AN ANALYSIS GRAMMAR ABILITY BY THE STUDENTS OF IAIN PALOPO IN ANSWERING TOEFL PREDICTION

IAIN PALOPO

A THESIS

Submitted to the English Language Teaching Department of S1 Tarbiyah and Teacher Training Faculty of State College Islamic Institute of IAIN Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Teaching

By,

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REG. NUM. 13.16.3.0094

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING FACULTY OF THE STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO 2018

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CHAPTER I

INTRODUCTION

A. Background

Learning language consists of four skills that must be mastered by the students. The skills are listening, speaking, reading, and writing. Besides they must also be capable of grammar. Cowan believes that grammar is "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language"[1]. Ur also states that "a learner who knows grammar" is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms"[2]. Thornburry comments that "grammar is a description of the rules that govern how a language"s sentences are formed. Grammar attempts to explain why the following sentence are accepatable. The statements persuade that grammar will help students to communicate properly because it is the basic knowledge of English.

When students learn English, their first and target language could be mixed and influence each other. The patterns of the target language can be very different from those of their first languange. Mostly, students are using the Indonesian sentence patterns unconsiously when they write English sentence without paying attention to the rules. Furthermore, Murcia and Hilles states that "grammar often taught isolate,

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[1] Cowan, *The Teacher's Grammar of English,* (New York: Cambridge University Press, 2008), p.3

[2] Ur, *Grammar Practice Activities,* (Cambridge: Cambridge University Press, 1988), p.4

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unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations."[3]

Unfortunately, English grammar sometimes makes Indonesian students confused because it is different from the grammar of their mother tongue, so that the ability of the Indonesian's students in grammar still low. From this, the research tries to conduct research in Answering TOEFL Prediction to Analysis Students Ability in Grammar. Using TOEFL prediction test is one of way to know how far students understand about grammar.

The research wills analysis students' grammar ability by answering TOEFL prediction test.

B. Problem Statement

Based on the background above, the writer formulates a problem statement "How is student's Grammar Ability in Answering TOEFL Prediction at English Department of IAIN Palopo ?

C. Objective of the Research

The objective of this research is to analysis student's grammar ability in answering TOEFL prediction at English Department of IAIN Palopo.

D. Significance of the Research.

The result of this research is expected to be useful information to the English learner in general who wants to improve their English Grammar Ability in Answering

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[3] Murcia and Hilles, *Techniques and Resources in Teaching Grammar,* (New York: Oxford University Press, 1987), p.8

TOEFL. Besides, the result of this research will be expected theoretically and practically:

    1. Theoretical significance

The result of the research will be expected to be useful guide for English teacher in Grammar ability in Answering TOEFL prediction. This is also to enrich sources and references about grammar.

    2. Practically

a. To give suggestion to the student how an Analysis of the Students Grammar Ability in Answering TOEFL Prediction is important.

b. To stimulate the other researches who want to conduct the coming and future research.

E. Scope of the Research

This research focused on the students' An Analysis of the Students Grammar Ability in Answering TOEFL Prediction. The scope of the research focused on analysis form and consciousness rising, and focuses on the seventh semester English Department of IAIN Palopo.

CHAPTER II

LITERATURE PREVIEW

A. Previous Studies

1. The research, Siti Ningsisoel had concluded research entitled improving grammar through reordering word at the eighth year student of SMPN 8 Palopo. She concludes that the use of reordering word can improve grammar ability and they were interested in learning specially in using future perfect continuous tense of the eight year student of SMPN 8 Palopo. Furthermore, the suggested the teacher must always encourage the students and they must always be creative in make making grammar exercise[1]

2. The researcher, Suryaningsih had concluded research entitle the effectiveness of picture in learning preposition at the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. She concluded that the use picture is effective to improve the students' competence in learning grammar specially preposition at MAN Palopo. Furthermore, she suggested that the teachers should encourage the students with interesting method when they teach English grammar.[2]

3. The researcher, Pahira had concluded research entitle "Developing students writing skill through Grammar Translation Method at the tenth class of MAN

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[1] Siti Ningsihsoel, *Improving Grammar Through Reordering Word at the Eighth Year of SMPN 8 Palopo,*(Palopo:STAIN Palopo,2009),p.68.

[2] Suryaningsih, *The Effectiveness of Picture in Learning Preposition at the Eleventh Year Studentds of MAN Palopo,* (Palopo: STAIN Palopo, 2007),p.57.

Palopo". She concluded that GTM effective in developing the students' writing skill at the tenth of MAN Palopo.[3]

B. Concept of Grammar

1. Definition of Grammar

Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

Further, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language. In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a

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[3] Pahira, *Developing Students' Writing Skill Trough Grammar Translation Method at the Tenth Class of MAN Palopo,*(Plopo : STAIN Palopo,2010),p.65

passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

In the context of EFL, teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. For example, according to Larsen-Freeman and Richards and Rodgers, in such a method learners are required to learn about grammar rules and vocabulary of the target language. In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. Many teachers think that teaching grammar separately is not favorable to learners since learners only learn the way language is constructed, and very often when they are given grammatical rules, the learners work well on such cases. However, when they write or speak, the learners make grammatical mistakes or even unnecessary ones. Helping learners apply grammatical rules into communicative tasks (for example, writing and speaking) is

very challenging. Therefore, teachers, especially in the context of EFL, could benefit from learning some alternative teaching approaches for teaching grammar so that they can integrate grammar or structure into other language skills in such a way that the goal of learning language is ultimately achieved.

Study of the grammar of the target language, students would become more familiar with the grammar it self. Learning about foreign language would help the students grow intellectually. Actually there has been many definition stated by experts concerning to it as Gerot and Wignel had defined that "grammar is a theory of language, of how languages is put together and how it works."[4] Scott Thornbury said that: Grammar is defined as: A description of the rules for forming sentences, including an account of the the meanings that these forms convey.[5] And said that: Grammar adds meanings that are not easily inferable from the immediate context. The kinds of meanings realised by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where things happen.

Based on the explanation above the meaning of message conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances

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[4] Gerot And Wignel, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p. 2.

[5] Scott Thornbury, *How to Teach Grammar,* (England: Pearson Education Limited, 1999), p. 13.

that the writer or speaker produces. Grammar is the study of phrasing that has a particular form into a proper sentence. Grammar can also be interpreted the study of how to prepare some kind of English words so that it becomes a proper English sentence.

Engglish essential grammar in use, especially in the face of such examinations or tests English language skills while studying at school. English grammar is important in learning a language and not to be missed. In starting a book called English Grammar, Jeffrey Coghil and Stacy Magendanz, two founders of the library and the campus of McNeese State University in Lake Charles, Los Angeles defines grammar as follows: "The grammar of a language is the set fo the rules that govern its structure. Grammar determines hoe words are arranged to form meaningful units.[6]

The researcher's consideration in carrying out this research is based on the view that grammar is an essential component of language, so it is important to find and apply a method to teach it effectively. As stated in verse 24 of Surah Abraham that learning grammar is very important aspect to language acquisition.

"Have you not seen how God sets forth a parable? A goodly word like a goodly tree, whose root is firmly fixed and its branches reach to the heavens, of its Lord. So, Allah sets forth parables for men, in order that they may receive admonition".[7]

Actually, this verse can be put in language teaching context which states that learning grammar is important. "A goodly word" can be inferred with producing the

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[6] http://www.geniusedukasi.com/

[7] Muhammad Zafrullah Khan, *The Qur¶an*, (London: Curzon Press Ltd, 1971), p. 230.

language accurately and appropriately. The place of grammar is considered as fundamental factors, parable with the root of the tree, which is firmly fixed in the ground. It means that one should posses the basic knowledge of grammar in order to be able to communicate grammatically. In Muqaddimati Fi-Tarbiyah, according to Ibrahim Nasir in teaching learning process needs media to explain the material, in order to make students understand it easily. He said: "Mediums of learning are everything being presented from concrete media and aimed to understand the meaning carefully and precisely".[8]

2. Purpose of Grammar

The use of grammar in learning English is very important. Learn English with knowing grammar, it will increase the level of knowledge of your English in writing and speaking, and be able to interpret the English language properly even though its use is not for daily activities - day, but if you've been holding the principle of grammar correctly, then the use of the English language was would be much better. Benefits of the use of grammar is developing the art of translation, to help get vocabulary, increase knowledge on the actual sentence comprehension and build conceptual ideas regarding the structure of the English language.

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important? Without knowing the grammar of the language, one cannot be said to have learned the language. Besides, it seems

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[8] Ibrahim Nasir, *Muqaddimati Fi-Tarbiyah*, (Aman: Ardan, Tth), p. 169.

impossible to learn a language without learning the grammar because it tells us how to use the language.

From the explanation above, it shows that learning English grammar is important when someone wants to acquire English. Grammar and language can not be separated, if writers or speakers want to speak English, they must know the grammar of English. "Grammar is descriptive of what English speakers do, it must reflect the variable performance of its users".[9]

If a language had no grammar, its speakers would never be able to communicate with each other, and thus, they would never know each other. The new utterances of sentences are usually produced by a speaker would have different ideas or meanings to his hearers and readers or even they would not be understood.[10] Consequently, if a language has no grammar, it would never be spoken, because people will be able to learn a language if the language has fixed pattern or regularities. If a language has no grammar, no systematic ordering of its words in sentences, it could never be learned by a native speaker or by a foreigner, not could to people understand one another in it. It is clear that learning English grammar is needed in the English class. However, there are a lot of theories of grammar or English grammar, there are not inherently good or bad, right or wrong, true or false,

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[9] Martin Parrot, *Grammar for English Language Teachers*, (Cambridge: Cambridge University, 2000), p. 4.

[10] Charles W. Kreidler, *Introducing English Semantics*, (New York: British Library, 1998), p. 4.

since it is known as the system of a language which is used to communicate to other people in the right way.

By studying the standards and standard rules of grammar, we can use them more flexible to refer to conditions or the right idea. We can build our conceptual map of the structure of the English language. What we say and write not only out, but also structured. We can also improve our ability to use effective force to train our expression in speech and writing. Anyone want to study abroad? Well, that is not to be missed ya. Grammar is very bnecessary for preparation before breaking into the school you want, such as TOEFL, IELTS, GMAT, and others.

According to Richards, Platt, and Weber in Nunan grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

In grammar, the students are provided with many rules of a language. One of them is tense. Hornby states that tense is a verb form or series of verb forms used to indicate the time of the action or state. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English as a foreign language, it is very important to know the rules of 16 tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

3. Kinds of Grammar

When we talk about grammar, we only think of all the set of rules that we learn in school. But according to David Crystal in the Cambridge Encyclopedia of Language, describes six types of grammar:

a. Descriptive grammar- is an approach that describes the grammatical construction of a language, from a point of view of linguists. It is used to investigate a 'corpus' of spoken and written material.

b. Pedagogical grammar- this is the kind of grammar we think about because it is used for teaching a FL or for raising awareness of the learners.

c. Prescriptive grammar-focuses on the construction of language as certain people think it is or isn't correct.

d. Reference grammar- grammatical descriptions that can be used as reference for those interesting in establishing grammatical facts.

e. Theoretical grammar- studies individual languages, and determines what the required construct is in order to do any grammatical analysis.

f. Traditional grammar- summarizes the attitudes and methods found in the period before the advent of linguistic science.

On the other hand Dr. Richard Nordiques, full Professor of English at the Armstrong Atlantic State University in Georgia, mentions about 10 different ways of analyzing the structures and functions of language. For example:

1. Comparative grammar- consists of the analysis and comparison of the grammatical structures of related languages.

2. Generative grammar-refers to the unconscious knowledge of a speaker's use of language.

3. Mental grammar- is considered the generative grammar stored in the brain and which allows a speaker to use language in a understandable way.

4. Pedagogical grammar- simplified grammar designed and used for SL instruction.

5. Performance grammar- is a description of the way words are organized to form sentences and paragraphs.

6. Transformational grammar- accounts for the constructions of a language by linguistic transformations and phrase structures.

7. Universal grammar- is the system of categories operations and principles shared by all human languages and considered to be innate.

8. 8, 9, 10. Refer to reference, theoretical and traditional grammar and these are mentioned in Crystal's descriptions.

4. Some Difficulties in Grammar

The difficulty for the sake of the difficulties often encountered when learning English grammar. Naturally, because the rules of English grammar is more complex than in our own language, that required knowledge of grammar enough to be able to master the English language as well. Maybe some people are already familiar with the theory of English grammar, but in its application to communicate, there are still many people who actually heed the theory of grammar.

Although logically when we speak English well, though the system of grammar that were not appropriate, most people will understand what the purpose of our words. Still, learning English grammar is required to support the ability of our grammar so much better.

In general, study materials in English grammar is actually quite can be obtained from textbooks in English. However, if found some difficulty to digest the material grammar textbook, you should ask directly to those who are more familiar, such as a friend or an English teacher. Or if they want to increase the Traffic grammar well, learning English grammar in the course of course highly recommended.

Study material from the simplest grammar, do not always move on to the next matter if it is felt you have not understood correctly by the theory and its applications in communications. In English alone, there are three types of grammar based on different time periods in the confirmation of the sentence. Three periods are past

tense which is an occurrence that has happened in the past, present tense is an event that is happening now, and the future tense is an event that will occur in the future.

These three simple grammar system is obliged to be understood, because everything would be used in all forms of English communication, let alone a formal communication. As for the learning material other English grammar can be learned later. Because if you already understand the three basic grammar above, it will be very easy for English grammar learning progress further.[11]

C. Strategies in TOEFL Grammar Test

1. Definition TOEFL

TOEFL (Test of English as a Foreign Language) is a test used to determine the level of a person's ability to speak English. This test is intended for people who do not use English as their mother tongue. Generally, this test is used as a prerequisite for someone who wants to study or work in a country that uses English in everyday communication.

TOEFL is an abbreviation of the Test Of English as a Foreign Language. TOEFL is the standardization of one's English ability in writing which covers four aspects of mastery: Listening, Writing, Speaking and Reading. TOEFL has two general objectives are: Academic and General.

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[11] Nordquist, Richard. Basic Sentence Structures in English. Retrieved from http://grammar.about.com/od/basic sentencegrammar/a/basicstructures.htm.

a. Purpose of Academic TOEFL is for educational purposes, research or related academic activities abroad, or in Indonesia. To graduate, usually a minimum value of 550 while S1 is 500.

b. General purpose (general) generally used in the field of employment, promotions or job assignments. Many companies that install the default English employees to see the value of TOEFL. Generally, a minimum TOEFL score is 500 for the promotion of standards.

2. Types of TOEFL

Until now, there are three types of TOEFL that is issued by the ETS (English Testing Service), namely: PBT (Paper Based Test) TOEFL, CBT (Computer Based Test) TOEFL iBT (Internet Based Test) TOEFL

a. PBT (Paper Based Test) TOEFL

PBT-TOEFL Test The TOEFL is a type of the first issued by the ETS. System-TOEFL PBT tests on the use of paper or sheets of paper questions and answer sheets to be filled with a 2B pencil

b. CBT (Computer Based Test) TOEFL

CBT-TOEFL is the second type, replace PBT-TOEFL. CBT-TOEFL test systems no longer use paper, but directly with the computer. All about using the software and any questions were answered done on the computer. CBT was first issued in 1998. However, in some countries in Asia, especially Indonesia are still allowed to use PBT (ITP-TOEFL) as the standard of the International TOEFL Test.

So that the prestige of CBT in Indonesia is very minimal. Even today there are still many Indonesian people who do not know what it is CBT-TOEFL.

c. IBT (Internet Based Test) TOEFL

IBT-TOEFL or also known as the Next Generation (NG) is a type of TOEFL Test TOEFL latest issued ETS and introduced since 2005, but in Indonesia, has entered into force in 2006 as the standards of the International TOEFL Test recognized in the world. ETS made many changes to the format and systemTOEFL latest Test. TOEFL-iBT also use computer media, only on the iBT test system using the internet. Thus the test participants directly online with ETS and answer the test questions as well as online.[12]

The need to master English is absolutely very crucial. Functioning as international language for communication, people are expected to know English either for daily communication or for public use. The functions of English as a major tool for communication have been globally recognized. English is important not only in education, but also in other public sectors in which people are interacting.

English is used widely in the world and studied as a foreign language or as a second language in several countries (Erdem-Keklik, 2011; Sindhedkar, 2012). A study by Sindkhedkar, for example, confirmed the position of English language as a major tool for communication in India and states that English "occupies the position

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[12] Hubard., *A Training Course for TOEFL*, (New York: Oxford University Press, 1983), p.133

of associate official language" and widely used as "a link language in offices and among the educated people". It is further statedthat English is "not only a compulsory subject at school, college and university but is also the medium of instruction to the large extent". English has functioned as "the language of science and technology". Erdem-Keklik also mentioned that English is the most popular foreign language taught in Turkish schools.

Therefore, English becomes important subjects either in schools or in universities in every country. Indonesia, a country in Southeast Asia, also sets the important roles of English education. This brings the ideas that English should be taught from Junior high Schools to Universities, including in state universities in Makassar, South Sulawesi, Eastern Indonesia. For the sake of developing and maintaining the English capabilities, plenty of efforts are required in teaching English. The success in teaching English is influenced by many factors, such as the teachers, materials, and methods. That is the roles of the teachers in the classroom to integrate good materials and methods. In addition, factors from students should be highly considered. That is also the roles of the teachers to organize teaching materials and methods that are suitable with the needs and interests of the students.

One of the aspects in the teaching process is the language testing. Issues in language testing had been the focus of research in educations in different countries and different contexts. Pan (2009) examined the roles of test as an exit requirement in China and Fahim et al. (2010) explored the test takers' ability in reading test of the TOEFL in relation to critical thinking. Another study by Zareva

(2005) examined the new format for the TOEFL test. Arabsarhangi and Noroozi (2014) studied reading comprehension test types in relation to self awareness and learners' performance. All of these studies indicate the pivotal functions of good language testing as instruments to measure the students' English proficiency. For that reason, it is necessary for the teachers to create reliable testing for the language proficiency of the students in order to evaluate the achievement of the students.

One of the types of language testing is TOEFL, which stands for 'Test of English as a Foreign Language'. This test is highly recognized as a standard language testing in English language and had been "internationally recognized and respected" (Warfield et al., 2013, p. 196). The grade of the TOEFL is mostly used as indicator in academic life around the world. For example, when students want to continue their study to foreign countries, the university asks the applicants to submit their TOEFL grade as indicator of their English language proficiency. Studying in foreign countries definitely demands high English proficiency level that can be seen from the TOEFL grade.

In Indonesia, the TOEFL test is originally conducted by English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like or a TOEFL-equivalent test, or a TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL test is locally administered by the university, and only used for internal usages in order to examine the students' English proficiency.

In Indonesia, particularly in Makassar, the TOEFL test is highly recommended for students who want to continue their education to higher level, for example, from undergraduate level to graduate level. The test is also used for public usages such as to get promotion to higher level of job. Since the test is measuring English proficiency covering many different skills such as listening, reading, grammar, writing, and speaking, many students find it difficult to do the test. In fact, in Makassar, taking TOEFL test is considered difficult. Consequently many test takers failed the test and did not reach the standard passing grade.

This paper examines the students' problems in answering the TOEFL test in one state university in Makassar. Like other universities in Indonesia, this university also has a specific institution for administering the English test proficiency such as TOEFL, TOEIC, and IELTS. In the Graduate program, TOEFL Test is used as an entrance test to be accepted as new students. The test also becomes the requirement for the final exam. Students who want to take their final exam for their thesis are required to pass the standard grade, for example, for >400 for non-English students and >476 for English students. To assist students, TOEFL Preparation courses are also available. Nevertheless, the fact shows that many students failed the tests.

The main question brought into discussion in this paper is what are the problems encountered by the students in answering the TOEFL Test? Findings from this study are very beneficial as input for the teaching of TOEFL, especially in the TOEFL Preparation courses. Exploring problems the students have may become guidelines in managing and preparing the good TOEFL lesson project.

Kafafi defined assessment as an "indicator of learners' acquisition of knowledge and of the teachers' quality of teaching"[13]. It is "an integral part of providing a quality teaching experience for the adult learners, their long life learning process, and their participation in the community and the national economy". In addition, AERA et al. formulated that "assessment is any systematic procedure for collecting information that can be used to make inferences about the characteristics of people or objects". It is further stated that assessment is "an integral component of the teaching process and it provides information that both enhances instruction and promotes learning".[14]

Having a good assessment can be by organizing a good and reliable test. Reynolds et al (2006, p. 3) defined a test as "a device or procedure in which a sample of an individual's behavior is obtained, evaluated, and score using standardized procedures". It is "a method of collecting information and therefore one set of tools of assessment".

Thus, the results of a good assessment and reliable test will give implication about the success of the students and the teachers in the teaching process. TOEFL which stands for Test of English as a Foreign Language is a standard test for measuring students' English language capabilities. There are two types of TOEFL Test, namely Paper-Based Test (PBT) and Computer Based Test (CBT). The most common type of the test is the PBT, which was also used by the subject of this

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[13] Kafafi, 2012, p. 105
[14] Reynolds et al, 2006, p. 3

research. In the test, the students are required to master three important skills in English, namely Listening Comprehension, Structure and Written Expression, and Reading Comprehension. There are also tests for Speaking and Writing. There is also a scoring system for the TOEFL test. The minimum score is 216 whereas the highest score is 676 (Philips, 2001).

This study was conducted in one of the state universities in Makassar, South Sulawesi, Eastern part of Indonesia in 2013. The study focused on the students of Graduate Program who took TOEFL Test as the requirement for finishing their study. After being successful to be accepted as students, the results of the TOEFL Test in the entrance test became the basic guidelines for administering the TOEFL Preparation course. The TOEFL certificate would be issued for the students who were able to reach the passing grade, which then became the requirement for them to finish their study. If they did not pass the TOEFL test, their final exam would be suspended. The passing grades were 426> for Non English Program and 476> for English Program. Since it was locally used in the Graduate Program, the TOEFL used was not Institutional TOEFL. The TOEFL-like or the TOEFL Prediction was used instead whose materials were taken from the TOEFL Preparation Books (Philips 2001).

The Graduate program had the language laboratory that conducted the test (TOEFL-like or prediction TOEFL) and also conducted the TOEFL Preparation Course. In 2013, there were 30 classes which were conducted by the language laboratory covering different study programs. The programs were English

Education, Non-English Program (Indonesian Language and Social Science (Economy, Geography, History, Educational Management, Early Childhood Education, Educational Research, Sociology, Sports, and Arts) and Natural Science (Mathematics, Biology, Physics, Chemistry, and Technology). Each class consisted of 15 to 20 students.

For this study, three classes were taken as sample (one from English department, and two from non-English department, namely one social science class and one natural science class). To collect data, I observed these three classes. I also conducted in depth semi-structured interview to representatives of these three classes. There were twelve students (four for each class) who were interviewed. These respondents were chosen based on the frequency they took TOEFL test and their obtained scores which had not reached the passing grade. Respondents had taken the TOEFL Preparation Course and had taken tests for many times. Some of the respondents had to take remedial course and failed the tests for many times. The main focus was asking their major problems in answering the TOEFL Test.

TOEFL (Test of English as a Foreign Language) is one of the tests used to measure the ability of one's English proficiency. In Indonesia, some universities and educational institutions have been using TOEFL score as one of the requirements for students to complete their studies or as a school admission to enter universities or colleges. Besides, some companies may use TOEFL score for their employee's promotion. Different universities or colleges may have different standard requirement of TOEFL score. Some of them require a TOEFL score of paper –based

test $\geq$ 450, while some others need $\geq$ 500 depending on what study program it is. In Graduate School of Sriwijaya University for example, students completing their masters degree program must submit their TOEFL score of at least 450 for non English Study Program and 530 for English Study Program.[15]

In Indonesia, generally those who take TOEFL are adults or senior high school learners or graduates who have previous basic general English. They have already learnt basic English grammar such as the use of be verb and modals, how to form regular and irregular verbs, singular and plural nouns, and how to distinguish count and noncount nouns, etc. In relation to teaching activities learners taking TOEFL preparation class for example, should be given an overview of such basic things at once so that they could recall their previous experience of basic English grammar. Learning basic English grammar is the key point to begin to learn sentence structure that exist in section 2 of TOEFL. Sentence structure is a part of learning grammar. Grammar, a system of rules governing the conventional arrangement and relationship of words in a sentence, plays an important role to learn as it tell us how to construct a sentence which covers word order, verb and noun system, modifiers, phrases, clauses, etc. (Brown, 1994:347-348). In addition, Haegeman and Gueron (1999:16) define grammar of the language as "a system of rules and principles which is at the basis of all sentences of a language enabling speakers to produce wellformed sentences, to evaluate sentences, and to replace unacceptable sentences

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[15] Educational Testing Service. 1998., *TOEFL, Test Preparation Kit Workbook*. Princeton, NJ: Educational Testing Service.

by n acceptable variant." This means that the learners of English are supposed to be able to analyze any sentence using rules and principles of grammar available.

3. Model Testing

There are four sections tasted in the TOEFL test:

a. Listening comprehension

This section tests to test the ability of the participants in the conversation or listening to spoken language that is performed in English by using tape record or other audio media.

b. Structure and written expression

This section is used determine the ability grammatical test participants, including the styles in writing in the English language.

c. Reading comprehension

This section is shown to determine the test participants' understanding of texts written in the language of English. In general, the participants are expected to the test answer questions about the meaning, ideas, specific information and specific vocabulary contained in the readings were tested.

d. Test of written English

This section is localized to determine the ability of candidates of perform writing in English. In this test participants are given a specific topic or them and then asked to write ideas on the theme. As for the number of questions and time duration provided in the TOEFL test are summarized in the following diagram:

SECTION	MATERI SOAL	The number of Question	Duration
Section 1	Listening Comprehension	50 Question	40 minute
Section 2	Structure and Written Expression	40 Question	25 minute
Section 3	Reading Comprehension	50 Question	55 minute
Section 4	Test of Written English	1 essay topic	30 minute

Source (Book Student Choice TOEFL)

4. Sentence Structure in TOEFL Questions

Most sentences that appear in TOEFL test cover the four types of sentences: simple, compound, complex and compound complex. Deborah Philips in her Longman Preparation Course for the TOEFL (2003; 98,107), divides sentences with one clause (simple) and with multiple clauses (either compound, complex or compound complex). Basically a clause has one subject and one verb. This should be fully recognized by the learners. It is possible that a clause has more than one subject or more than one verb, but there must be a connector so called conjunction such as *and, but* and *or.* When there is clause like this, again learners should keep in mind that any conjunction joining two or more subjects or verbs, the subject or verb is still in one group.[16]

5. Problems of TOEFL Test Takers

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[16] Phillips, Deborah. 2003. *Longman Preparation Course for the TOEFL.* White Plains, NY: Pearson Education.

Based on the writer's experience in conducting TOEFL preparation class at the Language Lab, some students often failed in identifying the correct answers of the TOEFL questions such as in the following.

a) Identifying verbs

This usually happens especially if there is a phrase or a clause between the subject and the verb. For examples,

 1. Ornithology, the study of birds, **are** one of the major fields for the students to study.

 2. The doctor with a number of nurses **have attended** the seminar on tropical disease.

 3. The fire fighters that helped people put out the fire using the fire extinguisher **getting** some medals from the government. In sentence number 1, the students used *are* instead of *is* as they were probably influenced by the word *birds*. Theoretically, when a subject is followed by an appositive, the appositive does not influence the number of subject. An appositive can be a phrase placed before or after the subject. When it is placed after the subject, there are two commas in between, but when it occurs before the subject, a single comma after the appositive is used.

Sentence number 2 requires the verb *has attended* instead of *have attended*. Here the students were probably influenced by the object of preposition, a number of nurses. Theoretically, any prepositional phrase cannot become a subject.

Sentence number 3 requires the verb *get,* but some students chose *getting* instead of *get* as they thought the verb in the main clause shared the same verb *helped*

in the subordinate clause. Theoretically, every clause need a verb, so there is no single verb in a sentence with multiple clause.

b) Identifying the correct word order of subject and verb in Noun Clause. This is especially if the noun clause connectors do not function as a subject. For example the students say,

- What have you done is beneficial for your self. *instead of*

- What you have done is beneficial for your self . or they say

- We could not figure out why will Mrs. Smith call Paul. *instead of*

-We could not figure out why Mrs. Smith will call Paul. Theoretically, the words when, who, whom, which, why, what, whose, and how are useds for subordinators or connectors. The subjects must come first and then followed by verbs.

c) Identifying words with derivation and their function. This usually occurs in part B of section 2 of TOEFL in which it focuses on error identification for examples *a milk substance* and *a recent published journal.* The students considered *a milk substance* correct instead of *a milky substance* or *a recent published journal* correct instead of *a recently published journal*. Theoretically, any word with derivation for instance suffix may change its part of speech and automatically will function differently in a phrase.[17]

6. Key Points for Sentence Structure Analysis

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[17] Phillips, Deborah. 2007. *Longman Preparation Course for the TOEFL Test: iBT, Second Edition.* White Plains, NY: Pearson Education.

It is interesting to offer the following some key points for sentence structure analysis, which I believe it might be useful for TOEFL test takers to keep in mind when they take the test. Basically, the structure of a sentence must have at least subject and predicate. Predicate itself must contain at least a verb followed by object sometime. Nordquist (online) mentions that the basic parts of a sentence consist of the subject, the verb, and (often, but not always) the object. Since both subjects and objects must be a noun or noun phrase, it is necessary that the learners know basic sentence structure. Therefore, the following items might be essential to be well mastered.

a. *Be familiar with English Parts of speech*

As it is known that there are eight different kinds of parts of speech in English: *nouns, pronouns, adjective, adverb, verb, conjunction, interjection* and *determiner*. When learning English the learners should , familiar with those parts of speech and their functions. Therefore, it is a must for a teacher to introduce them to the learners especially the characteristics of each. For example an adjective modifies nouns or pronouns, an adverb modifies verbs or adjectives, a determiner modifies nouns, etc. It should be noted that all kinds of parts of speech might occur in a sentence. However, at least two parts of speech, **noun or pronoun** and **verb**, always appear in a sentence since the sentence must have them.

b. *Be familiar with Derivation*

Like Indonesian language, English has also prefix or suffix to form a part of speech, so this is also good for learners to be familiar with. When they recognize the

word with derivation, then they should also know its part of speech and its function. Note that in TOEFL questions many nouns derived from other parts of speech are used instead of common nouns or concrete ones such as the words ending with suffixes "on" and "ty" in *construction and responsibility* from *construct* and *responsible*. Furthermore, it is tricky that most of the questions in TOEFL use phrases instead of word-by-word. For example, the sentence uses noun phrases instead of single word for subject or object such as the subject in the following sentence:

• *There are **several good and important responsibilities** for the nation to invest money in renewable energy sources.* (***several good and important responsibilities**=* noun phrase) **Instead of**

• *There are **responsibilities** for the nation to invest money in renewable energy sources.* (***responsibilities*** = single noun).[18]

D. Evaluation Theory

1. Definition of Evaluation

Evaluation by Kumano (2001) is an assessment of data collected through assessment. meanwhile Calongesi (1995) evaluation is a decision about value based on measurement result. In line with that definition, Zainul and Nasution (2001) states that evaluation can be expressed as a decision-making process using information obtained through measurement of learning outcomes, using both test and non-test instruments.

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[18] Phillips, Deborah. 2007. *Longman Preparation Course for the TOEFL Test: iBT, Second Edition.* White Plains, NY: Pearson Education.

As an outline can be said evaluation is the value of the quality of something. In addition, evaluation can also be viewed as a process of planning, obtaining, and providing the necessary information in order to make decision alternatives. Thus, evaluation is a systematic process for determining or making decisions to what extent teaching objectives have been achieved by students (Purwanto, 2002). Cronbach (harris, 1985) states that evaluation is a systematic examination of all events occurring as a result of a program's dilution. Meanwhile, Arikunto (2003) revealed that evaluation is a series of activities that are shown to measure the success of educational programs. Tayibnapis (2000) in this case reviews the definition of program evaluation in the context of a process of assessing the extent to which educational objectives can be achieved.[19]

2. Definition of Achievement

Achievement test is an important tool in school evaluation and has great significant in measuring instructional progress and progress of the students in the subject area. Achievement means one's learning attainments, accomplishments, proficiencies, etc. it is directly related to the pupil's growth and development in educational situations.

Test should give an accurate picture of students' knowledge and skill in the subject area or domain being tested. Accurate achievement data are very important for planning curriculum and instruction and for program evaluation. Test scores that

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[19] Kumano, Y. 2001. Authentic Assessment and Portfolio Assessment-Its Theory and Practice. Japan :Shizuoka University .

overestimate or underestimate students' actual knowledge and skill cannot serve this important purpose.

The term assessment is defined by Stiggins (1994) as an assessment of the student's progress, process, and learning outcomes. While the assessment is defined by Kumano (2001) as "the process of collecting data which shows the development of learning it can be concluded that assessment is an appropriate term for the assessment of student learning".[20] However, although the learning process of students is important in assessing, the learning outcomes are also not excluded. Gabel (1993, 388-390) categorizes assessments into both large groups of traditional assessments and alternative assessments. Traditional assessments are true-false tests, multiple choice tests, complementary tests, and limited response tests. Meanwhile, those belonging to the alternative (non-test) alternative are essays, practical assessments, project appraisals, questionnaires, inventories, checklists, peer assessments, self-assessment, observation, interviews, and discussions.

Wiggins (1984) states that assessment is a tool that chronologically assists teachers and monitors students.Therefore, Popham (1995) states that assessment should be part of learning, not an integral one. Resnick (1985) states that in essence the assessment emphasizes an assessment of the student learning outcomes.In this regard, Marzano et al (1994). Stating that in revealing the mastery of student

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[20] Alwasilah, *et al.* (1996). *Glossary of Educational Assessment Term*. Jakarta: Ministry of Educational and Culture

concepts, the assessment not only reveals the concept that has been achieved, but also about the process of development of how a concept is obtained. In this case, the assessment can not only assess the results and learn the students, but also the progress of learning.[21]

3. Similarities and differences of assessment and evaluation

Rustaman (2003) revealed that the assessment is more emphasized on process assessment. Meanwhile, evaluation is more emphasized on learning outcomes. When viewed from his side, according to Stiggins (1993) assessment is more in favor of student interests. Students in this case use assessment results to reflect strengths, weaknesses, and improvements in learning. Meanwhile, according to Rustaman (2003) is more in favor of the interests of the evaluator.

Yulaelawati (2004) revealed that there is a difference between evaluation and assessment. Evaluation is a comprehensive assessment of education programs. Educational evaluation is more macro, widespread and comprehensive. The program evaluation examines the components that are related to planning, implementation and monitoring. While assessment is an assessment in a narrower scope (more macro) when compared with evaluation. As stated by Kumano (2001) the assessment only concerns student competence and improvement of learning programs.[22]

4. Definition of Test

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[21] Wiggins, G. (1984) . *A Tue Test : Toward More Authentic and Equitable Assessment* " Phi Delta Kappan 70,(9) 703-713

[22] Yulaelawati , E. (2004) Kurikulum dan Pembelajaran. Jakarta Pakar Raya Jakarta

Test is an assessment tool in the form of writing to record and observe student achievement in line with the assessment target.(Jacobs &Chase, 1992: Alwasilah, 1996). The answer that is expected in the test according to Sudjana and Ibrahim (2001) can be in writing, oral or deed. According to Zainul and Nasution (2001) tests are defined as questions or tasks or set of tasks that are planned to obtain information about an educational attribute or a particular psychological attribute. Each item of question and task has an answer or condition that is deemed correct. Thus if a task or a demanding question must be done by someone, but there is no answer or how to work right and wrong then the task or question is not a test.

The test is one of the planned measurement measures used by teachers to create opportunities for students in demonstrating their achievements relating to the goals Calongesi determined, 1995).[23] The test consists of a number of questions that the student has to do on a task and provides conditions for students to respond to the task or problem. The test according to Arikunto and Jabar (2004) is a tool or procedure used to know or measure something by using the way or rules that have been specified. In this case it should be differentiated between the definitions of testing, testing, tested, tester. Testing is the time at which the test is performed (when taking the test). Meanwhile Gabel (1993) stated that testing shows the process of conducting tests. Tested is the respondent who is doing the test. They are

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[23] Calongsi, J, S. 1995. *Merancang Tes Untuk Menilai Prestasi siswa.* Bandung : ITB

what will be assessed or measured ability. While the tester of a person who was given the task to carry out the test taking to the respondent.

5. Definition of measurement

According to Cangelosi (1995) the meaning of measurement (measurement) is a process of collecting data through empirical observations to collect information relevant to the intended purpose. In this case the teacher assesses student achievement by reading or observing what students do, observing their performance, hearing what they say and using their senses such as seeing, hearing, touching, kissing and feeling. According to Zainul and Nasution (2001) measurement has two main characteristics namely: 1) the use of a number or a certain scale; 2) according to a certain rule or formula. Measurement is a process that describes student performance by using a quantitative scale (system number) in such a way that the quantitative nature of the student's performance is expressed by numbers (Alwasilah et al.1996).

The statement is reinforced by the opinion which states that the measurement is the making of a number of attributes or characters in certain which refer to the rules and formulations are clear. Such rules or formulations shall be generally agreed upon by experts (Zainul & Nasution, 2001). Thus measurement in education means measuring the attributes and characteristics of a particular learner. In this case measured not the learner, in a more succinct, Arikunto and Jabar (2004) states

the definition of measurement (measurement) as an activity to compare things with units of certain size so that the nature becomes quantitative.[24]

6. The relationship between evaluation, assessment, measurement and tests

Kumano (2001) revealed that although there are differences in meanings understandings, evaluations and assessments are related. The relationship between the evaluation and the assessment is illustrated as follows.

Evaluation
"To evaluate the data which was collected through assessment"

Assessment
"The process of collecting data which shows the development of learning " (Kumano, 2001)
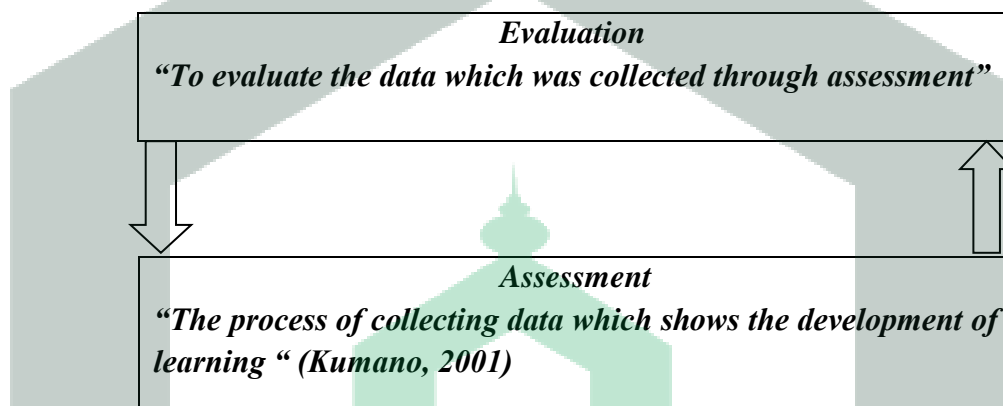
According to Zainul and Nasution (2001) the relationship between test, measurement and evaluation is as follows. A new learning evaluation can be done well and correctly when using information obtained through measurements that use the test as a measure. But of course the test is only one tool that can be used because the information about the learning results can also be obtained not through tests, such as using non-test measuring tools such as observation, scale of twigs, and others.

Zainul and Nasution (2001) state that teachers measure students' ability. If the teacher goes further in interpreting the score as a result of that measurement by using

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[24] Mahrens, W.& Lehman. (1984). *Measurement and Evaluation in Education and Psichology.* Newyork : HoltRinehart and Wintson.

certain standards to determine value on the basis of certain considerations, then the teacher's activity has gone further into evaluation. To reveal the relationship between assessment and evaluation, Gabel (1993) discloses that evaluation is the grading of data or results obtained through an assessment. The relationship between assessment, evaluation, measurement, and testing in this case is presented in Figure 1.
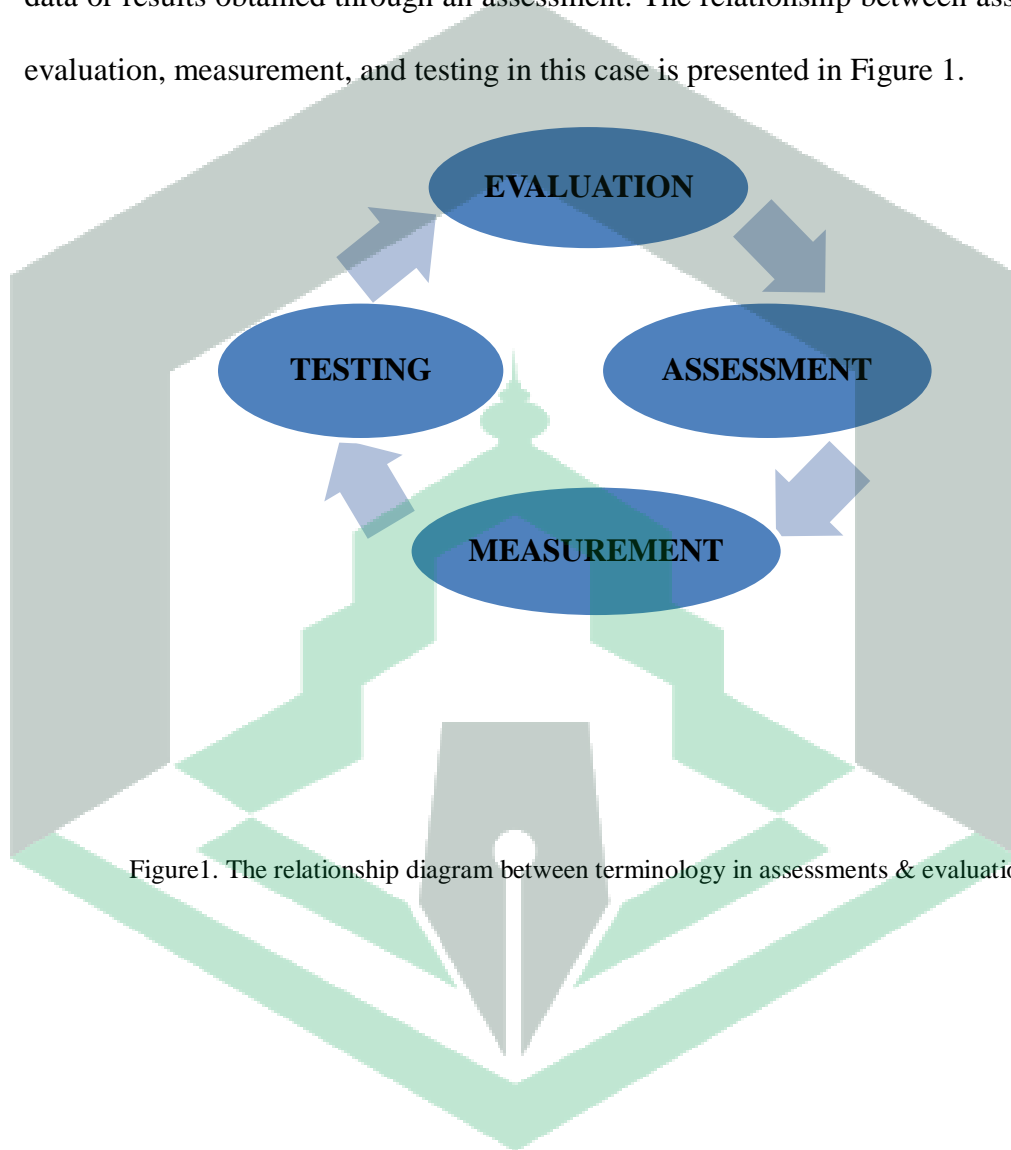
Figure1. The relationship diagram between terminology in assessments & evaluations[25]

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[25] Gabel, D.L. (1993). *Handbook of research on Science Teaching and Learning.* New York :MccMillan Company.

CHAPTER III

METHOD OF RESEARCH

A. Method and Design of Research

1. Method of Research

The method that applied in this research was quantitative descriptive method. It used to give description about students ability in grammar TOEFL test at seventh semester of IAIN Palopo.

B. Population and Sample

1. Population

The population of this research was all the seventh semester students English Department of IAIN Palopo. The population consisted of four and the total of them are 134 students from four classes. They are A, B, C, and D.

2. Sample

In this research, the writer used random sampling technique. It meant all students of seventh semester IAIN Palopo got some chance. Suharsimi said that "if the total of the subject is more than 100, it can be taken between 10%-15%, 20%-25% or more", and the research took 15% subject of the sample, so the total of the sample is 20 students.

C. Instrument of The Research

The instruments of the data collection in this research were TOEFL grammar tests.

1. TOEFL grammar test

By using a TOEFL Grammar test in the form of multiple choice questions consisting of 40 questions, that asking about the students' grammar test TOEFL in IAIN Palopo.

TOEFL test: it is intended to find out the mistake the students' grammar commit in it. PBT-TOEFL Test The TOEFL is a type of the first issued by the ETS. System-TOEFL PBT tests on the use of paper or sheets of paper questions. Type of the test is the PBT, which was also used by the subject of this research. In the test, the students are required to master three important skills in English, namely Listening Comprehension, Structure and Written Expression, and Reading Comprehension. There are also tests for Speaking and Writing. There is also a scoring system for the TOEFL test. The minimum score is 216 whereas the highest score is 676.

D. Procedure of Collection Data

To collected data, the write used some procedure as follows:

a. The researcher will give TOEFL grammar prediction test to the students and the explained how to do the test. The time for doing the test took 25 minutes.

b. The researcher asks the students to answer the test.

c. The researcher analysis the students' answer as the result of this research.

E. Technique of Data Analysis

In analyzing the data the writer used descriptive analyzing the data.

1. Test

The writer analyzed the ability of the seventh semester at IAIN Palopo in TOEFL grammar test by using the following:

a. Scoring the students answer

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100\%$$

Table above means:

Qualification	Quality	Degree	Identify Verb		Identify Noun phrase		Identify words derivation and then function	
Excellent	4	80-100	Jumlah soal	Score/soal	Jumlah soal	Score/soal	Jumlah soal	Score/soal
Good	3	70-79						
Average	2	60-69						
Poor	1	50-59						
Fairly poor	0	0-49						

Table above means:

4 = The answer the test items between 80-100 correctly.

3 = The students that answer the test item between 70-79 correctly.

2 = The students that answer the test between 60-69 correctly.

1 = The students that answer the test between 50-59 correctly.

0 = The students that answer the test between 0-49 correctly.

students Classifying the students score based on the following classification

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

Where:

    M = Mean score

    Σx = Total Score

    N = Total Sample[1]

b. Classifying the data is tabulate and analyze into percentage by using the formula as follows:

$$P = \frac{F}{N} X 100\%$$

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[1] Arikunto Suharsimi, *Prosedure Penelitian Suatu Pendekatan Praktek* ; (cet. II, Jakarta Rineka Cipta,p.185

Where:

P = Rate Percentage

F = Frequency of respondents

N = Total Sample[2]

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[2] Amirul Hadi dan Haryono, Statistik Pendidikan, (Jakarta:Rineka Cipta,1999),p.196.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the finding and discussion of the research. It entirely covers the description of the result of test TOEFL grammar analysis. In the discussion section, further explanation and interpretation of findings are given.

A. Findings

The test analysis was done by the researcher and the scoring was using to measure the achievement value of the TOEFL Grammar. The analysis data mechanism also had been explained previously in the chapter III and as the result of they are served beneath:

1. TOEFL Grammar Test

In table 4.1 the authors classify the ability of students in the test TOEFL grammar. In this table it can be distinguished students who are able to work on the problems and the location of the students' ability.

a. The ability students to answer identify verb. As shown in table 4.1.

Table 4.1

The Students' Score

Respondent (R)	Students Answer	
	Right	Wrong
R1	5	5
R2	10	0
R3	2	8
R4	10	0
R5	4	6
R6	7	3
R7	9	1
R8	8	2
R9	7	3
R10	8	2
R11	10	0
R12	8	2
R13	6	4
R14	5	5
R15	7	3
R16	6	4

R17	7	3
R18	9	1
R19	10	0
R20	10	0

Table 4.2

The Students Score Classification

No	Respondent	Score	Classification
1	R1	50	Poor
2	R2	100	Excellent
3	R3	20	Fairly Poor
4	R4	100	Excellent
5	R5	40	Fairly Poor
6	R6	70	Good
7	R7	90	Excellent
8	R8	80	Excellent
9	R9	70	Good
10	R10	80	Excellent
11	R11	100	Excellent
12	R12	80	Excellent
13	R13	60	Average
14	R14	50	Poor
15	R15	70	Good
16	R16	60	Average
17	R17	70	Good
18	R18	90	Excellent

19	R19	100	Excellent
20	R20	100	Excellent

The writer to analyze, the data were then classified and grouped based on the classification and the measurement has been determined.

Table 4.3

The classification of The Students Score and Frequency

Qualification	Score	Frequency
Excellent	80-100	10
Good	70-79	4
Average	60-69	2
Poor	50-59	2
Fairly Poor	0-49	2

Table 4.3 show that there is students get excellent, good, two average, two poor and two students fairly poor.

Table 4.4

The percentage of students score

Qualification	Students	Percentage
Excellent	10	50%
Good	4	20%
Average	2	10%
Poor	2	10%
Fairly Poor	2	10%

Table 4.4 show that there is students get excellent fifty percent (50%) students ,twenty percent (20%) students get good, ten percent (10%) students get average, ten percent (10%) students get poor, and ten percent (10%) students get fairly poor.

To find out the mean score of the students' score, let us look at table 4.5

Table 4.5

The worksheet of students' score

Score (X)	Students (F)	FX
50	1	50
100	1	100
20	1	20
100	1	100
40	1	40
70	1	70
90	1	90
80	1	80
70	1	70
80	1	80
100	1	100
80	1	80
60	1	60
50	1	50
70	1	70
60	1	60

70	1	70
90	1	90
100	1	100
100	1	100
-	20	1480

The mean score of the students is:

$$X = \frac{\Sigma X}{N}$$

$$= \frac{1480}{20}$$

$$= 74$$

This means score of the students is 74 or good.
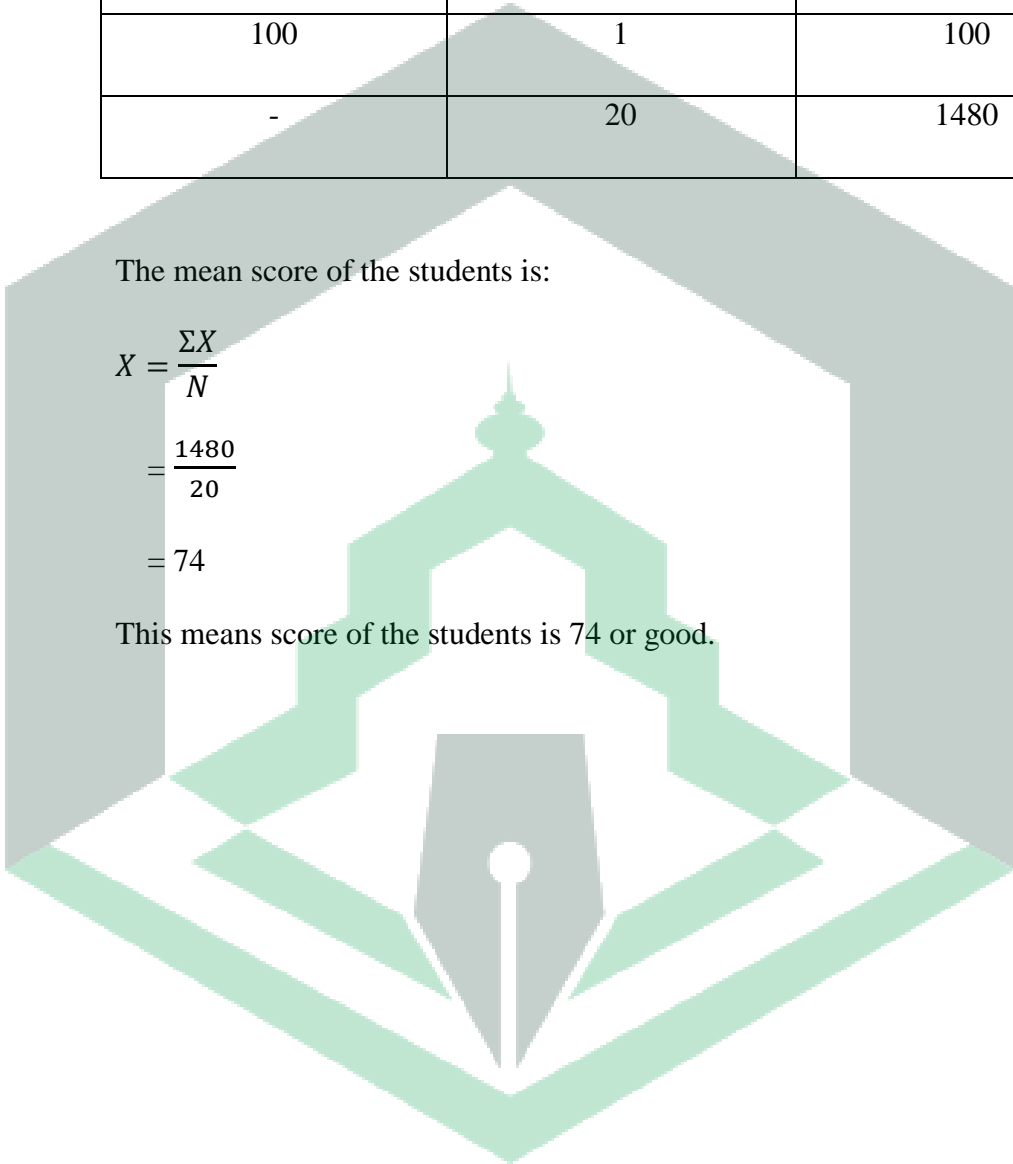
b. The ability of students to answer identify noun phrase

Table 4.6

The Students' Score

Respondent (R)	Students Answer	
	Right	Wrong
1	2	8
2	3	7
3	2	8
4	4	6
5	3	7
6	3	7
7	4	6
8	8	2
9	3	7
10	3	7
11	4	6
12	2	8
13	2	8
14	2	8
15	3	7

16	5	5
17	7	3
18	9	1
19	10	0
20	10	0
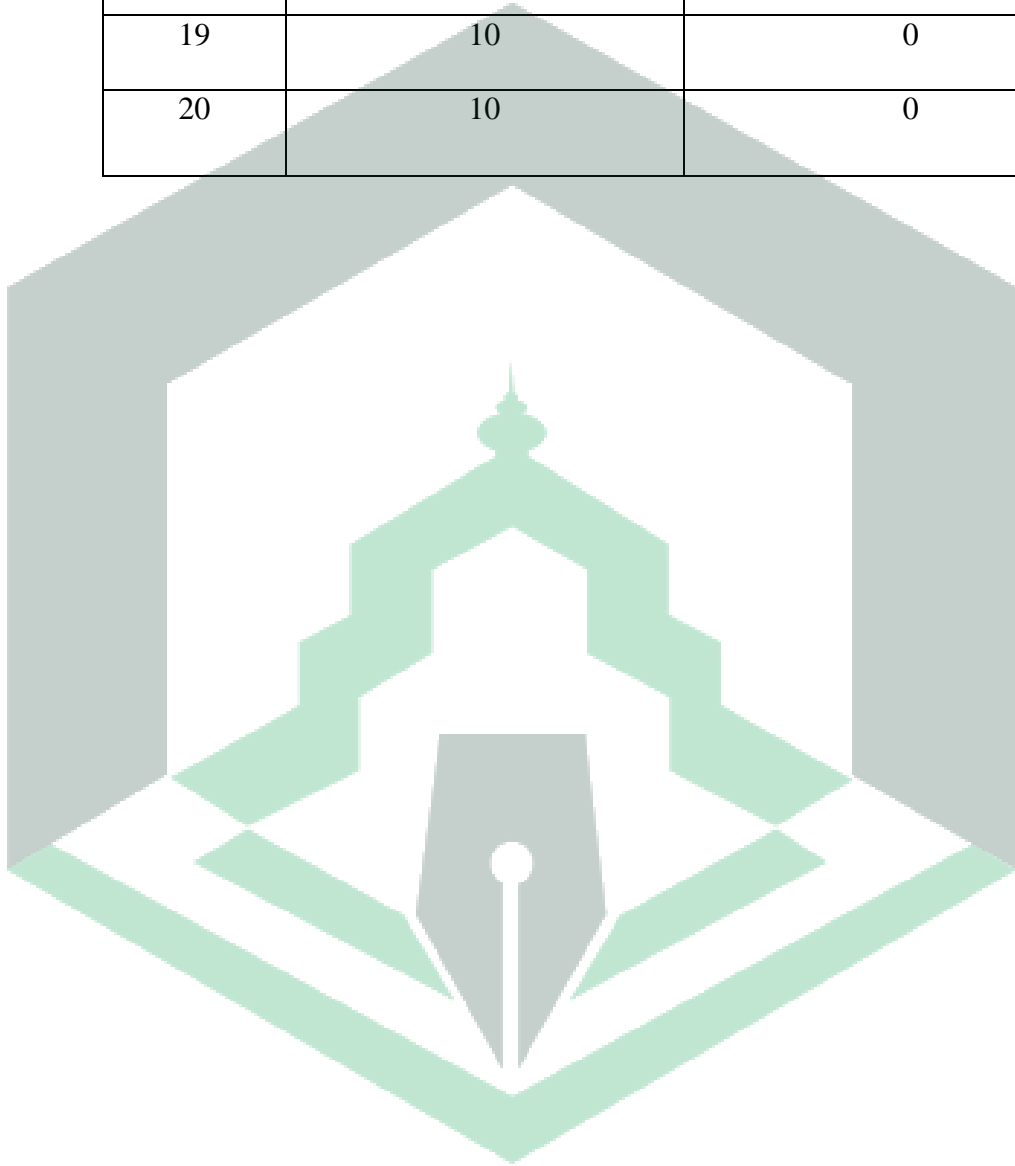
Table 4.7

The Students Score Classification

No	Score	Classification
1	20	Fairly Poor
2	30	Fairly Poor
3	20	Fairly Poor
4	40	Fairly Poor
5	30	Fairly Poor
6	30	Fairly Poor
7	40	Fairly Poor
8	80	Excellent
9	30	Fairly Poor
10	30	Fairly Poor
11	40	Fairly Poor
12	20	Fairly Poor
13	20	Fairly Poor
14	20	Fairly Poor
15	30	Fairly Poor
16	50	Poor
17	60	Average

18	40	Fairly Poor
19	60	Average
20	90	Excellent

The writer to analyze, the data were then classified and grouped based on the classification and the measurement has been determined.

Table 4.8

The Classification of the Students Score and Frequency

Qualification	Score	Frequency
Excellent	80-100	2
Good	70-79	-
Average	60-69	2
Poor	50-59	1
Fairly Poor	0-49	15

Table 4.8 show that there is 2 students get excellent, two students get average, one students get poor and fifteen students get fairly poor.

Table 4.9

The Percentage of Students' Score

Qualification	Students	Percentage
Excellent	2	10%
Good	-	-
Average	2	10%
Poor	1	5%
Fairly Poor	15	75%

Table 4.9 show that there is ten percent students get excellent, ten percent students get average, five percent students get poor and seventy-five percent students get fairly poor.
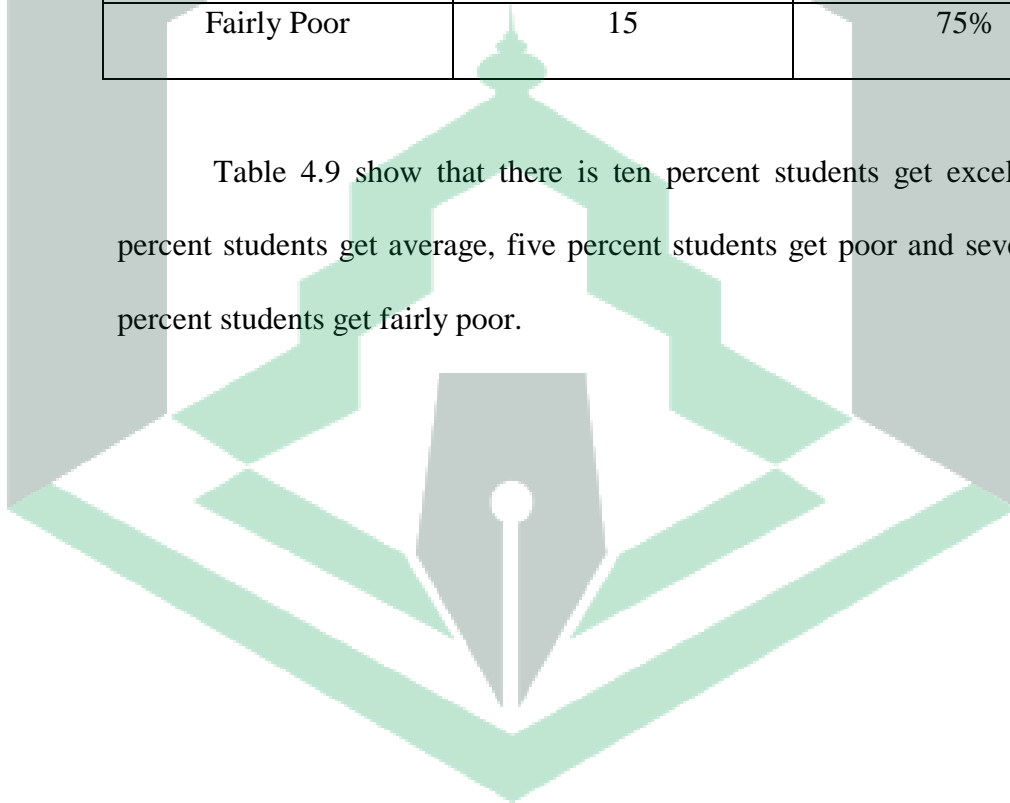
To find out the mean score of the students' score, let us look at table 4.10

Table 4.10

The Worksheet of Students' Score

Score (X)	Students	FX
20	1	20
30	1	30
20	1	20
40	1	40
30	1	30
30	1	30
40	1	40
80	1	80
30	1	30
30	1	30
40	1	40
20	1	20
20	1	20
20	1	20
30	1	30
50	1	50
60	1	60

40	1	40
60	1	60
90	1	90
-	20	780

The mean score of the students is:

$$X = \frac{\Sigma X}{N}$$

$$= \frac{780}{20}$$

$$= 39$$

This means score of the students is 39 or good.

c. The ability of students to answer identifies words with derivation and then function.

Table 4.11

The Students' Score

Respondent (R)	Students Answer	
	Right	Wrong
1	2	3
2	3	2
3	2	3

4	4	1
5	2	3
6	3	2
7	5	0
8	5	0
9	4	1
10	3	2
11	2	3
12	2	3
13	1	4
14	1	4
15	3	2
16	4	1
17	4	1
18	4	1
19	3	2
20	2	3

Table 4.12

The Students Score Classification

Respondent (R)	Score	Classification
1	40	Fairly Poor
2	60	Average
3	40	Fairly Poor
4	80	Excellent
5	40	Fairly Poor
6	60	Average
7	100	Excellent
8	100	Excellent
9	80	Excellent
10	60	Average
11	40	Fairly Poor
12	40	Fairly Poor
13	20	Fairly Poor
14	20	Fairly Poor
15	60	Average

16	80	Excellent
17	80	Excellent
18	80	Excellent
19	60	Excellent
20	40	Fairly Poor

The writer to analyze, the data were then classified and grouped based on the classification and the measurement has been determined.

Table 4.13

The Classification of the Students' Score and Frequency

Qualification	Score	Frequency
Excellent	80-100	7
Good	70-79	-
Average	60-69	5
Poor	50-59	-
Fairly Poor	0-49	8

Table 4.13 show that there is seven students get excellent, five students get average and eight students get fairly poor.

Table 4.14

The percentage of students score

Qualification	Students	Percentage
Excellent	7	35%
Good	-	-
Average	5	25%
Poor	-	-
Fairly Poor	8	40%

Table 4.14 show that there is thirty-five (35%) percent students get excellent, twenty-five (25%) percent students get average and forty (40%) percent students get fairly poor.

To find out the mean score of the students score let us look at table 4.15

Table 4.15

The Worksheet of students' score

Score	Students	FX
40	1	40
60	1	60
40	1	40
80	1	80
40	1	40
60	1	60
100	1	100
100	1	100
80	1	80
60	1	60
40	1	40
40	1	40
20	1	20
20	1	20
60	1	60

80	1	80
80	1	80
80	1	80
60	1	60
40	1	40
-	20	1180

The mean score of the students is:

$$X = \frac{\Sigma X}{N}$$

$$= \frac{1180}{20}$$

$$= 59$$

This means score of the students is 59 or good.

B. Discussion

The description of the data through question as explained in the previous section showed that students have some problem or difficulties in TOEFL grammar. In grammar TOEFL test there are three items among the three items to the difficulties faced by students seventh semester class c are the identify verb, identify noun phrase and identify identifies words with derivation and then function, because the average students in TOEFL test carried. There are some students who got a very minimal value of item is in Grammar TOEFL test. As for the difficulty problem answered by students of seventh semester in IAIN Palopo.
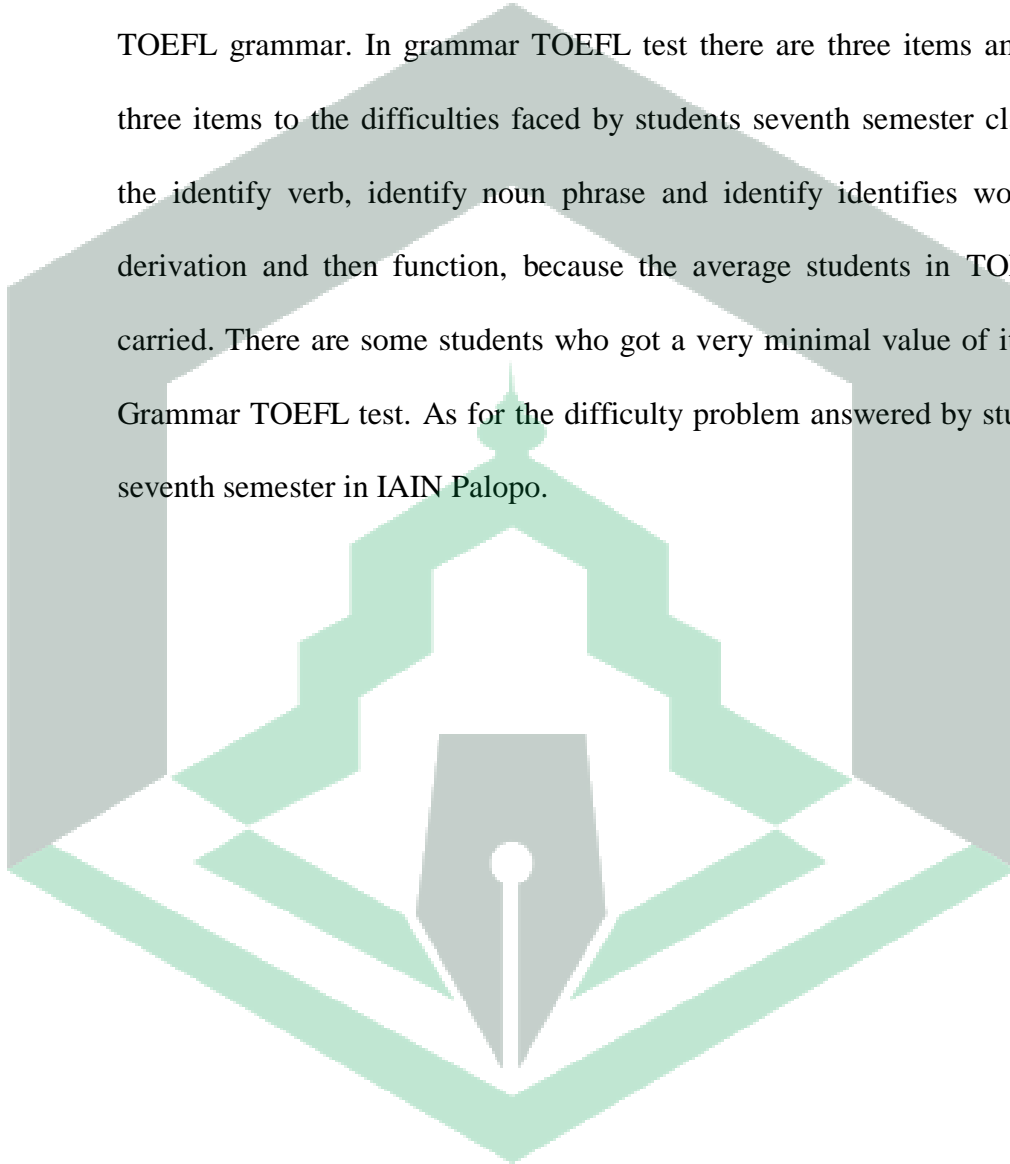
CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. Conclusions

Based on the result of data analysis and discussion above, the writer takes some conclusion as follows:

An Analysis Grammar Ability by The Students of IAIN Palopo in Answering TOEFL prediction at seventh semester of English Department in IAIN Palopo 2017/2018 academic years in TOEFL grammar are:

1. Difficulties in noun phrase grammar TOEFL test.

In Identify noun phrase items, the seventh semester students is much more able to answer question TOEFL test well in the appeal other items, grammar that is to long to make students become bored to read, the students on average seventh semester playing is difficulties in this item, because grammar (noun phrase) is still rarely used in get or in everyday, the students rely solely on answers guess that makes no right answer, and the items inference students almost answered with good about the test.

2. The students responses about TOEFL grammar test

The researcher think there are three difficult faced by students in TOEFL grammar test, namely: 1). Limited time, 2). Limited vocabulary, and 3). Lack of concentration. Therefore, in the work or answer question TOEFL grammar must use time as efficiently as possible, in addition to the students in required

to reproduce in required to reproduce the vocabulary before taking the test TOEFL vocabulary before reading test. Because in grammar there are lot of difficult vocabulary understand and students are suggested to concentrate on the work TOEFL test.

B. Suggestion

Based on the result of the data analysis and conclusions, the researcher gives some suggestion as follows:

1. It is suggested on the lecturer who wants to the teach TOEFL grammar in order to pay attention to the student difficulties in TOEFL grammar and to be more creative in presenting reading material when teaching so that the students can understand it easily.

2. It is suggested that the students always practice to read because the more we read much knowledge we get and our grammar skill will increase. Besides that, before grammar, the students should decide the purpose in reading a book or something else and enjoy it.

3. Students should always be given training at least two times a month to make students familiar with the TOEFL grammar test.

4. The research suggested to further researcher to focus their research on the other problem/difficulties in TOEFL grammar.

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