **Iya.**
 Pen : No 27 San, nah, tadi Ihsan isinya D
 IH : Iya, kok bisa D? C
 Pen : Udah tau salahnya C kan?

IH : Iya C, *the most old*,
 Pen : Iya, berarti itu kenapa San?
 IH : Hmm, mungkin kurang teliti juga
 Pen : Hmm, kurang teliti. Nomor 28, Ihsan tau salahnya dimana? 28 Ihsan jawabnya D, jawabannya itu seharusnya C. Karna, disini udah *past*, dia kan dua clausa nih, dan di clausa pertama sudah *past*, *signed*, seharusnya disini, *became*
 IH : *became* iya,
 Pen : Itu kenapa San, alasannya?
 IH : Kenapa ya?
 Pen : Ndak tau?
 IH : **Dibilang ndak tau, tau sih**
 Pen : **Tau, Kurang teliti,**
 IH : **Iya, bisa jadi. Ini *past* ya,**
 Pen : Iya. Lalu nomor 30 San, Tadi Ihsan menjawab D, nah seharusnya jawabannya yang mana San?
 IH : Hmm,
 Pen : Yang A, *the most brightest*, nah, udah *most*, *brightest* lagi
 IH : O iya ya,
 Pen : *Redundancy* dia jadinya kan, jadi ndak berguna disana *most* nya. Berarti itu kenapa San nomor 30 tu?
 IH : **Mungkin ndak teliti lagi**
 Pen : Ndak tau. Lalu, nomor 32, Nah, San tadi jawabnya B, *can contain*, seharusnya jawabnya D, nah sama kayak tadi San, ini *noun*, dan ini seharusnya noun juga, *water*
 IH : Iya
 Pen : Berarti San ndak tau bentuknya ya, perubahan dari mana noun, bisa jadi ya?
 IH : Iya
 Pen : Nomor 39 San, terakhir. *Sheep have been*, Ihsan jawabnya A, mikirnya tadi *Sheep has been* ya?
 IH : Iya
 Pen : Ini *sheep* bentuk singular dan pluralnya juga *sheep*, ini seharusnya bentuk D, *years ago*, soalnya ini kan udah pakai *over*, jadi seharusnya ngak pakai ago lagi, pengulangan dia jadinya
 IH : **O gitu, ternyata salah tu di akhir banyaknya**
 Pen : Iya, Ihsan lihatnya diawal-awal aja ya. Baiklah terimakasih Ihsan atas partisipasinya, saya doakan lancar nunggu dosennya, dan kalau ambil test TOEFL besok sudah lebih tau
 IH : Iya sama-sama, amin.

Interview 3 – K4/WA

Pen : Hai Wafiq, Terimakasih atas kesediannya. Nah tin sudah memeriksa punya Wafiq benar 25 dan salah 15.

WA : Banyak nya lagi

Pen : Ngak juga. Boleh ya tin bertanya penyebab-penyebabnya?

WA : Kalau ndak boleh?

Pen : Harus. nomor 3 fiq

WA : Nomor 3 itu udah feeling, *as pliable as gold*,

Pen : Tu kenapa disini beda jawabannya?

WA : Iya itulah, **Wafiq juga bingung. Kayaknya kurang teliti deh. Soalnya tadi tu udah sangat yakin, jawabannya yang C, tapi kenapa Wafiq bikin D?**

Pen : Itulah?

WA : Wafiq tau loh,

Pen : Iya, atau kurang teliti?

Pen : Hmm, bisa jadi. Nomor 5

WA : Aaa, no 5. Wafiq ragu tadi antara A dan C, tapi salah keduanya nampaknya

Pen : Iya. Jawabannya B.

WA : Hmmm,

Pen : Kenapa, karena ini bentuk *parallel structure* fiq. Eh nomor 5, ini bentuk dari *reduced form*, Wafiq ingat? Seharusnya nih, kalau kita pakai *that*, harus ada *is*, tapi karena kita *reduced*, hilang kedua-duanya, kalau mau pakai *that*, ngak boleh *is* nya hilang.

WA : O Iya,

Pen : Nah, kenapa tidak bisa *that obtained* aja, karena disini kalimatnya pasif, *water* ngak mungkin memperoleh kan, tapi seharusnya diperoleh. Gitu fiq.

WA : Oo, jadi jawabannya B

Pen : Itu Wafiq ndak tau *reduced* atau lupa?

WA : **Ada tau sih, lupa kayaknya,**

Pen : Nomor 6 lagi fiq.

WA : Nomor 6 Wafiq pilihnya B ya?

Pen : Iya,

WA : Karena itu *subject* menurut Wafiq

Pen : Nah, itu. Coba tengok verb nya, *often raise funds*. Kira-kira yang *raise funds* ini merujuk ke *corporation* atau *operation* nya?

WA : O iya, *corporation* seharusnya nak?

Pen : Iya, makanya kita awalnya infinitive, *to operate*

WA : Makanya D jawabannya ya

Pen : Iya, kenapa tu fiq?

WA : **Ndak tau, emang ndak tau**

Pen : Ngak tau ya. *Next*, eh no 9 ini banyak orang salah lo fiq, dan Wafiq benar

WA : Ini tau wafiq ni, kalau diawali *not only, never, subject* nya harus duluan

Pen : Trus kenapa Wafiq salah di nomor 15 ini?

WA : **Mana? Eh iya ya. Ngak tau..**

Pen : Nah yang ini jawabannya A fiq, soalnya dibelakang ini ada *to*, jadi seharusnya *attempt to*. Ini Wafiq ngak memperhatikan ya?

WA : Iya,,,

Pen : Ini baru yang disebut dengan tidak teliti fiq. Berarti Wafiq tau ya *rulanya*?

WA : **Iya, tau. Kan dulu ada belajar**

Pen : Ha, dan beberapa orang bilang ngak tau lo fiq, bukan lupa ya. Ilmu baru katanya

WA : Siapa tu?

Pen : Ada lah beberapa orang. Ok, nomor 16 fiq

WA : Iya ini Wafiq bingung

Pen : Kenapa Wafiq bingung? *Are singular or plural?*

WA : *Plural*

Pen : *Thousand?*

WA : *plural*

Pen : *thousands* yang *plural*, ini *singular*

WA : O iya, seharusnya pakai s ya? Wafiq ada kepikiran tadi

Pen : Iya,, Nah, kira-kira itu kenapa Wafiq salah menjawabnya?

WA : **Itu, ragu tadi tu**

Pen : Ragu atau bingung?

WA : **Ragu tu**

Pen : Ok. Nomor 23

WA : 17 betul?

Pen : Iya, padahal yang lain banyak salah pula, Wafiq benar

WA : O 23, ini iya bingung Wafiq tadi ni, ragu antara A dan D

Pen : antara A dan D, jawabnya C

WA : C, kenapa?

Pen : seharusnya *have been used*, bukan *using*,

WA : O iya, iya. aduuh

Pen : Nah, kenapa ini berarti?

WA : **Mungkin kurang teliti, Wafiq tau sebenarnya, tapi kurang memperhatikan**

Pen : Kurang teliti ya. 25 lagi Fiq

WA : Ha, ini Wafiq juga bingung. Wafiq jawab B kan? Ndak tau Wafiq

Pen : Iya, jawabannya D

WA : Ngak tau Wafiq

Pen : Ngak tau ya, soalnya ini kata *permit*, nah kalau kata *permit* dibelakangnya harusnya *infinitive, to exist*, bukan *gerund*, gitu

WA : O gitu.. selain kata *permit* ada ngak?

Pen : Ada, misalnya, *need, help, make, ask*. Kata yang butuh *gerund* ada juga seperti *feel*, dan lain-lain

WA : O iya ya.

Pen : Nah kenapa tu tadi?

WA : **Ndak tau, tapi kalau dibilang ndak tau, dulu pernah belajar**

Pen : Berarti lupa ya?

WA : **Kayaknya lupa lah**

Pen : Ok, Nomor 26 Fiq,

WA : 26 tadi Wafiq jawab A ya, *most often*

Pen : *most often* emang ada Fiq,

WA : O iya ya? Trus jawabannya yang mana?

Pen : ini yang D

WA : *Engineer* ini kan orang nak? Duh ada Wafiq berpikiran tadi ni, tapi lebih sering ke ini. Ada ni Wafiq belajar dulu, ini harus *parallel* ya,

Pen : Iya. Jadi seharusnya apa jawabannya?

WA : Apa ya?

Pen : *Engineering*, soalnya kita kan ngak nyari orangnya, *noun* nya aja

WA : Ah, o iya iya. *engineering*

Pen : Nah, kenapa tu tadi kenapa tu Fiq?

WA : **Kurang teliti**

Pen : Ok. Nomor 28 Fiq

WA : Ha 28 ini juga.

Pen : Jadi tau salahnya yang mana Fiq?

WA : Iya, ini sudah pakai *because*, pakai *which* juga. Jadi Wafiq salahkan saja yang itu

Pen : Nah, disini ada berapa clausa Fiq?

WA : Dua

Pen : Iya, dua. Nah klausa pertama apa tense nya?

WA : Past

Pen : Klausa kedua?

WA : Present

Pen : Nyambung ngak? Seharusnya?

WA : *became*,

Pen : **Nah itu dia. Tidak teliti?**

WA : **Iya,**

Pen : Ok, nomor 32, Nah, Wafiq tadi jawabnya B, *can contain*, seharusnya jawabnya D, nah sama kayak tadi San, ini *noun*, dan ini seharusnya noun juga, *water*

WA : Nomor 32 jawabnya C, kenapa *or*, ngak *and*

Pen : Emang *or*. Nah, ini *noun*, dan ini seharusnya noun juga, jadinya *water* bukan *watery*

WA : Oo, Wafiq tidak menyadarinya

Pen : Berarti itu tidak tau perubahan kata nya ya?

WA : Iya

Pen : Nomor 33,

WA : Tidak tau

Pen : Jawabnya C, ini, tidak ada *controversialest*, yang ada tu *the most controversial*.

WA : Hmmm,

Pen : Iya, soalnya dia lebih dari dua suku kata. Kalau dua suku kata atau kurang, baru dipakai –est seperti *brightest, oldest*

WA : Iya ya, lupa

Pen : Lupa. Ok. Nomor 34

WA : Ini tadi apa ya? Wafiq mikirnya, ini present ini past tense

Pen : Hmmm Nah, yang ini tidak bisa kita samakan dengan yang tadi, karena yang ini strukturnya beda. Kalau yang tadi kan lengkap ada *subject verb* nya, nah kalau disini seharusnya *orbiting* bukan *orbited*. Ini masih kasus *reduced*,

WA : Hmm iya ya

Pen : Kalau yang diawal tadi, itu pasif kan, nah kalau yang ini aktif, makanya *orbiting*. Nah berarti kenapa Fiq?

WA : Aa ndak tau

Pen : Ok. Nomor 38

WA : 38 Wafiq jawab B ya? Jawabannya?

Pen : Jawabnya D. Nah coba Wafiq hilangkan kata dari *to understand*, sampai ini, trus baca

WA : Hmm O iya ya

Pen : **Berarti kurang?**

WA : **Teliti**

Pen : Ok 39,

WA : *Sheep have been*, Wafiq jawabnya A, *Sheep* ini singular atau plural?

Pen : Kedua-duanya. Bentuk singular dan pluralnya juga *sheep*, jadi yang salah itu D, *years ago*, soalnya ini kan udah pakai *over*, jadi seharusnya ngak pakai ago lagi, pengulangan dia jadinya

WA : O Iya ya

Pen : dan juga ngak ada *since*. Berarti kenapa ti Fiq?

WA : **Kurang teliti. Wafiq tidak memperhatikan**

Pen : Ok. Last one, 40

WA : Ini Wafiq ngak tau, *collecting, concerning*

Pen : Ni seharusnya *collection*, kan *outstanding collection*

WA : Ha iya,

Pen : Ha. Berarti kenapa tu, tidak tau atau tidak teliti?

WA : **Tidak teliti**

Pen : Ok, Terimakasih Wafiq kalau ambil test TOEFL besok sudah lebih tau

WA : Iya sama-sama, amin.

Interview 4 – NK/RED

Pen : Hallo Assalamu'alaikum Rani. Terimakasih Rani atas kesediannya.

RE : Sama - Sama

Pen : Setelah tin periksa, ternyata Rani benar 17 dan salah 23. Boleh tin bertanya kenapa penyebab-penyebabnya?

RE : Boleh

Pen : Oke, satu – satu ya. Pertama, nomor 1. Nomor 1 Rani jawabnya D ya? Itu seharusnya jawabannya C, tau ngak kenapa?

RE : Ngak, kenapa tu?

Pen : Nah, kita ngak usah pakai *verb* lagi, karena *verb* nya udah ada disini, *didn't*

RE : O iya ya

Pen : Jadi, tadi tu kenapa Rani memilih D?

RE : **Iya tadi tu ni langsung lihat dari kalimat awal kan**, ada anak kalimat, trus ni pikir ini kalimat keduanya. Makanya ni pilih D karna ada verbnya. Jadi ni tadi cuma lihat di awal, tanpa memperhatikan ke akhir kalimat.

Pen : O jadi bisa **dikatakan tidak teliti ya?**

RE : **Iya**

Pen : Lanjut nomor 2

RE : Tiger moth jawabannya, seharusnya?

Pen : seharusnya A, *have*. Soalnya ini kan belum ada verbnya?

RE : Eh iya. Tadi Rani kira kenapa D, *whose, tiger moth* ini yang punya *wing*-nya.

Kalau dia kepunyaan , kan pakai *whose*.

Pen : Iya, tapi verb nya belum ada. Trus, kenapa ini berarti?

RE : **Hmmm, masih, kurang teliti**

Pen : Nomor 4

RE : Nomor 4, jawabannya?

Pen : Ini jawabannya D, *analysis of the stars*. Ini kan parallel structure nih, sama-sama noun, maka yg paling pas itu yang D.

RE : Iya, tadi Rani kira *the stars* ini yang lanjutan dari *Annie*, ngak nyambung kesini

Pen : Hmm gitu. Berarti ini masih tidak teliti ya. Ok, nomor 5 lagi

RE : ini, Rani jawabnya?

Pen : Tadi Rani jawabnya A, seharusnya jawabannya B.

RE : Kenapa tu? Jadi kita ngak harus pakai *that*?

Pen : Iya, ini adalah bentuk dari *reduced form*. Jadi, kalau kita pakai *that*, harus ada *is*, tapi karena kita *reduced*, hilang kedua-duanya, kalau mau pakai *that*, ngak boleh *is* nya hilang. Nah, ini kan pasif, makanya jadi *obtained*, kalau *obtain* jadinya memperoleh, bukan diperoleh.

RE : **O iya iya, baru ingat**

Pen : **Berarti lupa ya**. Lanjut ke nomor 6, tadi Rani jawabnya B, seharusnya D.

RE : D ya? Kenapa tu?

Pen : Ini kan *often raise funds*, kata ini merujuk ke *corporation* nya, bukan ke *operation* nya

RE : O iya. Bukan *operation* ya. Ini kurang teliti lagi

Pen : kurang teliti berarti ya. Nomor 7 lagi

RE : Hmmm, nomor 7 ini, seharusnya?

Pen : Ini seharusnya *no*, soalnya ini kan *noun*, kita harusnya pakai, *no*, misal *I have no blanket*, jadi *there were no federal laws*. Nah, tadi Rani jawabnya B ya, *not*. Kalau *not*, itu biasanya untuk verb.

RE : **O iya. lupa tadi**

Pen : Ok. Trus, nomor 9 Rani. Tadi Rani jawabnya D ya. Seharusnya jawabannya A. Rani tau ini tentang apa?

RE : **Tidak tau**

Pen : Nah, ini tentang negation, jadi kalau kalimat diawali dengan negative words such as *not only*, *never*, *not until* dan seterusnya, itu *verb* nya harus berada duluan dibanding *subject*-nya.

RE : O gitu?

Pen : Rani tidak tau atau gimana?

RE : **Belum tau structure nya kayak gimana. Jadinya pilih D aja**

Pen : Mmm. Nomor 10 lagi Rani.

Rani, tadi jawabnya a, tapi itu seharusnya C

RE : C?

Pen : Iya, ini masih tentang reduced form. Ini kan subjectnya nggak ada nih, tapi ini yang active sentence nya. disini, yang di *reduced* itu *subject* sama *verb*nya, dan karna dia aktif, jadinya *appearing*.

RE : O jadi langsung *appearing* ya? **Kurang tau Rani kalau yang ini**

Pen : kurang tau ya. Ok.

Lanjut nomor 11. Tadi Rani jawab A ya, nah seharusnya itu C

RE : kenapa tu?

Pen : Nah disini kan ada dua *verb* ni, *are* sama *has been*. Kan nggak mungkin Cuma satu *verb*nya. Depan nya harus jadi anak kalimat, nanti anak kalimat ini yang menjadi *subject* untuk *verb* kedua. Makanya jawabannya *that diamonds*,

RE : **Mmmm, iyaaa. nggak teliti tadi tu**

Pen : Ok, lanjut nomor 12.

RE : **Nah, ini bingung banget tadi, ngak tau apa**

Pen : bingung ya? Nah ini kan awalnya *designed by*, nah kira-kira apa yang bisa di desain, *people, US*, atau *statue* nya?

RE : The statue,

Pen : Nah, itu tau.

RE : O iya. Bener. Tadi tu bingung sebenarnya, karna jarang menemukan soal yang seperti ini.

Pen : Nomor 15, ini sama kayak soal nomor 9 tadi. Karena dia negation, makanya awalnya harus *verb*, baru *subject*

RE : Iya, iya

Pen : Nah, ini kan ada 3 pilihan yang verbnnya pertama nih, tau ngak jawabannya yang mana?

RE : **ndak tau,**

Pen : itu yang A, soalnya dibelakangnya ada kata *to*, jadi di depannya *attempt*, *attempt to*, bukan *even to*

RE : Hmmm gitu.

Pen : berarti sama ya alasannya sama yang nomor 9 tadi?

RE : ya, begitulah

Pen : No 17, ini yang Rani bingung tadi ya?

RE : Iya, hehe jawabannya apa?

Pen : Itu jawabannya A. soalnya kalau kita pakai *since*, ada kata *ago* di belakangnya. Trus, kalau kita pakai *since*, *verb* nya itu dalam *perfect tense*, jadinya seharusnya *in*.

Berarti kenapa tadi tu Rani?

RE : **O kayak gitu ya.kurang teliti sih tadi tu**

Pen : O gitu. lanjut nomor 18 Rani. Rani jawabnya D ya, seharusnya C

RE : Kenapa tu?

Pen : Nah, coba baca ini, hilangkan yang ini.

Something wrong?

RE : Hmm, iya sih ada aneh, tapi apa ya?

Pen : Nah ini kan udah jadi subject, ngak ada they lagi.

RE : **O gitu, iya. Baru paham.**

Pen : Ok, Nomor 39

RE : Hmm, ini Rani tadi jawabnya A sih, karna *sheep* ini harusnya pakai *has* kan

Pen : Ini jawabnya D Rani

RE : D, kenapa tu?

Pen : Sheep itu bisa dalam bentuk *singular*, bisa juga *plural*. Yang salah tu ini, *ago*,
kan kita udah ada *over*

RE : **O begitu, iya tadi Rani Ragu tu. Antara A sama D**

Pen : Ok terimakasih Rani. Semoga kalau ambil test TOEFL besok bisa lebih baik

RE : Oke, amin.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI

Jln. Prof. Dr. Hamka Kampus UNP Air Tawar Padang 25131 Telp. (0751) 7053363, Fax. (0751) 7053363
E-Mail info@fbs.unp.ac.id Homepage <http://fbs.unp.ac.id>

SURAT IZIN

Nomor : 9057/UN35.5/LT/2017

Dekan Fakultas Bahasa dan Seni Universitas Negeri Padang berdasarkan surat Ketua Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang nomor 547/UN35.5.3/LT/2017 tanggal 31 Oktober 2017 dengan ini memberi izin mahasiswa:

Nama : Titin Hasti
NIM/TM : 1300965/2013
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris

untuk mengumpulkan data Tugas Akhir (Skripsi):

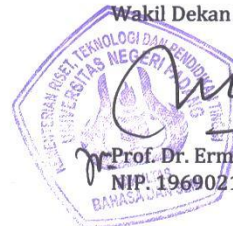
Judul : *"An Analysis of Difficulties in Answering Structure and Written Expression of TOEFL Made by English Students of Universitas Negeri Padang"*
Waktu : 1 November 2017 s.d. Selesai
Lokasi : Jurusan Bahasa dan Sastra Inggris FBS UNP

Demikianlah surat izin ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Padang, 15 November 2017

a.n. Dekan

Wakil Dekan I,



Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP. 19690212 199403 1 004

Tembusan:

1. Dekan FBS Univ. Negeri Padang
2. Ketua Jurusan Bahasa dan Sastra Inggris
3. Yang bersangkutan