

## **Chapter Four**

### **Finding and Discussion**

In this chapter, the researcher reports the finding based on the data analysis and the discussion of the finding. The researcher reports the challenges faced by EFL students in the structure and written expression of PBT TOEFL at one private university in Yogyakarta. In addition, the researcher uses pseudonym in reporting the results in order to protect the identity of the participants. The names of the pseudonym are Krisan, Dahlia, and Mawar.

#### **The Challenges faced by EFL students on the Structure and Written Expression of PBT TOEFL**

The researcher had gathered the data from the participants by conducting the interview. The three students at the department reported that they faced challenges in doing PBT TOEFL, and they said that the challenging section of PBT TOEFL was Structure and Written Expression section. According to the interview, the three participants said that they had been taken PBT TOEFL test, and they explained that they faced challenges in doing PBT TOEFL, especially in the Structure and Written Expression. The researcher found that there are six challenges faced by EFL students on the structure and written expression of PBT TOEFL. They were difficult in understanding part of speech, identifying clauses, limitation of vocabularies, understanding inversion, understanding tenses and identifying parallel structure.

**Understanding parts of speech.** Two participants in this study stated that their challenges in doing PBT TOEFL on the Structure and Written Expression were because they faced challenges in understanding part of speech. Krisan explained “we have to understand what [includes as] nouns, pronouns and adjectives sometimes. I forgot which one is noun and adjective”. Krisan added that one of the challenges in doing PBT TOEFL was fill in the blank form and choosing the best answer in order to make a good sentence. Krisan said that “I faced challenges to make connection of sentence and to fill the blank with a correct word, such as noun and adjective”. Dahlia also said that “in the English language, there is no single word that we know the meaning and type. In the SWE, we have to choose the incorrect word. So we have to know which one [has function as] verb [and we have to differentiate the verb] that uses s or –es. Sometimes, we think that they are a verb but actually they are a noun”.

According to the finding above, Krisan explained that understanding nouns, pronouns, and adjectives became the challenges on the Structure and Written Expression part. Krisan also faced challenges in determining the use of noun or adjective in the fill in the blank part. Then, Dahlia added that the other challenges faced in Structure and Written Expression was when she had to choose the incorrect word. So, the students had to know the verb that uses –s or –es. In addition, Hambali (2008) stated that identifying verbs becomes one of the challenges in the structure and written expression.

**Identifying clauses.** The three participants in this study explained that they faced challenges in identifying clause when they did PBT TOEFL. In identifying clause,

Krisan mentioned that “[the challenges] may be about the adjective clause, noun clause such as *that, which, who* because I was fooled and sometimes I forgot about the use of adjective and noun clause”.

Besides, in the Structure and Written Expression Dahlia and Mawar faced the same challenges. Reducing clause became the challenges in identifying clause. Dahlia stated that “in the reduce form I faced the challenges”. She gave example, “there are word *which is, which is taught*”. She added that “they can be reduced, and they have rules. I forget how the rules are, the rules of reduce makes me confused”. She gave explanation that “if [the sentence is] reduced, we use verb two, but there are some similar verb between verb two and three”. Then, Mawar said that “back to the subject and verb itself. I am still confused to distinguish [which one must be reduced]”. She added that “reduction is reducing the word to make a concise sentence”. She also gave more explanation, “for example before it is reduced, sometimes there are two verbs but only have one subject in a sentence”. She said that she was still confused which one must be reduced.

Based on the discussion above, one of the participants faced the challenges in understanding adjective clause and noun clause such as *which, who*. It is because he was trapped, and sometimes he forgot the use of adjective and noun clause. In the other hand, the two participants faced the challenges in identifying of reduced form. It is in line with the statement of Ananda (2016) that 5% students faced challenges in reduced adjective clause, parallel structure and use of verbs. In addition, Hambali (2008) stated that

identifying the correct word order of subject and verb in noun clause becomes one of the challenges in doing PBT TOEFL.

**Limitation of vocabulary.** One of the participant reported that she had challenges and limitations in understanding the type of vocabularies. Dahlia said that “the challenges of SWE are because of vocabulary that I do not know such as about the type of noun, verb or adverb. We have limitation on it”. Dahlia also explained that “in the English language, not all of words we know the meaning and the type”. And Dahlia also added that “in the SWE, we have to choose the incorrect word. So we have to know the verb that uses –s or –es. Sometimes, we think that they are a verb, but actually they are a noun”.

Dahlia indicated that one of the challenges is from the limitation of vocabulary because they do not know the meaning and the type of words. Dahlia failed to succeed in the test because she faced unfamiliar vocabulary. This was similar with the study of Munadia (2016) which mentioned that the students did not know the meaning of sentence overall.

**Understanding inversion.** The two participants of this study reported that they faced the challenges in understanding inversion. Dahlia explained that “the other problem is because the different type of the question such as inverted. Inverted is the word which reserved influences by some situation and reason. The first, [it] is because the condition *if* so it must be inverted. The second, [it] is because of negative sentence, so it must be inverted. The third, [it] is because of the question sentence so it must be

inverted. If we used in the question [question of TOEFL test], we forget about the theory. In the [ILT] book, we learnt many skills and we already understand, it may be because we learnt each session of the skills”. She also explained, “Mostly, I faced challenges in the inverted and reduce form”. Besides, Mawar said that “in inversion sentence it can be switched. So, in a sentence, it must be subject first but why in the sentence, it begins with a verb. Sometimes there are verb and connector in a sentence. So, I am still confused to determine which one is verb or subject” Dahlia added some examples of inverted sentence because of question form. In the sentence, we use subject followed by verb, but in the question form, the verb will be followed by subject. For example, where are you going?

Based on the discussion above the two participants faced the challenges in understanding inversion. They forget the rules of inversion which means they have learnt most of the skills in the Structure and Written Expression, but when they are doing the TOEFL test they already forget it. Sometimes, they are also confused in determining which one must be switched. Furthermore, according to Ananda (2016), in answering inversion of the Structure and Written Expression, there were 12% the students faced the error.

**Understanding tenses.** The two participants in this study explained that they faced challenges in understanding tenses when they are doing PBT TOEFL, especially in the structure and written expression. Krisan said that “in the written expression, sometimes I am fooled in the past participle and past perfect”. Dahlia explained that

“there are so many types of tenses but we frequently often use present future or past participle. For example, when we have limited knowledge of tenses types, we will be easy to make some mistakes in answering the question. I personally have limited knowledge of tenses types, so I still faced challenges in SWE”.

According to the finding above, Krisan said that he faced the challenges in the past participle and past perfect on the part B of Structure and Written Expression. Dahlia added that there were so many types of tenses, but we just only frequently used present future and past participle. She explained that she also had limited knowledge of the tenses. In addition, understanding tenses becomes one of the challenges in doing PBTTOEFL especially on the Structure and Written Expression.

**Understanding parallel structure.** One of the participants mentioned that she faced the challenges in understanding parallel structure on the Structure and Written Expression in doing PBT TOEFL. Mawar stated that “parallel sentence is the sentence [which] must be paralleled”, for example in a sentence, it was mentioned about a job such as she is not a teacher but she is a lawyer. Sometimes I still confused if the parallel sentence was about phenomenon, and physiological issue. She also gave example in the parallel structure which used noun, noun, noun, conjunction then must follow by noun also. She added an example, “I like to go to hiking, camping, and cross-country skiing. Mawar explained, “for the example in a parallel structure we use noun, noun, noun, conjunction and also must be followed by noun.” Besides, Mawar is one of the participants who faced the challenges on the Structure and Written Expression of PBT

TOEFL test. She stated that she still faced challenges in differentiating noun and adjective. It was in line with the statement of King and Stanley (2003) that parallel structure is one of the problems related to the error identification in the structure and written expression.

In addition, in the study done by Ananda (2016) the result showed that there were seven challenges faced by students namely inversion, subject-verb agreements, adverb clause connectors, passive verbs, reduced adjective, parallel structure and use of verb. While the study of Tanihardjo (2016) showed that participial phrase, adjective phrase, noun phrase, relative pronoun and complex sentence were the most challenging skills faced by the students. Furthermore, the result of this study showed that there were three common findings of both the previous study namely understanding inversion, identifying clauses and parallel structure.

According to the finding, there were several challenges faced by EFL students on the structure and written expression of PBT TOEFL in this study. The challenges were categorized into seven major challenges namely understanding part of speech, identifying clauses, limitation of vocabulary, understanding inversion, challenges in understanding tenses, challenges in understanding clauses, challenges in understanding inversion, understanding tenses, and identifying parallel structure. Those all the challenges were faced by EFL students in doing PBT TOEFL especially in the structure and written expression.