

Chapter Two

Literature Review

In this chapter, the researcher reviews some theories related to the study about TOEFL, Structure and Written Expression and the challenges in doing Structure and Written Expression. The theories are taken from experts' opinion on a book and journal article in order to support this study. The literatures are discussed below.

Test of English as a Foreign Language (TOEFL)

TOEFL is the most frequently used test to measure students' ability in learning English. Phillips (2001) said that TOEFL is a test used to measure the students' level of English as a foreign language. It means that TOEFL becomes the measurement for people's mastery level of English. In the Indonesian higher education institutions, TOEFL test is one of the measurements of admission for non-native students. It is in line with Abboud and Hussein (2011) who stated that TOEFL has become a standardized test in measuring students' English proficiency of non-native English speakers.

TOEFL is designed in order to make a valid decision of the ability in understanding listening, structure and written expression and reading. In Indonesia, TOEFL is commonly used as a requirement in most of universities. Most of them use TOEFL as a requirement for the students to graduate, to apply for a job, to study abroad, and to get a scholarship in order to pursue their higher education. Antoni (2014)

explained that TOEFL is a requirement in applying for a job, staffs' recruitment and in the academic purposes.

According to Ang-Zie (2015), there are three types of TOEFL test such as PBT (Paper Based Test), CBT (Computer Based Test), and iBT (internet Based Test). The PBT TOEFL consists of three sections, named as Listening, Structure and Written Expression, and Reading. The first section is listening comprehension. It examines students' comprehension of spoken English. In the listening comprehension section, there are three parts of group test named as part A, B and C which consist of 50 question items. The second section is structure and written expression, it examines the students' comprehension of grammar, structure and formal written English. Structure and written expression has two parts of group test which are part A and B. It consists of 40 question items. The third section is reading comprehension. English Test Service (ETS) mentioned that reading comprehension examines the students' ability in comprehending short passage in English. It has 50 multiple choice questions.

Structure and Written Expression

Structure and written expression is the second section of the PBT TOEFL. This section measures students' ability in understanding structure and grammar with the standard of English writing (Phillips, 2004). Structure and written expression has two parts. Part A consists of 15 sentences in which part of the sentences has been replaced with a blank. Each question is followed by four answer choices. Then, the test-takers must fill the blank with the correct answer. Part B consists of 25 sentences in which four

words or groups of words have been underlined. Then, the students choose the underlined word or group of words that is incorrect. (Pyle & Page, 2005).

There are some skills tested in the structure and written expression namely subject, verb, object, independent and dependent clause, phrases and modifier, prepositions, part of speech, verbs, regular verbs, irregular verbs, auxiliary verb, subjunctive mood, subject-verb agreement, gerund and infinitives, nouns, pronouns, adjective, and comparison (Ang-Zie, 2015). The researcher will explain each skill below.

Subject, verb and object. A subject explains about person or thing in the sentence, for example *the teacher stands in front of the class*. According to Azar (2011), subject can be person, thing or topic which the sentence deals with. A verb explains about people or things which act or tell something about the subject, for example *Sam opens the door*. Azar (2011) stated that verb expresses the carrying out of an action. An object expresses a person or thing that becomes the subject to action. For example, *he watches the news seriously*. Azhar (2011) also said that the object is a person or things which explain the action of the verb.

Independent and dependent clause. Independent clause is a group of words that expresses a complete sentence, and it can stand as a sentence, for example *I was late to work*. A dependent clause is a group of words that consists of subject and verb. Dependent clause cannot stand as a complete sentence, for example *when I arrived in class, my classmate calls me*. Dependent clause is often identified by words called

dependent markers which are usually subordinating clause. Sharma (2017) explained “the clause having the finite verb phrase is called independent clause and the other having non-finite verb phrase is called dependent clause” (p. 84). In addition, Berry and Brizee (2018) stated that a dependent clause is marked by a dependent marker word, and it is a word added to the beginning of the dependent clause.

Phrase and modifier. Phrase is a group of words that do not have subject and verb. Modifier is word and phrase that describes people, place, and object. The most common phrase is preposition and noun or pronoun. Modifier includes adjective and adverb. For example, *on Friday, it rained all day, so the baseball game was cancelled by the league.* (Ang-Zie, 2015)

Preposition. Preposition such as on, in, and at are usually located in front of nouns and shows the connection among sentences. According to Lindstromberg (2010), one physical thing which is located in a connection to another word named as prepositions. For example, I prefer to read *in* the library.

Part of speech. Part of speech is a category of words such as noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction and interjection which are the main part of speech. Khaisaeng and Dennis (2017) stated that part of speech is divided into eight sub-categories which are noun, pronoun, adjective, adverb, verb, preposition, and determiner and conjunction. For example, this is my *dog*, he lives in my *house*, and we live in *London*.

Regular and irregular verbs. An English verb can be regular and irregular. According to Newman, Ullman, Pancheva, Waligura and Neville (2007), “The past tense of most English verb (regular) is formed by adding an *-ed* suffix and (irregular) English verb have past tense forms that cannot be derived from their stems in a consistent manner” (p. 435). The examples of regular verb are *studied, walked, cleaned,* and the examples of irregular verbs are *broken, forgotten, gone.*

Auxiliary verb. Auxiliary verb is used in forming the tenses, modals and voices of other verbs. Mukundan and Khojasteh (2011) explained that auxiliary verbs form important parts of grammar and semantics of most languages. Auxiliary verb is divided into two classes which are modal auxiliary verb and non-modal auxiliary verb (Kukucz, 2009). There are modals of auxiliary verb such as *can, may, will shall, must* while *be, have,* and *do* are the kind of non- modal auxiliary verb.

Subjunctive. Subjunctive is usually used to express something that you wish for, or a hypothetical rather than actual situation. According to Ang-Zie (2015), subjunctive is a verb that expresses a desire or a contrary to fact. For example, if you were a pet fish, you would be entirely dependents upon human beings (you are not a pet fish).

Subject-verb agreement. Subject and verb must agree with one another in the sentence. If the subject plural, the verb must be plural, if the subject singular the verb must be singular (Phillips, Longman Preparation Course for the TOEFL test , 2004). For example, “the *girl walks* to the office and the *girls walk* to the office.”

Gerund infinitives. Gerund is a verb that followed by –ing. An infinitive is a verb form that acts as other part of speech in a sentence, and it is formed by to + base from of the verb. Gerund and infinitives are the worst grammar pattern to be learned by students, and certain verbs are followed by a verb +ing (gerund), and others are followed by to + base verb (infinitive) (Dazdarevic, Fijuljanin, & Babacic, 2015). For example, “*Jogging* is a hobby of mine (gerund), *to travel* around the world requires a lot of time and money (infinitives)”.

Noun-pronoun. A pronoun is used besides a noun or noun phrase Pronoun is used to replace the word which has been mentioned. Noun is used to mention the name of things, people, places, animals, qualities, actions, and ideas. Clark and Sengul (1979) stated that a pronoun is like “she”, and a noun phrase is like “the woman”. For example, “*the school principal* spoke at the special assembly in the auditorium. *She* also asked some students to speak”.

Adjective adverb. Adjective is a word or phrase to modify or describe a noun. Adverb used to express a place, manner, time, cause, and degree. Faiz, Azher, Asghar and Jabeen (2018) explained “adjective is to create a graphical picture of a scenario which generates an automatic (p.223). According to Rozumko (2018), adverb shows a continuum of manner and modal meanings, and signals of reliable evidence existences which make it as a useful rhetorical device.

Comparison. Comparison is when the sentence expresses the comparison between one sentence and thing to another. Phillips (2004) stated that comparison is

when you point out the similarities or differences between two things, and the similarities and differences must be in the parallel sentence. For example, what is written is *more easily* understood *than* what is spoken.

Challenges on the Structure and Written Expression in the PBT TOEFL

Structure and written expression is one section on the PBT TOEFL. In this section, the test takers will be examined their ability in understanding standard written English and grammatical mistake (Alikhani & Bagheridoust, 2017). The things that underline why structure and written expression should be taught to students is because the structure and written expression can be categorized as the difficult section in the PBT TOEFL. Structure and written expression is categorized into difficult section because many students face the challenges in doing PBT TOEFL. In addition, some experts explained below that there are some challenges faced by students while doing the structure and written expression in the PBT TOEFL

Answering verb. In some results of studies, verb is one of the challenging aspects in structure and written expression. Ananda (2016) mentioned that some students encounter serious problems in answering verbs. Thus, it usually happens especially if there is a phrase or a clause between the subject and the verb. Some students failed in identifying the correct answer of the PBT TOEFL especially in identifying verb (Hambali, 2008). Furthermore, King and Stanley (2003) said that verb is one of ten problem areas. The last, Munadia (2016) described that in structure and written expression, many students face the problem in verb.

Identifying clause. According to Hambali (2008), clause is included as the challenging skills in structure and written expression section, “this is especially if the noun clause connectors do not function as a subject”. In the study of Ananda (2016), it was found that the percentage of problems faced by students in doing PBT TOEFL test in structure and written expression was 7%. Furthermore, Reduce clause was 100%, and relative clause was 56% (Munadia, 2016).

Identifying parallel structure. Another challenge in structure and written expression section is about parallel structure. Ananda (2016) explained that parallel structure becomes the problem in doing PBT TOEFL. King and Stanley (2003) said that parallel structure is the one of the problem related to the error identification in structure and written expression of PBT TOEFL.

Answering subject-verb agreement. Some students faced challenges in structure and written expression, and it becomes the highest challenge of error in the skills of subject-verb agreement (Ananda, 2016). Another study of Munadia (2016) found that some students faced challenges on subject-verb agreement (SVA). King and Stanley (2003) identified that subject-verb agreement became the problem related to the PBT TOEFL in structure and written expression section.

Previous Studies

For additional resource, there are two previous studies related to the topics of this study. Those studies discuss the challenges faced by the students on structure and

written expression of PBT TOEFL. The studies are elaborated briefly in the following point, and the connection among the reviews.

The first, it is a study by Ananda (2016) from Syiah Kuala University with the title “Problem with Section Two of ITP TOEFL Test”. The researcher investigated the challenges in the section two faced by EFL students. The quantitative research method was applied in gathering the data. In this study, the researcher investigated the problem in the TOEFL at Syiah University and the state Islamic University and the state university Ar- Rainy especially in the section two. The finding showed that inversion, subject-verb agreements, adverb clause connectors, passives, reduced adjective clause, parallel structures and the use of verbs were the most challenging question for the students. Furthermore, they also felt that part B was more difficult than part A.

The second study is Tanihardjo (2016) from Universitas Bunda Mulia with the title “Shortcut Strategies in Analyzing Sentence Structure in TOEFL: A Case Study at English Department”. The purpose of this study was to investigate the students’ problem in the grammar section of the PBT TOEFL in the culture and English department in Bunda Mulia University from six semesters. The researcher focused only on exploring the question in structure and written expression. There were 40 participants in the pre-test, and the result showed that there were 19 students pass the test. Those 19 students joined the post-test. Then, the result showed that the students still faced challenges in structure and written expression although they already finished the culture and English

class. Furthermore, participial phrase, adjective phrase, noun phrase, relative pronoun, and complex sentence were the type of problems in structure and written expression.

Based on the review above, there are some similarities found between this study and those two studies from Ananda and Taniharjo. Those two studies investigated about the challenges in structure and written expression of the PBT TOEFL. The purpose of the study from Ananda (2016) was to investigate the challenges in structure and written expression in doing PBT TOEFL test. Then, the study from Taniharjo (2016) had aim to find out the challenges in structure and written expression section in each skill, and the result showed that structure and written expression still needed to be improved.

The differences are found in the context of the study. The study from Ananda (2016) was in the Kuala University, and it investigated about the challenges either in part A and B of structure and written expression. Then, the study of Tanihardjo (2016) took place on the culture and English classes. Furthermore, my study took place in different countries which was in Yogyakarta and found out the challenges of the skill on Structure and Written Expression of PBT TOEFL among English Language Education Department in Yogyakarta.

Conceptual Framework

TOEFL is a test to measure student's ability in mastering English. In the TOEFL test, there are some types of the test namely PBT, CBT, and iBT. Some students take TOEFL test because they want to study abroad, to apply for a scholarship, and to pursue their higher education. However, some students in ELED still face challenges in doing

PBT TOEFL especially in structure and written expression section. Hence, a research about the challenges in structure and written expression at ELED in Yogyakarta is important to be conducted because the researcher wants to explore the challenges when they are doing PBT TOEFL of structure and written expression. The conceptual framework of this research can be described as follow

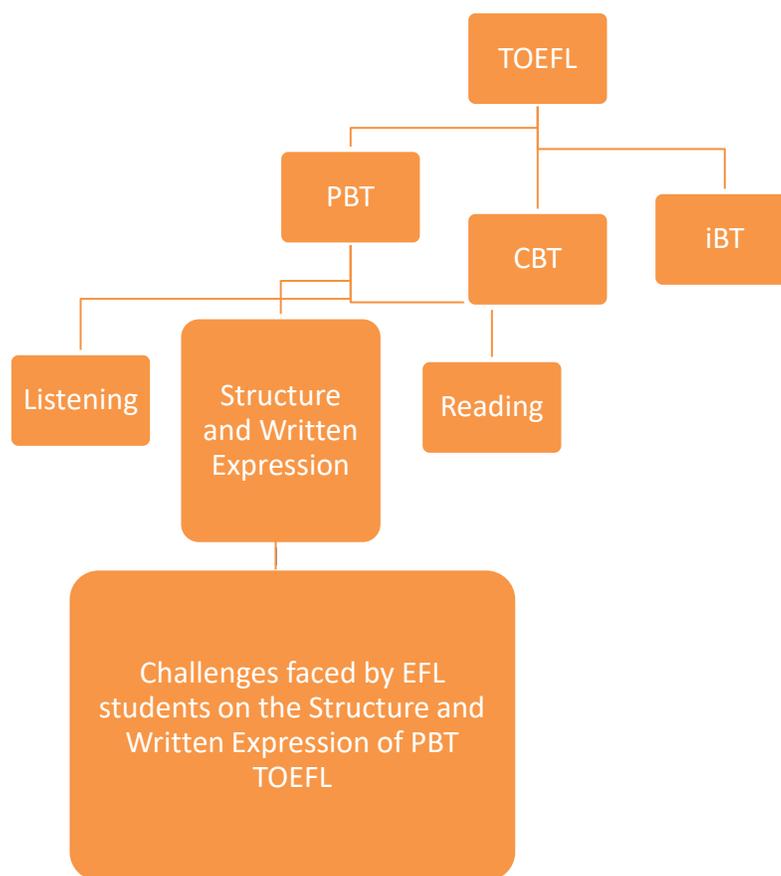


Figure 1: Conceptual Framework