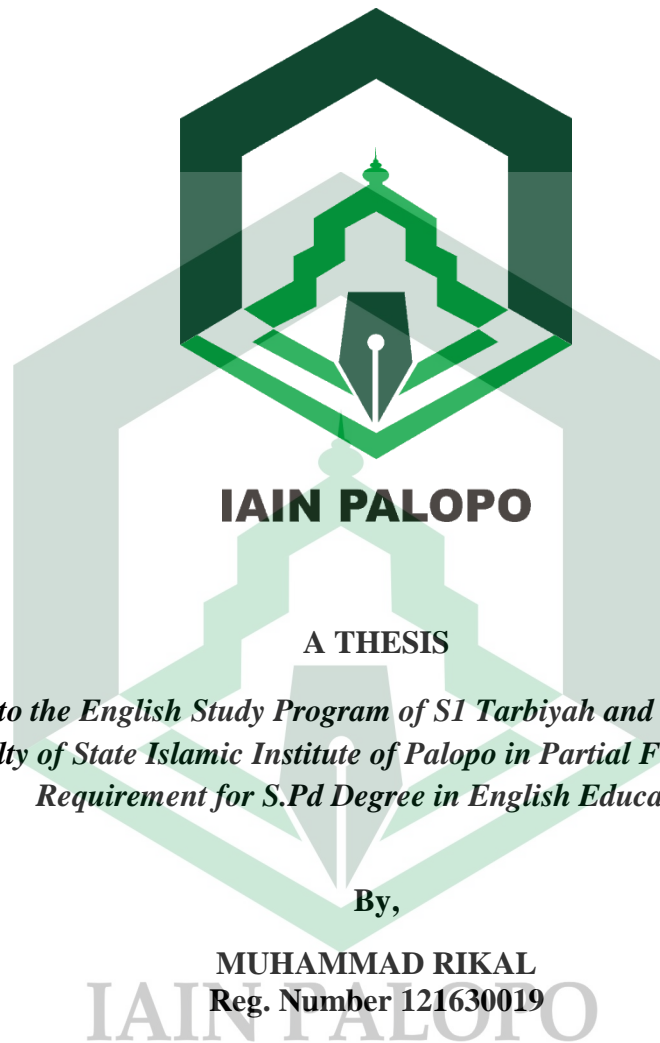


**THE STRUCTURE AND GRAMMAR COMPETENCE OF SECOND
SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF
IAIN PALOPO ACADEMIC YEAR 2016/2017**



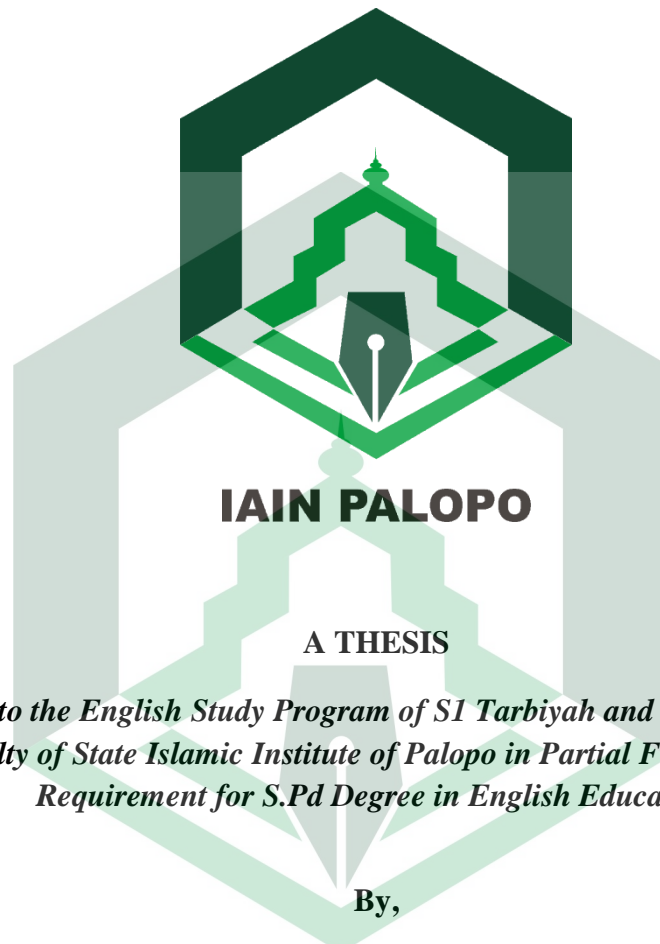
*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

By,

MUHAMMAD RIKAL
Reg. Number 121630019

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2017**

**THE STRUCTURE AND GRAMMAR COMPETENCE OF SECOND
SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF
IAIN PALOPO ACADEMIC YEAR 2016/2017**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

By,

**MUHAMMAD RIKAL
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Under Supervision of:

- 1. Dr. Abdul Pirol, M.Ag**
- 2. Amalia Yahya, S.E., M.Hum**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2017**

THESIS APPROVAL

This thesis entitled **THE STRUCTURE AND GRAMMAR COMPETENCE OF SECOND SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF IAIN PALOPO ACADEMIC YEAR 2016/2017**, which is written by **MUHAMMAD RIKAL, REG. NUM. 12.16.3.0019.**, English S1 Study Program of Tarbiyah and Teacher Training Faculty of The State Islamic Institut (IAIN) Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on Monday, July 10th 2017 M., coincided with 10 Syawal 1438 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English Language teaching.

Palopo, 10th July 2017 M
10 Syawal 1438 H


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Palopo, May 2017

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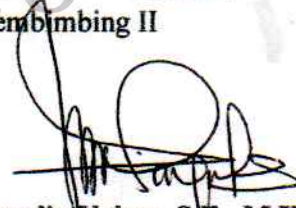
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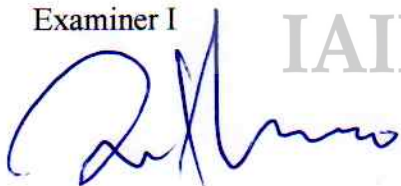
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Palopo, July 2017

Researcher

IAIN PALOPO

MUHAMMAD RIKAL
12.16.3.0019

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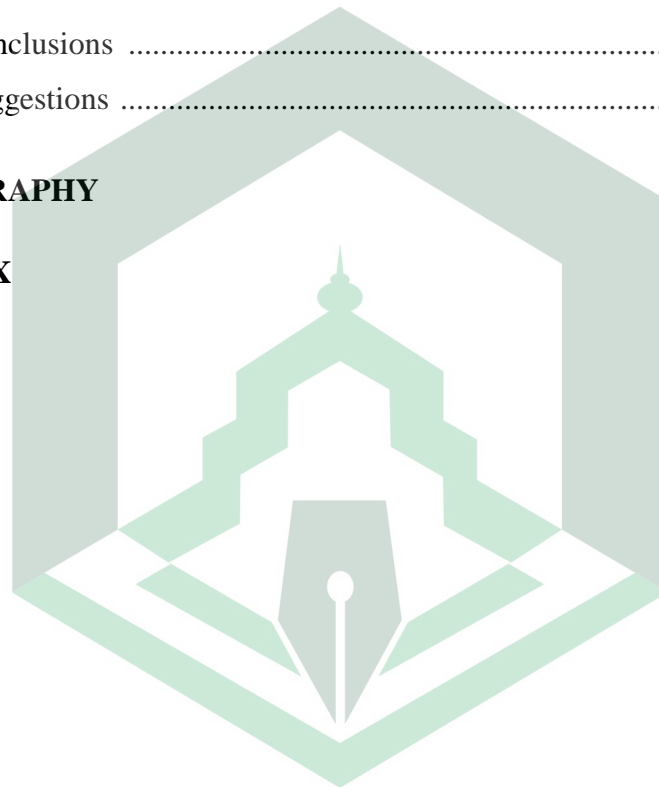
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ABSTRACT

Muhammad Rikal, 2017. **The Structure and Grammar Competence of Second Semester Students of English Study Program of IAIN Palopo Academic Year 2016/2017.** Thesis English Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute (IAIN) Palopo. Supervised by (1) **Dr. Abdul Pirol, M.Ag.** (2) **Amalia Yahya, S.E., M.Hum**

Key Words : Competence, Structure and Grammar

This thesis discuss about students' competence of second semester of English Study Program IAIN Palopo in English structure and grammar. The problem statement of the research was "how are the students' competence of second semester of English Study Program of IAIN Palopo in English structure and grammar academic year 2016/2017?" The objective of the research is to find out the students competence in English structure and grammar.

This thesis used descriptive quantitative method. The target populations of this research were all of the second semester students in English Study Program of IAIN Palopo. The researcher took all sample from population. The procedure of the research used the test which consists of 40 questions with multiple choices. Then the researcher analysis their score by using simple percentage to know the highest and lowest score of the students and explained clearly in discussion.

The result of analysis can be explained that many varied answer from the students in answer the multiple choices. The researcher find out the result of the students' competence on structure and grammar from English Study Program of IAIN Palopo especially at second semester, the highest score were 19 students (14%) classified as "Fair", there were 100 students (76%) classified as "Poor", and the lowest score were 13 students (5%) classified as "Very Poor". Most of the students got low classification. After researcher calculated the total score of the students test, it was found that mean score of student in doing the test was "2.8". This mean score indicates "Poor" according to score classification. Most of the students need improvement in mastering structure and grammar.

CHAPTER I

INTRODUCTION

A. Background

In the context of learning a second language, the grammar programmed into the mind as the first language will interfere with the smooth acquisition of the second language. The interference happens as the result of what is called as proactive inhibition where the way in which previous learning inhibits the learning of new habits. In second language acquisition, the first and second language share a meaning but express it in different ways, an error is likely to arise in the second language because the learner will transfer the realization device from his first language into the second.

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. According to Murcia, the grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as morph syntax, semantics and pragmatics.¹ 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 of grammar is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language.

¹ Ahmad Taufik Hidayah bin Abdullah, *Error Analysis on The Use of The Simple Tense and The Simple Past Tense in Writing Essays Among TESL College Students*, (*International Journal of Education and Research* Vol. 1 No. 12 December 2013), p. 2-3.

In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a 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, by learning grammar students can express meanings in the form of phrases, clauses and sentences.

Long and Richards add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.² Grammar is the glue that holds the pieces of language together, if the language is unclear and the message meaningless, it can be attributed to incorrect grammar. Hence it means that the person is unable to communicate effectively and the person who is the intended recipient of the message or who is reading the work may not get the real meaning. It will only increase the confusion in the mind of the reader. That is importantly indicates awareness and carefulness on the part of the writer. If it indicates otherwise, people will question its credibility and accuracy of content. The ability of students to understand grammar is low because using grammar in speaking is really difficult. Many people consider not think too far about understanding grammar. Grammar is important when we communicate effectively to each other.

² Handoyo Puji Widodo, *Approaches and Procedures for Teaching Grammar*, The English Program, Politeknik Negeri Jember (State Polytechnic of Jember) East Java, Indonesia (May 2006, Volume 5, Number 1, pp.121-141), p. 122.

Also grammar play important role on TOEFL test because this test is a very crucial part of the admission process for foreign/international students. This test is highly recognized as a standard language testing in English language and had been “internationally recognized and respected”.³ College in the USA, Canada, and parts of Europe generally require international applicants to present their TOEFL score and they use this to evaluate the student’s capacity to communicate efficiently and effectively in English. Therefore when students want to study abroad especially in the USA, Canada or the nation with English as their language have to really understand grammar.

Based on pre observation, the researcher found that in the class, many students have different competence. It means that the students did not know the extent to which of their ability and the lecturer also did not know the level of student ability. The lecturer was therefore difficult to teach especially on structure and grammar. In the end the learning process will be not effective. State Islamic Institute (IAIN) Palopo freshman English department should have high structure and grammar ability to support their knowledge in learning English. Therefore when the course for new students learning English easier to understand when they are given English test on Structure and Grammar courses on second, third, and fourth semester. By having competence on their grammar students can determine the extent to which they master their grammar and also important for lecturer to know

³ Murni Mahmud, *The EFL Students’ Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context*, Theory and Practice in Language Studies, Vol. 4, No. 12, pp. 2581-2587, December 20014. p. 2581.

students competence on their grammar because the lecturer will know and determine the level of students in mastering the grammar.

Based from problem above the researcher conduct a research entitled “*The Structure and Grammar Competence of Second Semester Students of English Study Program of IAIN Palopo Academic Year 2016/2017*”.

B. Problem Statement

To analyze the competence of students about structure and grammar, the researcher formulate the research question as follows, how are the students competence of second semester of English Study Program IAIN Palopo in English structure and grammar academic year 2016/2017?

C. Objective of The Research

Based on the statement of problem, the objective of this research is formulated as follows: to find out the students competence of second semester of English Study Program IAIN Palopo in English structure and grammar academic year 2016/2017.

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D. Significance of The Research

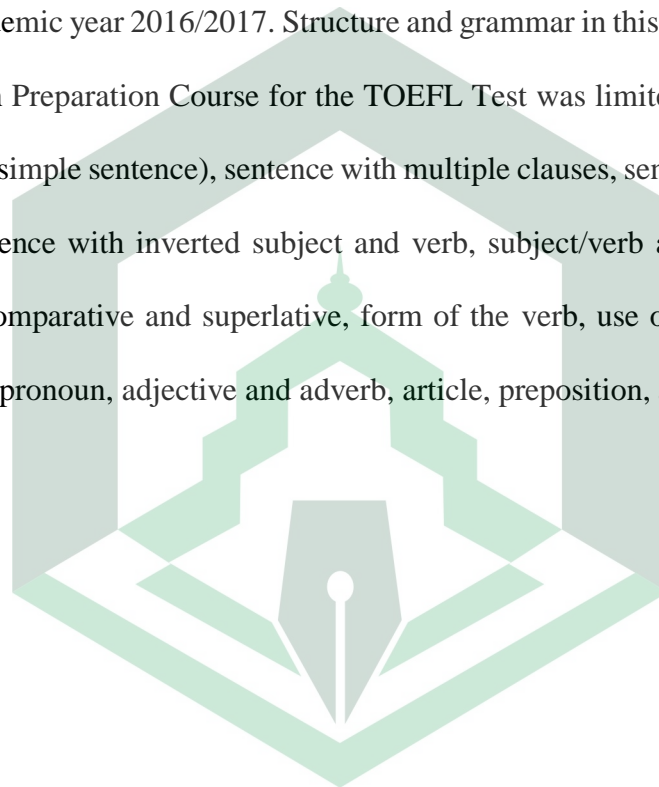
The significance of this research as follows:

1. For the students, by knowing how to use English structure and grammar.
2. For the lecturer, to improve the teaching method in English teaching learning process and help the lecturer to improve the way in teaching structure and grammar.

3. For the researcher, it can add experience and knowledge about structure and grammar.

E. *Scope of The Research*

This research is focused on analysis the students' competence about structure and grammar at the second semester of English Study Program of IAIN Palopo academic year 2016/2017. Structure and grammar in this research according to Longman Preparation Course for the TOEFL Test was limited to sentence with one clause (simple sentence), sentence with multiple clauses, sentence with reduced clause, sentence with inverted subject and verb, subject/verb agreement, parallel structure, comparative and superlative, form of the verb, use of the verb, passive verb, noun, pronoun, adjective and adverb, article, preposition, and usage.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

In writing this research, the researcher found some researcher which are closely related to this research, that researches are:

1. Al Amin, *The Fifth Semester Students' Ability in Completing a Structure Test in the TOEFL Preparation Test at English Department of IAIN Antasari Banjarmasin Academic Year 2010-2011*. The result of this research stated that the ability of the fifth semester students in completing a structure subject is in fair category. Factors that influence students' scores are lack of exercise, limited materials, and teachers' educational background.⁴

2. Mayuasti, *Students' Ability in the TOEFL-Like Structure Subtest (a Study at STKIP PGRI of West Sumatra)*. The researcher found that majority of the students is placed on low level. It can be concluded that the ability of the students in acquiring structure variable of TOEFL is unsatisfactory.⁵

3. Helga Talitha, *The Grammar Mastery of the Students of the English Department of Widya Mandala Catholic University Surabaya Based on Longman's TOEFL*. The study revealed that the English Department students of Widya

⁴ Al Amin, *The Fifth Semester Students' Ability in Completing a Structure Test in the TOEFL Preparation Test at English Department of IAIN Antasari Banjarmasin Academic Year 2010-2011*, (IAIN Antasari Banjarmasin), p. 70.

⁵ Mayuasti, *Students' Ability in the TOEFL-Like Structure Subtest (a Study at STKIP PGRI of West Sumatra)*, *ejournal.stkip-pgri-sumbar.ac.id* retrieved on October 30, 2016, p. 9.

Mandala Catholic University Surabaya only master 2 (two) problem items; Sentence with One Clause (.72) and Connectors (.66)⁶.

4. Jeanne A. Yan, *Grammatical Competence of Fourth Year English Majors of Benguet State University*. The conclusions of this study were (1) fourth year English major students showed a level of competency that needs to be developed especially in the area of preposition; (2) age, gender, and school graduated from did not affect their grammatical competence⁷.

The difference in this research and the previous studies result are: 1) Al Amin did the research to know students' ability in doing the TOEFL Preparation test especially in the structure part and find out the factor that influence the structure score in TOEFL test and this research want to find out the competence not the score in TOEFL, 2) on Mayuasti thesis the subject of the research was the third year students who have accomplished Grammar I, II, III, and Advanced Grammar and the difference in this thesis was the subject of the research was the second semester who only learn basic grammar, 3) Talitha Helga used of TOEFL test to get information about the improvements on the English mastery level of the students after having studied for six semester and this research used TOEFL test to get information about the competence of students in mastering the grammar, and 4) on Jeanne A Yan thesis studied the level of grammatical competence along five areas

⁶ Helga Talitha, *The Grammar Mastery of the Students of the English Department of Widya Mandala Catholic University Surabaya Based on Longman's TOEFL* (Surabaya: Universitas Katolik Widya Mandala Surabaya, 2006), p. 40.

⁷ Jeanne A. Yan, *Grammatical Competence of Fourth Year English Majors of Benguet State University* (Benguet State University, La Trinidad, Benguet, 2007), p. 46.

of grammar and compared the competence of the respondent according to age, gender, and school graduated from. This research studied the competence of structure and grammar with sixteen areas of grammar and didn't compared with the respondent according to age, gender, and school graduated from.

B. *Concepts of Competence*

There is a growing interest in the concept of competence learning in various areas of education, training and professional development. Competences are commonly assumed to surpass the levels of knowledge and skills, while its surplus is thought to account for the effective application of the available knowledge and skills in a specific context. Unfortunately, along with this trend, the term 'competence' is being used in many different ways, causing quite some confusion.

The confusion and debate concerning the concept of 'competence' that it is impossible to identify or impute a coherent theory or to arrive at a definition capable of accommodating and reconciling all the different ways that the term is used. Norris in Franc argued, 'as tacit understandings of the word [competence] have been overtaken by the need to define precisely and [to] operationalize concepts, the practical has become shrouded in theoretical confusion and the apparently simple has become profoundly complicated'.⁸

According to Chomsky, the term "competence" seems to refer to many things in the theory. It refers to grammar, theory itself, rules, ability, I-language,

⁸ Franc, Oise Delamare Le Deist & Jonathan Winterton, *What is Competence?*, (Human Resource Development International, Vol. 8, No. 1, 27 – 46, 2005), p. 29.

knowledge of language, system of language, cognitive state, cognizing, computational system of the language faculty, system of finite means, and mastery of the generative grammar of the language. If confronted with these situations, Chomsky would probably respond by saying: Never mind, this is because of systematic ambiguity I suggested before but they should not result in any confusion if the distinctions are kept in mind.⁹

In 1980 Canale and Swain in David Newby provided a description of competence based on four categories:

1. *grammatical competence*: knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics and phonology;
2. *sociolinguistic competence*: the ability to communicate appropriately in a variety of contexts; this includes both verbal and non-verbal communication;
3. *discourse competence*: the ability to use language which goes beyond the level of the sentence; this includes aspects such as cohesion and coherence;
4. *strategic competence*: appropriate use of communication strategies to overcome or repair breakdowns in communication, due perhaps to lack of linguistic competence.¹⁰

⁹ Abdullah Hamad, *On The Definition of "Competence" in Linguistic Inquiry*. Journal Of the Islamic University of Gaza, Vol. 12, No.1, P171 – 183, 2004, p. 181.

¹⁰ David Newby, *Competence and performance in learning and teaching: theories and practices*. University of Graz, 2011, p. 22.

A review of the many scientific uses of the terms “competence” and “competencies” shows that they are ascribed a variety of meanings: (a) all performance abilities and skills; (b) only those inherited, domain specific prerequisites necessary for acquiring primary knowledge systems (especially language); (c) learned (demand-specific) knowledge and skills; (d) individual needs for effectiveness; (e) subjective evaluation of the self; and (f) the entire set of cognitive, motivational and social prerequisites for successful action (action competence). Competence can be defined as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role.

Competence can be attributed to individuals, social groups or institutions, when they possess or acquire the conditions for achieving specific developmental goals and meeting important demands presented by the external environment. Underlying a large variety of meanings, it is possible to discern a small semantic core that is captured by the terms “ability”, “aptitude”, “capability”, “competence”, “effectiveness” and “skill”. Grammar competence in this study is understood as knowledge about syntactical rules and structures usually demonstrated in the performance test of grammar.

C. Structure and Grammar

The Grammar means different things to different people. To the ordinary citizen, it connotes to correctness or incorrectness of the language that he or she speaks. To a school student, it means an analytical and terminological study of

sentences. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person can't learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us. So grammar is indispensable for the student.

1. Definition of Grammar

In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. According to Webster's New Collegiate Dictionary, our key word, grammar, includes four major and numerous minor delineations:

1 a: the study of the classes of words, their inflections, and their functions and relations in a sentence **b:** a study of what is to be preferred and what avoided in inflection and syntax **2:** the characteristic system of inflections and syntax of a language **3 a:** a grammar textbook **b:** speech or writing evaluated according to its conformity to grammatical rules **4:** the principles or rules of an art, science, or technique.¹¹

In simple way grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or

¹¹ Karen Marie Wilcox, a thesis *Defining Grammar: A Critical Primer*. Montana State University, Bozeman, Montana, 2004, p. 17.

unconsciously becomes aware of the grammar of that language. A wonderful example by Kohli in Kumar Debata has given a beautiful analogy to illustrate the use of knowledge of Grammar. “Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue”.¹²

A definition for a pedagogical grammar that is broad enough to accommodate both traditional and newer approaches, and one that can be applied to different languages, is that grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. Larsen-Freeman has referred to the three dimensions present in this definition of grammar as *form*, *meaning*, and *use*.¹³ Therefore, to speak in a clearer and more effective manner we have to study grammar. For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

¹² Pradeep Kumar Debata, *The Importance of Grammar in English Language Teaching - A Reassessment*. Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:5 May 2013, p. 483.

¹³ Diane Larsen-Freeman, *Teaching and testing grammar*. In M. Long and C. Doughty (Eds.) *The Handbook of Language Teaching* (pp. 518-542). Malden, MA: Blackwell. 2009, p. 521.

2. Definition of Structure

The structure is the way in which the parts of a system or object are arranged or organized and also to plan, organize, or arrange the parts of something. The part of the grammar that represents a speaker's knowledge of sentences and their structures is called syntax. Part of what the mean by structure is constructing of correct sentence. As suggested by the "Shoe" cartoon, the meaning of sentence depends largely on the order in which words occur in a sentence. Thus "She has what a man wants" does not have the same meaning as "She wants what a man has".¹⁴ So word order could make different meaning of the sentence. The term structure means to construct the sentence with grammatically correct English.

Basic sentence construction is something learned in beginning English language courses. The structure of basic sentence is a complete thought or idea—*subject + predicate*. It's also known as a simple sentence. The basic features of strong sentence structures are: 1) Clarity – the meaning of the sentence is clear, not ambiguous, 2) Concise – each word in the sentence has purpose and power; no unnecessary words, 3) Coherent – each sentence is clearly connected within its phrase, sentence, and paragraph, and 4) Emphasis – each word is situated within the sentence in a way that clearly indicates its degree of emphasis in the sentence.

3. Importance of Structure and Grammar

It seems that structure and grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically

¹⁴ Victoria Fromkin, Robert Rodman, Nina Hyams. *An Introduction to Language*, p. 118.

if they follow the rules of structure and grammar. Since a communicative purpose and function of language are reflected in structure and grammar, it is a must the language students to acquire good structure and grammar. It should be admitted, good mastery in structure and 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 structure and grammar because the purpose of communication cannot be reached.

From that statement, it is clear that structure and 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. Without good structure and grammar, clear communication is nearly impossible. Proper structure and grammar keeps people from being misunderstood while expressing his or her thoughts and ideas. Writing and speaking correctly gives the appearance of credibility. If attempting to build a reputation as an expert in profession, this is extremely important. Other people consider good grammar to be a mark of intelligence and education. The value of grammar teaching is important in English language teaching field.

Structure and grammar is the base of English language. It is not acquired naturally, but learning, it needs be instructed.¹⁵ Structure construct the sentence and grammar governs the syntax or word orders that are permissible in the language. In learning structure and grammar, some students may have a different learning style than others, but if one hope to use English language accurately and fluently, it is

¹⁵ Jianyun Zhang, *Necesity of Grammar Teaching*, International Education Studies, China Agricultural School, Vol. 2, No. 2, May 2009, p. 185.

necessary for students to receive structure and grammar rules instruction. According to Rutherford grammar is important in language learning and necessary in order to acquire a language. Though communication is emphasized, effective communication cannot be carried out without grammatical competence.¹⁶ In a short word, structure and grammar teaching is necessary in English language teaching.

D. *Structure and Written Expression on TOEFL*

TOEFL, produced by Educational Testing Service (ETS), is an examination designed to measure English language proficiency among non-native English speakers in the academic setting. It is administered internationally in over 180 countries and is accepted as an English proficiency test among academic institutions.¹⁷ Based on Longman Preparation Course for the TOEFL Test, the use of structure and written expression on TOEFL test section is to demonstrate the students' ability to recognize grammatically correct English. Therefore there are 60 language skills need to be learn by students in order to answer this test correctly.¹⁸ This skills also important on comprehension about structure and grammar to students. This skill are:

1. Sentence with One Clause

1. *Be sure the sentence has a subject and a verb*

A sentence in English must have at least one *subject* and one *verb*.

¹⁶ Abdul Rashid Mohamed, *Now Everyone Can Measure Grammar Ability Through the Use of Grammar Assessment System*, International Journal of Teaching and Education, Vol. II, No. 3, p. 128.

¹⁷ Anne Wendt, *A Minimum English Proficiency Standard for The Test of English as a Foreign Language Internet Based Test (TOEFL iBT)*, NCLEX Psychometric Research Brief, National Council of State Boards of Nursing, August 2009, p. 1.

¹⁸ Deborah Philips, *Longman Preparation Course for the TOEFL Test: The Paper Test*, (Pearson Education, Inc.) 2003, p. 553.

2. *Be careful of objects of preposition*

An object of a preposition is a noun or pronoun that comes after a preposition, such as *in*, *at*, *of*, *to*, *by*, *behind*, *on*, and so on, to form a prepositional phrase.

(After his *exams*) Tom will take a trip (by *boat*)

3. *Be careful of appositives*

An appositive is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an appositive, it is not the subject. The following appositive structures are both possible in English.

S APP, V
Tom, a really good mechanic, is fixing the car.

APP, S V
A really good mechanic, Tom is fixing the car.

4. *Be careful of present participle*

A present participle is the *-ing* form of the verb (*talking*, *playing*). The present participle can be (1) part of the verb or (2) an adjective. It is part of the *verb* when it is accompanied by some form of the verb *be*. It is an *adjective* when it is not accompanied by some form of the verb *be*.

1. The boy is *standing* in the corner.

2. The boy *standing* in the corner was naughty

5. *Be careful of past participle*

The past participle is the form of the verb that appears with *have* or *be*. It often ends in *-ed*, but there are also many irregular past participles in English. For many verbs, including *-ed* verbs, the simple past and the past

participle are the same and can be easily confused. The -ed form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.

1. She *painted* this picture.

2. She has *painted* this picture.

3. The picture *painted* by Karen is now in a museum

2. Sentence with Multiple Clauses

6. Use coordinate connectors correctly

One way to connect two clauses is to use *and*, *but*, *or*, *so*, or *yet* between the clauses.

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.

Tom must write the letter, *or* Paul will do it.

Tom told a joke, *so* Paul laughed.

Tom is tired, *yet* he is not going to sleep.

7. Use adverb time and cause connectors correctly

Sentences with adverb clauses have two basic patterns in English.

I will sign the check *before* you leave.

Before you leave, I will sign the check.

ADVERB TIME AND CAUSE CONNECTORS						
TIME				CAUSE		
after	as soon as	once	when	as	-	now that
as	before	since	whenever	because		since
as long as	by the time	until	while	inasmuch as		

8. Use other adverb connectors correctly

Adverb clause can express the ideas of time and cause, adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses.

I will leave at 7:00 *if* I am ready.

Although I was late, I managed to catch the train.¹⁹

OTHER ADVERB CONNECTOR			
CONDITION	CONTRAST	MANNER	PLACE
<i>if</i> <i>in case</i> <i>provided</i> <i>providing</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>even though</i> <i>though</i> <i>while</i> <i>whereas</i>	<i>as</i> <i>in that</i>	<i>where</i> <i>wherever</i>

9. Use noun clause connectors correctly

A noun clause is a clause that functions as noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb, an object of a preposition, or the subject of sentence.

I know when he will arrive.

NOUN CLAUSE AS OBJECT OF VERB

I am concerned about when he will arrive.

NOUN CLAUSE AS OBJECT OF PREPOSITION

¹⁹ Ibid, p. 110.

When he will arrive is not important.
NOUN CLAUSE AS SUBJECT

NOUN CLAUSE CONNECTOR		
• <i>what, when, where, why, how</i>	• <i>whatever, whenever</i>	• <i>whether, if, that</i>

10. Use noun clause connector/subjects correctly

In some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time.

I do not know what is in the box.

NOUN CLAUSE AS OBJECT OF VERB

We are concerned about who will do the work.

NOUN CLAUSE AS OBJECT OF PREPOSITION

Whoever is coming to the party must bring a gift

NOUN CLAUSE AS SUBJECT

NOUN CLAUSE CONNECTOR/SUBJECTS		
<i>who</i> <i>whoever</i>	<i>what</i> <i>whatever</i>	<i>which</i> <i>whichever</i>

11. Use adjective clause connectors correctly

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.

The woman is filling the glass that she put on the table.
ADJECTIVE CLAUSE

The glass that she put on the table contains milk.
ADJECTIVE CLAUSE

ADJECTIVE CLAUSE CONNECTORS		
Whom (for people)	Which (for things)	That (for people or things)

12. Use adjective clause connector/subjects correctly

In some cases adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.

The woman is filling the glass that is on the table.

ADJECTIVE CLAUSE

The glass that is on the table contains milk.²⁰

ADJECTIVE CLAUSE

ADJECTIVE CLAUSE CONNECTOR/SUBJECTS		
who (for people)	which (for things)	that (for people or things)

3. Sentences with Reduced Clauses

13. Use reduced adjective clauses correctly

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the *be*-verb that directly follow it are omitted.

The woman ~~who is~~ waving to us is the tour guide.

The letter ~~which was~~ written last week arrived today.

The pitcher ~~that is~~ on the table is full of iced tea.

²⁰ Ibid, p. 119.

If there is no *be*-verb in the adjective clause, it is still possible to have a reduced form. When there is no *be*-verb in the adjective clause, the connector is omitted and the verb is changed into the *-ing* form.

I don't understand the article ^{appearing} ~~which appears~~ in today's paper.

It should be noted that not all adjective clause can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

The woman *that I just met* is the tour guide. (does not reduce)

The letter *which you sent me* arrived yesterday. (does not reduced)

A final point to note is that some adjective clauses are set off from the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The white house, *which is located in Washington*, is the home of the president.

The white house, *located in Washington*, is the home of the president.

Located in Washington, the white house is the home of the president.

The president, *who is now preparing to give a speech*, is meeting with his advisors.

The president, *now preparing to give a speech*, is meeting with his advisors.

Now preparing to give a speech, the president is meeting with his advisors.²¹

14. Use reduced adverb clauses correctly

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but also the subject and *be*-verb are omitted.

Although he ~~is~~ rather unwell, the speaker will take part in the seminar.

When you ~~are~~ ready, you can begin your speech.

If there is no *be*-verb in the adverb clause, it is still possible to have a reduced form. When there is no *be*-verb in the adverb clause, the subject is omitted and the main verb is changed into the *-ing* form

Although he ~~feels~~ rather sick, the speaker will take part in the seminar.

When you ~~give~~ your speech, you should speak loudly and distinctly.

It should be noted that not all adverb clauses can appear in a reduced form, and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate. *Once it ~~is submitted~~*, your thesis will be reviewed.

(active – does not reduce)

(passive – does reduce)

²¹ Ibid, p. 124.

4. Sentences with inverted subjects and verbs

15. Invert the subject and verb with question words

There is some confusion about when to invert the subject and verb after question words such as *what*, *when*, *where*, *why*, and *how*. These words can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

What is the homework?

When can I leave?

Where are you going?

Also, these words can join together two clauses, and in this case the subject and verb that follow are not inverted.

*I do not know *what* the homework is.*

When I can leave, I will take the first train.

*Do you know *where* you are going?*

16. Invert the subject and verb with place expressions

After ideas expressing place, the subject and the verb sometimes invert in English. This can happen with single words expressing place, such as *here*, *there*, or *nowhere*.

Here is the book that you lent me.

There are the keys that I thought I lost.

Nowhere have I seen such beautiful weather.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.

It is important (and a bit difficult) to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is *necessary* to complete the sentence. Study the following examples:

In the forest are many exotic birds.

In the forest I walked for many hours.²²

17. Invert the subject and verb with negatives

The subject and verb can also be inverted after certain negatives and related expressions. When negative expressions, such as *no*, *not*, or *never*, come at the beginning of a sentence, the subject and verb are inverted.

Not once did I miss a question.

Never has Mr. Jones taken a vacation.

At no time can the woman talk on the telephone.

Certain words in English, such as *hardly*, *barely*, *scarcely*, and *only*, act like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted.

Hardly ever does he take time off.

(This means that he *almost never* takes time off.)

Only once did the manager issue overtime paychecks.

(This means that the manager almost never issued overtime paychecks.)

²² Ibid, p. 132.

When a negative expression appears in front of a subject and verb in the middle of a sentence, the subject and verb are also inverted. This happens often with the negative words *neither* and *nor*.

I do not want to go, and *neither* does Tom.

The secretary is not attending the meeting, *nor* is her boss.

18. *Invert the subject and verb with conditionals*

In certain conditional structures, the subject and verb may also be inverted. This can occur when the helping verb in the conditional clause is *had*, *should*, or *were*, and the conditional connector *if* is omitted.

If he had taken more time, the results would have been better.

Had he taken more time, the results would have been better.

I would help you *if* I were in a position to help.

I would help you were I in a position to help.

If you should arrive before 6:00, just give me a call.

Should you arrive before 6:00, just give me a call.

19. *Invert the subject and verb with comparison*

An inverted subject and verb may occur also after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure.

My sister spends *more* hours in the office *than* John.

My sister spends *more* hours in the office *than* John does.

My sister spends *more* hours in the office *than* does John.

All three of these examples contain the comparison *more*. . . *than*, and all three are correct in English.

5. Subject/verb agreement

20. Make verbs agree after prepositional phrases

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The key (to the doors) are* in the drawer.

SINGULAR

PLURAL

The keys (to the door) is* in the drawer.²³

PLURAL

SINGULAR

(* indicates an error)

21. Make verbs agree after expressions of quantity

A particular agreement problem occurs when the subject is an expression of quantity, such as *all*, *most*, or *some*, followed by the preposition *of*. In this situation, the subject (*all*, *most*, or *some*) can be singular or plural, depending on what follows the preposition *of*.

All (of the *book*) was interesting.

SINGULAR

All (of the *books*) were interesting.

PLURAL

All (of the *information*) was interesting.

UNCOUNTABLE

²³ Ibid, p. 144.

22. *Make inverted verbs agree*

Sometimes in English the subject comes after the verb. This can occur after question words, after place expressions, after negative expressions, after omitted conditionals, and after some comparisons. When the subject and verb are inverted, it can be difficult to locate them, and it can therefore be a problem to make them agree.

(Behind the house) was* the bicycles I wanted.

(Behind the houses) were* the bicycle I wanted.

23. *Make verbs agree after certain words*

Certain words in English are always grammatically singular, even though they might have plural meanings.

Everybody are going* to the theater.

These words or expression are grammatically singular, so they take singular verbs:

Anybody	Everybody	Nobody	Somebody	Each (+ noun)
Anyone	Everyone	No one	Someone	Every (+ noun)
Anything	Everything	Nothing	Something	

6. **Parallel structure**

In good English an attempt should be made to make the language as even and balanced as possible. This balance is called “parallel structure”. Parallel structure can be achieved by making the forms of the words as similar as possible.

24. Use parallel structure with coordinate conjunctions

The job of the coordinate conjunctions (*and*, *but*, *or*) is to join together equal expressions. In other words, what is on one side of these words must be parallel to what is on the other side. These conjunctions can join nouns, or verbs, or adjectives, or phrases, or subordinate clauses, or main clauses; they just must join together two of the same thing. Here are examples of two nouns joined by a coordinate conjunction:

I need to talk to the manager *or* the assistant manager.

She is not a teacher *but* a lawyer.

You can choose from activities such as hiking *and* kayaking.

Here are examples of two verbs joined by a coordinate conjunction:

He eats *and* sleeps only when he takes a vacation.

She invites us to her home *but* never talks with us.

You can stay home *or* go to the movies with us.

Here are examples of two adjectives joined by a coordinate conjunction:

My boss is sincere *and* nice.

The exam that he gave was short *but* difficult.

Class can be interesting *or* boring.

Here are examples of two phrases joined by a coordinate conjunction:

There are students in the classroom *and* in front of the building.

The papers are on my desk *or* in the drawer.

The checks will be ready not at noon *but* at 1:00.

Here are examples of two clauses joined by a coordinate conjunction:

They are not interested in what you say *or* what you do.

I am here because I have to be *and* because I want to be.

Mr. Brown likes to go home early, *but* his wife prefers to stay late.²⁴

25. Use parallel structure with paired conjunctions

The paired conjunctions *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also* require parallel structures.

I know *both* where you went *and* what you did.

Either Mark *or* Sue has the book.

The tickets are *neither* in my pocket *nor* in my purse.

He is *not only* an excellent student *but also* an outstanding athlete.

The following is not parallel and must be corrected:

He wants *either* to go by train *or* by plane*.

It is not correct because *to go by train* is not parallel to *by plane*. It can be corrected in several ways.

He wants *either* to go by train *or* to go by plane.

He wants to go *either* by train *or* by plane.

He wants to go by *either* train *or* plane.

When you are using these paired conjunctions, be sure that the correct parts are used together. The following are incorrect:

I want *both* this book *or** that one.

Either Sam *nor** Sue is taking the course.

26. Use parallel structure with comparisons

When make a comparison, point out the similarities or differences between two things, and those similarities or differences must be in parallel

²⁴ Ibid, p. 152.

form. A comparison showing how two things are different from the *-er . . . than* or the *more . . . than*.

My school is farther *than* your school.

To be rich is better *than* to be poor.

What is written is more easily understood *than* what is spoken.

A comparison showing how two things are the same might contain *as . . . as* or expressions such as *the same as* or *similar to*.

Their car is *as big as* a small house.

Renting those apartments costs about *the same as* leasing them.

The work that I did is *similar to* the work that you did.

7. Comparatives and superlatives

27. Form comparatives and superlatives correctly

The comparative is formed with either *-er* or *more* and *than*. In the comparative, *-er* is used with short adjectives such as *tall*, and *more* is used with longer adjectives such as *beautiful*.

Bob is taller *than* Ron.

Sally is *more* beautiful *than* Sharon.

The superlative is formed with *the*, either *-est* or *most*, and sometimes *in*, *of*, or a *that*-clause. In the superlative, *-est* is used with short adjectives such as *tall*, and *most* is used with longer adjectives such as *beautiful*.

Bob is *the tallest* man *in* the room.

Sally is *the most* beautiful *of* all the women at the party.

The spider over there is *the largest* one *that* I have ever seen.

The fastest runner wins the race. (no *in*, *of*, or *that*)

28. *Use comparatives and superlatives correctly*

The comparative and superlative have different uses. The comparative is used to compare two equal things.

The history class is *larger than* the math class.

Mary is *more intelligent than* Sue.

The superlative is used when there are more than two items to compare and to show the one that is the best, the biggest, or in some way the most outstanding.

The history class is *the largest* in the school.

Mary is *the most intelligent* of all the students in the class.²⁵

29. *Use the irregular -er, -er structure correctly*

An irregular comparative structure consists of two parallel comparatives introduced by *the*.

The harder he tried, *the further* he fell behind.

The older the children are, *the more* their parents expect from them.

In this type of sentence, *the* and the comparison can be followed by a number of different structures.

The more children you have, *the bigger* the house you need.

The harder you work, *the more* you accomplish.

The greater the experience, *the higher* the salary.

²⁵ Ibid, p. 160.

8. The form of the verb

30. After *have*, use the past participle

Whenever the verb *have* in any of its forms (*have, has, having, had*), be sure that the verb that follows it is in the past participle form.

They *had walk** to school. (should be *had walked*)

We *have see** the show. (should be *have seen*)

He *has took** the test. (should be *has taken*)

*Having ate**, he went to school. (should be *having eaten*)

She *should have did** the work. (should be *should have done*)

In addition, be sure that if a subject and a past participle also have the verb *have*. This problem is particularly common with those verbs (such as *sing, sang, sung*) that change from present to past to past participle by changing only the vowel.

My friend *sung** in the choir. (should be *sang* or *has sung*)

He *become** angry at his friend. (should be *became* or *has become*)

The boat *sunk** in the ocean. (should be *sank* or *has sunk*)

31. After *be*, use the present participle or the past participle

The verb *be* in any of its forms (*am, is, are, was, were, be, been, being*) can be followed by another verb. This verb should be in the present participle or the past participle form.

We *are do** our homework. (should be *are doing*)

The homework *was do** early. (should be *was done*)

Tom *is take** the book. (should be *is taking*)

The book *was take** by Tom. (should be *was taken*)

32. *After will, would, or other modals, use the base form of the verb*

Whenever a modal, such as *will, would, shall, can, could, may, might, or must*, be sure that the verb that follows it is in its base form.

The boat *will leaving** at 3:00. (should be *will leave*)

The doctor *may arrives** soon. (should be *may arrive*)

The students *must taken** the exam. (should be *must take*)²⁶

9. The use of the verb

33. *Know when to use the past with the present*

Often when a sentence has both a past tense and a present tense, the sentence is incorrect.

He *took* the money when he *wants** it.

This sentence says that *he took the money* (in the past) *when he wants* it (in the present). This meaning does not make any sense. This sentence can be corrected in several ways, depending on the desired meaning.

He *took* the money when he *wanted* it.

He *takes* the money when he *wants* it.

The first example means that *he took the money* (in the past) *when he wanted it* (in the past). This meaning is logical, and the sentence is correct. The second example means that *he takes the money* (habitually) *when he wants it* (habitually). This meaning is also logical, and the second example is also correct.

²⁶ Ibid, p. 166.

It is necessary to point out, however, that it is possible for a logical sentence in English to have both the past and the present tense.

I know that he *took* the money yesterday.

The meaning of this sentence is logical: *I know* (right now, in the present) that *he took the money* (yesterday, in the past). The error need to avoid is the switch from the past to the present for no particular reason. Therefore, when a sentence with both the past and the present tense, check the meaning of the sentence carefully to see if it is logical in English.

34. Use *have* and *had* correctly

Two tenses that are often confused are the present perfect (*have* + past participle) and the past perfect (*had* + past participle). These two tenses have completely different uses, and should understand how to differentiate them.

The present perfect (*have* + past participle) refers to the period of the time *from the past until the present*.

Sue *has lived* in Los Angeles for ten years.

Because the present perfect refers to a period of time from the past until the present, it is not correct in a sentence that indicates past only.

*At the start of the nineteenth century, Thomas Jefferson has become**
president of the United States.

Every time Jim *worked* on his car, he *has improved** it.

The past perfect (*had* + past participle) refers to a period of time *that started in the past and ended in the past, before something else happened in the past*.

Sue *had lived* in Los Angeles for ten years when she *moved* to San Diego.

Because the past perfect begins in the past and ends in the past, it is generally not correct in the same sentence with the present tense.

Tom *had finished* the exam when the teacher *collects** the papers.

35. Use the correct tense with time expressions

Often in sentences there is a time expression that clearly indicates what verb tense is needed in the sentence.

We moved to New York *in 1970*.

We had left there *by 1980*.

We have lived in San Francisco *since 1982*.

Some additional time expressions that clearly indicate the correct tense are *ago*, *last*, and *lately*.

She got a job *two years ago*.

She started working *last week*.

She has worked very hard *lately*.²⁷

36. Use the correct tense with *will* and *would*

Certain combination of verbs are very common in English. One is the combination of the simple present and *will*.

I *know* that they *will arrive* soon.

It is certain that he *will graduate*.

Another combination that is quite common is the combination of the simple past and *would*.

I *knew* that he *would arrive*.

²⁷ Ibid, p. 172.

It *was* certain that he *would graduate*.

It is important to stress that in the combination discussed here, the present should be used with *will* and the past should be used with *would*; they generally should not be mixed.

The common errors that must be generally be avoided are the combination of the past with *will* and the combination of the present with *would*.

I *know* that he *would** arrive soon.

It *was* certain that he *will** graduate.

In the first example, the present, *know*, is illogical with *would*. It can be corrected in two different ways.

I *knew* that he *would* arrive soon.

I *know* that he *will* arrive soon.

In the second example, the past, *was*, is illogical, with *will*. It can also be corrected in two different ways.

It *was* certain that he *would* graduate.

It *is* certain that he *will* graduate.

10. Passive verb

37. Use the correct form of the passive

The following are examples of passive errors:

The portrait *was painting** by a famous artist.

The project *will finished** by Tim.

In the first example, the passive is formed incorrectly because the past participle *painted* should be used rather than the present participle

painting. In the second example, the verb *be* has not been included, and some form of *be* is necessary for a passive verb. The verb in the second sentence should be *will be finished*.²⁸

38. Recognize active and passive meanings

When there is no object (with or without *by*) after a verb, look at the meaning of the sentence to determine if the verb should be active or passive.

Study the examples:

We mailed *the package* at the post office.

The letter was mailed *by us* today before noon.

The letter was mailed today before noon.

The letter mailed* today before noon.

To determine that such a sentence is incorrect, study the meaning of the subject and the verb. If the subject *does* the action of the verb (so an active verb is needed) or if the subject *receives* the action of the verb (so a passive verb is needed). In the incorrect example, study the meaning of the subject and verb, *the letter mailed*. If a *letter mails itself* (the letter *does* the action) or if someone *mails a letter* (the letter *receives* the action of being mailed). Since a letter does not mail itself, the passive is required in this sentence.

²⁸ Ibid, p. 178.

11. Noun

39. Use the correct singular or plural noun

A problem that is common in the Written Expression section of the TOEFL test is a singular noun used where a plural noun is needed, or a plural noun used where a singular noun is needed.

On the table there were many *dish**.
The lab assistant finished every *tests**.

40. Distinguish countable and uncountable nouns

As the name implies, countable nouns are nouns that can be counted. Countable nouns can come in quantities of one, or two, or a hundred, etc. Uncountable nouns, on the other hand, are nouns that cannot be counted because they come in some indeterminate quantity or mass. A noun such as *milk* or *happiness* cannot be counted. Uncountable nouns are often liquid items, such as *water*, *oil*, or *shampoo*. Uncountable nouns can also refer to abstract ideas, such as *security*, *friendship*, or *hope*.

He has seen *much** foreign films.
He didn't have *many** fun at the movies.

41. Recognize irregular plurals of nouns

The irregular forms that are the most problematic are plural forms that do not end in *s*.

Different *criteria* was* used to evaluate the performers.

42. Distinguish the person from the thing

Nouns in English can refer to persons or things. Sometimes the person is used in place of the thing, or the thing is used in place of the person.

Ralph Nader is an *authorization** in the field of consumer affairs.

There are many job opportunities in *accountant**.

12. Pronoun

43. Distinguish subject and object preposition

A subject pronoun is used as the subject of a verb. An object pronoun can be used as the object of a verb or the object of a preposition. Compare the following two sentences.

Sally gave the book John

She gave it to him.

44. Distinguish possessive adjectives and pronouns

Possessive adjectives and pronouns both show who or what “owns” a noun. However, possessive adjectives and possessive pronouns do not have the same function. A possessive adjective describes a noun: it must be accompanied by a noun. A possessive pronoun take the place of a noun: it cannot be accompanied by a noun.

They lent me *their* book.

ADJECTIVE

They lent me *theirs*.²⁹

PRONOUN

45. Check pronoun reference for agreement

The following are examples of errors of this type that might find on the TOEFL test:

The boys will cause trouble if you let *him**

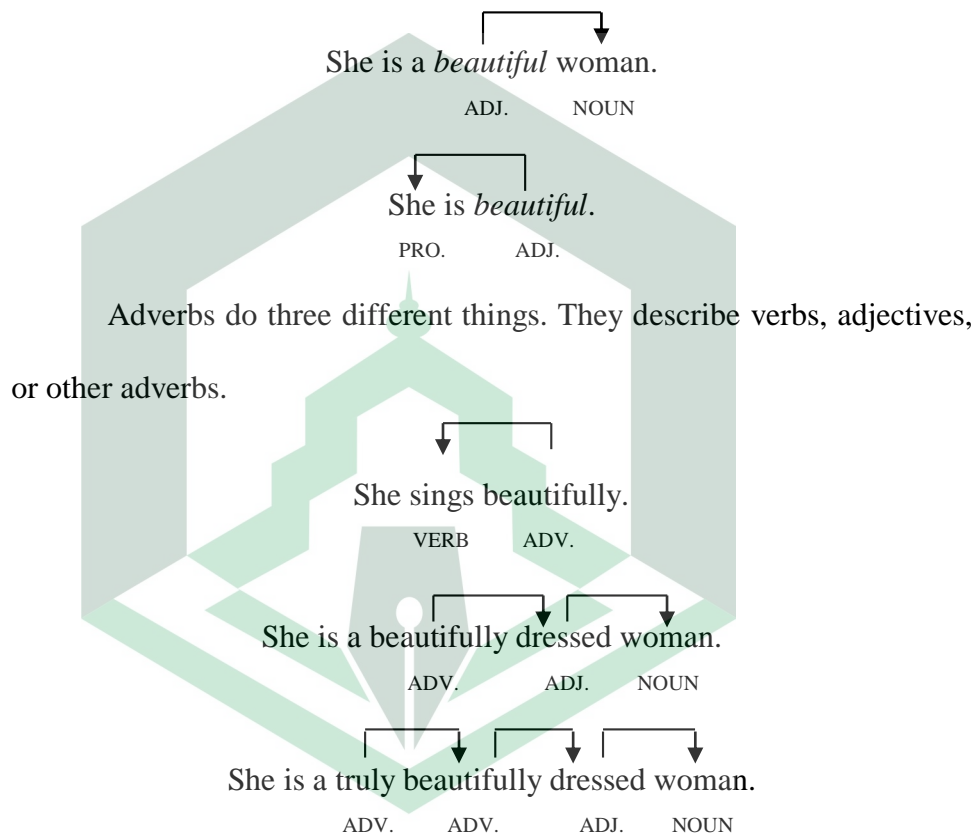
²⁹ Ibid, p. 191.

Everyone must give *their** name.

13. Adjective and adverb

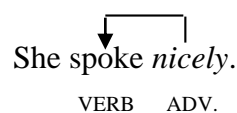
46. Use basic adjectives and adverbs correctly

Adjectives and adverbs have very different uses. Adjectives have only one job: they describe nouns or pronouns.

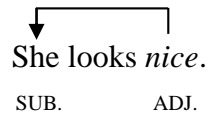


47. Use adjectives after linking verbs

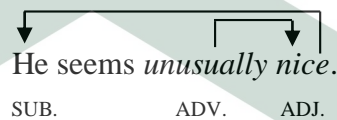
Generally an adverb rather than an adjective will come directly after a verb because the adverb is describing the verb.



However, be very careful if the verb is a *linking verb*. A linking verb is followed by an adjective rather than an adverb.



Be sure to use an adjective rather than an adverb after a linking verb. Be careful, however, because the adjective that goes with the linking verb does not always directly follow the linking verb.



From this example, notice that it is possible to have an adverb directly after a linking verb, but only if the adverb describes an adjective that follows.³⁰

48. *Position adjectives and adverbs correctly*

In English it is correct to place a one-word adjective in front of the noun it describes. On the TOEFL test, however, an incorrect sentence might have an adjective after the noun it describes.

The information *important** is on the first page.

NOUN ADJ.

A second problem should be aware of is the position of adverbs with objects of verbs. When a verb has an object, an adverb describing the verb should not come between the verb and its object.

He has taken *recently** an English course.

ADV. OBJECT

³⁰ Ibid, p. 198.

There are many possible corrections for this sentence.

Recently he has taken an English course.

He has *recently* taken an English course.

He has taken an English course *recently*.

49. Recognize *-ly* adjectives

Generally when a word ends in *-ly* in English, it is an adverb.

However, there are a few words ending in *-ly* that are adjectives.

The manager turned in his *weekly* report.

ADJ. NOUN

50. Use predicate adjectives correctly

Certain adjectives appear only in the predicate of the sentence; that is, they appear after a linking verb such as *be*, and they cannot appear directly in front of the nouns that they describe.

The snake on the rock was *alive*.

The *alive** snake was lying on the rock.

51. Use *-ed* and *-ing* adjectives correctly


Verb forms ending in *-ed* and *-ing* can be used as adjectives. For example, the verbal adjectives *cleaned* and *cleaning* come from the verb to *clean*.

The woman *cleans* the car.

VERB

The *cleaning* woman worked on the car.

ADJECTIVE


 The woman put the *cleaned* car back in the garage.
 ADJECTIVE

Verbal adjectives ending in *-ed* and *-ing* can be confused in the Written Expression section of the TOEFL test.

The *cleaning** car . . .

The *cleaned** woman . . .

The difference between an *-ed* and an *-ing* adjective is similar to the difference between the active and the passive. An *-ing* adjective (like the active) means that the noun it describes is *doing* the action. An *-ed* adjective (like the passive) means that the noun it describes is *receiving* the action from the verb.³¹

14. Article

Nouns in English can be either countable or uncountable. If a noun is countable, it must be either singular or plural. In addition to these general types of nouns, there are two types of articles: definite (specific) and indefinite (general).

ARTICLES	COUNTABLE SINGULAR NOUNS	COUNTABLE PLURAL NOUNS	UNCOUNTABLE NOUNS
INDEFINITE (General)	<i>a</i> dollar <i>an</i> apple	_____ dollars _____ apples	_____ money _____ juice

³¹ Ibid, p. 206.

DEFINITE (Specific)	<i>the dollar</i> <i>the apple</i>	<i>the dollars</i> <i>the apples</i>	<i>the money</i> <i>the juice</i>
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52. Use articles with singular noun

If a noun is either countable plural or uncountable, it is possible to have either the definite article *the* or no article (indefinite). With *all* countable singular nouns, however, have an article (unless have another determiner such as *my* or *each*).

I have *money*. (uncountable – no article needed)

I have *books*. (countable plural – no article needed)

I have *a book*. (countable singular – article needed)

53. Distinguish *a* and *an*

The basic difference between *a* and *an* is that *a* is used in front of consonant and *an* is used in front of vowels (*a, e, i, o, u*):

a book

an orange

a man

an illness

a page

an automobile

In reality, the rule is that *a* is used in front of a word that begins with

a consonant *sound* and that *an* is used in front of a word that begins with a vowel *sound*, pronounce the following examples:

a university

a hand

a one-way street

a euphemism

*a xerox
machine*

an unhappy man

an hour

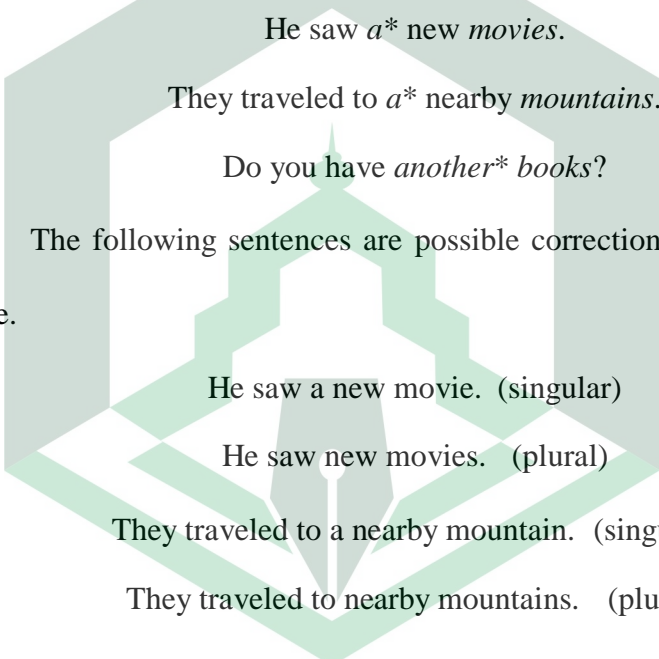
an omen

an event

*an x-ray
machine*

54. Make articles agree with nouns

The definite article (*the*) is used for both singular and plural nouns, so agreement is not a problem with the definite article. However, because the use of the indefinite article is different for singular and plural nouns, be careful of agreement between the indefinite article and the noun. One very common agreement error is to use the singular indefinite article (*a* or *an*) with a plural noun.



He saw *a** new *movies*.

They traveled to *a** nearby *mountains*.

Do you have *another** *books*?

The following sentences are possible corrections of the sentences above.

He saw a new movie. (singular)

He saw new movies. (plural)

They traveled to a nearby mountain. (singular)

They traveled to nearby mountains. (plural)

Do you have another book? (singular)

Do you have other books? (plural)

55. Distinguish specific and general ideas

With countable singular nouns it is possible to use either the definitive or the indefinite article, but they have different meaning. The definite article is used to refer to one specific noun.

Tom will bring *the* book tomorrow.

(There is one specific book that Tom will bring tomorrow.)

He sailed on *the* Pacific Ocean.

(There is only one Pacific Ocean)

The definite article is used when the noun could be one of several different nouns.

Tom will bring *a* book tomorrow.

(Tom will bring any one book.)

He sailed on *an* ocean.

(He sailed on any one of the world's oceans)³²

15. Preposition

56. Recognize incorrect prepositions

Sometimes an incorrect preposition is given in a sentence in the Written Expression section of the TOEFL test.

The game was called *on** because of rain.

I knew I could count *in** you to do a good job.

57. Recognize when prepositions have been omitted

Sometimes a necessary preposition has been omitted from a sentence in the Written Expression section of the TOEFL test.

Can you *wait** me after the game?

I *plan** attending the meeting.

³² Ibid, p. 213.

16. Usage

58. Distinguish *make* and *do*

Make and *do* can be confused in English because their meanings are so similar. *Make* often has the idea of *creating* or *constructing*. The following expressions show some of the possible uses of *make*:

She likes to *make* her own clothes.

If you *make* a mistake, you should correct it.

He was unable to *make* a response to the threat.

Do often has the idea of *completing* or *performing*. The following expressions show some of the possible uses of *do*:

This morning she *did* all the dishes.

The students *are doing* the assignments.

You can *do* your laundry at the Laundromat.

These are only some of the uses of *make* and *do*. Many uses of *make* and *do* are idiomatic and therefore difficult to classify.

59. Distinguish *like*, *alike*, *unlike*, and *dislike*

Like, *alike*, *unlike*, and *dislike* are easily confused because they look so similar and they have many different uses. Study the use of *alike* and *like* in the following examples.

John and Tom are *alike*

John and Tom worked in a *like* manner.

In both these example, *alike* and *like* are adjectives that mean *similar*. The next structure should be familiar with are the prepositions *like*

and *unlike*, which have opposite meanings. Because they are prepositions, they must be followed by objects.

John is (*like* Tom).

John is (*unlike* Tom).

The prepositions *like* and *unlike* can also be used at the beginning of a sentence.

(*Like* Tom), John is tall.

(*Unlike* Tom), John is tall.

The final structures that should be familiar with are the verbs *like* and *dislike*, which have opposite meanings. Because they are verbs, they are used with subjects.

John and Tom *like* the course.

John and Tom *dislike* the course.

60. Distinguish *other*, *another*, and *others*

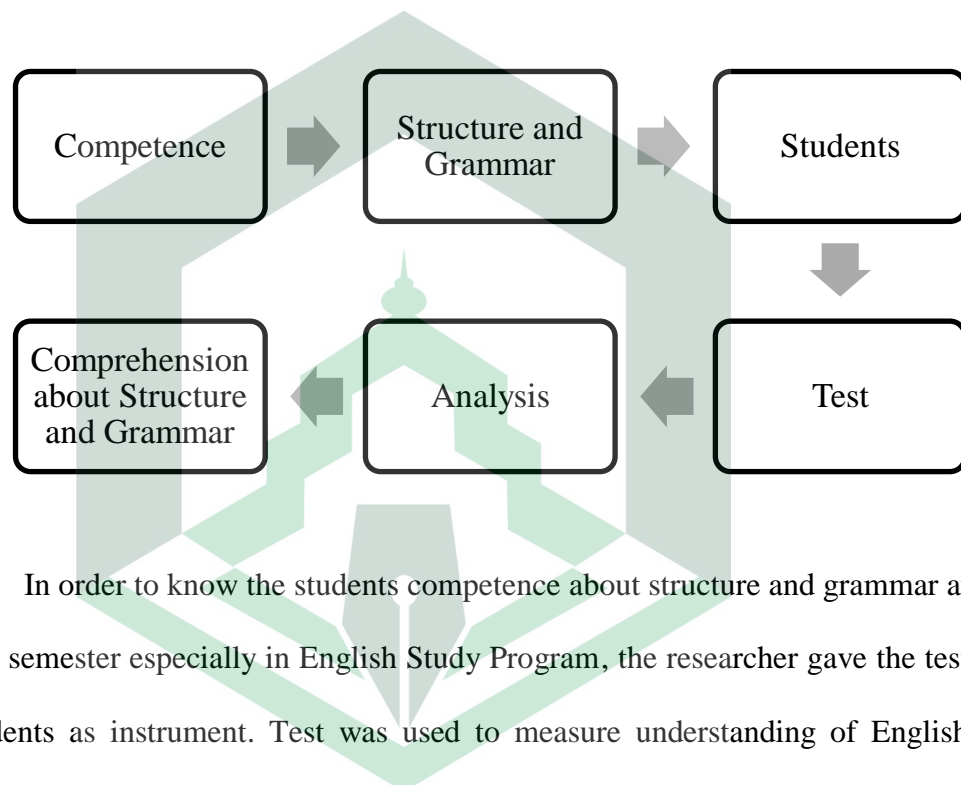
Other, *another*, and *others* are very easy to confuse. To decide how to use each of them correctly, someone must consider three things: 1) if it is singular or plural, 2) if it is definite (*the*) or indefinite (*a*), and 3) if it is an adjective (it appears with a noun) or if it is a pronoun (it appears by itself).³³

	SINGULAR	PLURAL
INDEFINITE	I have <i>another</i> book. I have <i>another</i> .	I have <i>other</i> books. I have <i>others</i> .

³³ Ibid, p. 223.

DEFINITE	I have <i>the other</i> book. I have <i>the other</i> .	I have <i>the other</i> books. I have <i>the others</i> .
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E. Conceptual Framework



In order to know the students competence about structure and grammar at second semester especially in English Study Program, the researcher gave the test to students as instrument. Test was used to measure understanding of English structure and grammar. Then from the test, the researcher analyzed the extent the competence of students in structure and grammar.

CHAPTER III

RESEARCH METHOD

A. *Research Method*

The use of the method in research is necessary, because helping researchers to obtain data easily. In this paper the researcher used descriptive quantitative method. Creswell has given a very concise definition of quantitative research as a type of research that is 'explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).³⁴ The descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena.³⁵

B. *Sources of The Data*

In the effort to find the solution to the problem, the researcher needs some data. The required data and information to be obtained are from two main sources:

a. Primary Data Source

The data sources of this research were taken from the result of students' test. This research conducted at IAIN Palopo.

b. Secondary Data Source

³⁴ Suphat Sukamolson, *Fundamentals of Quantitative Research*, Language Institute Chulalongkorn University, p. 2.

³⁵ Carrie Williams, *Research Methods*, (Journal of Business & Economic Research – March 2007, Volume 5, Number 3) Grand Canyon University, p. 66.

The secondary data are collected from some reference source books that relate to subject matter. The researcher tried to search from information and ideas about structure and grammar from significant authors as fundamental theories, which support ideas for the research.

C. Population and Sample

a. Population

Population is all of subject's research. Asika, sees a population been made up of all conceivable elements, subjects or observations relating to a particular phenomenon of interest to the researcher. Elements and subjects refer to those individual items or variables that make up the population. They may be observed and physically counted.³⁶ The researcher should take the population whose characteristics are closely related to the subject of his research and he should take great interest to the object of research. In this study the researcher take the students of IAIN Palopo as a population. The second semester students of English Study Program of IAIN Palopo Academic Year 2016/2017 has four classes.

b. Sample

Sample is part of subject research. A chosen sample must really represent the population because the result of the research will be generated toward the entire population. Representative sample will influence the validity to the result. If the amount of the subject research is large, it could be earn by taking among 10-15%,

³⁶ Hasan Sa'id Umar, *The Imperative of Population Sampling in Social Science Research*, Global Journal of Political and Science and Administration, Vol. 3, No. 3, pp. 49-57, June 2015, p. 50.

20-25% or more.³⁷ Depend on the ability of the energy, time, and fund from researcher. The researcher took all sample from population or 132 students as sample.

D. *Instrument of The Research*

In this study, the researcher collected the data by using Longman Preparation Course for the TOEFL Test as instrument. Test is sequence of questions, exercises, or the other instrument which is used to measure the knowledge, intelligence, ability or talent that owned by the individual or group. In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind.³⁸ This test is important instrument to know the students competence in English structure and grammar. This test consist 40 items with multiple choice.

E. *Procedures of Collecting Data*

The procedure of collecting data following steps:

1. The researcher explained about how to do the test.
2. The researcher conducted test. The time for doing test took 30 minutes.
3. The researcher analyzed the result of the test.

F. *Technique of Data Analysis*

In analyzing the data the researcher used descriptive analysis:

³⁷ Riduwan & Akdon, *Rumus dan Data dalam Analisis Statistika*, Alfabeta, p. 254.

³⁸ Louis Cohen, *Research Methods in Education*, Routledge (Taylor & Francis Group) London and New York, 2007, p. 414.

The researcher analyzed the students' competence of the second semester at IAIN Palopo by using the following:

1. Scoring the students answer

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test Item}} \times 10$$

2. Analyze the average score

$$\bar{X} = \frac{\sum x}{N}$$

Where is: \bar{X} = the average of score (mean)

$\sum x$ = the representative of data

N = the amount of data³⁹

Then the students score will be classified, to understand the level of the student score the following classification will use:

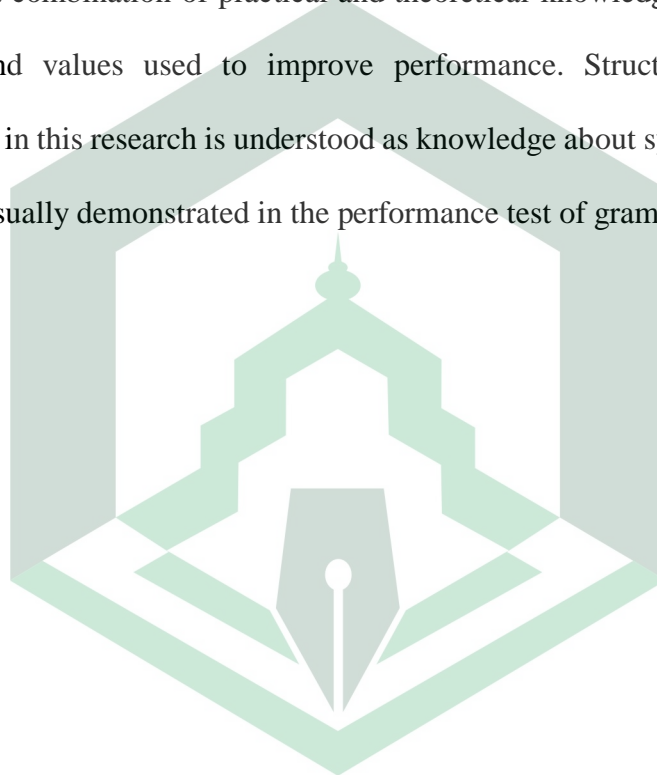
- a. Excellent = 8.4 – 10 is classified as excellent
- b. Very Good = 6.8 – 8.3 is classified as very good
- c. Good = 5.2 – 6.7 is classified as good
- d. Fair = 3.6 – 5.1 is classified as fair
- e. Poor = 2.0 – 3.5 is classified as poor
- f. Very poor = 0 – 1.9 is classified as very poor

³⁹ M. Iqbal Hasan, *Pokok-Pokok Materi Statistik 1 (Statistika Deskriptif) Edisi Kedua*, Bumi Aksara, p. 72

G. Operational Definition of Variable

The researcher gives definitions as follow:

Structure means to construct the sentence with grammatically correct English and grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. Competence can be defined as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance. Structure and grammar competence in this research is understood as knowledge about syntactical rules and structures usually demonstrated in the performance test of grammar.



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous description, it has been explained that the data analysis in this research used descriptive quantitative. Those descriptions explain the result of the research (structure and grammar test). After analyzing the students' answer sheet, the researcher found that the students had different ability in answering the test. The following are the result of data analysis in students' competences in doing the test and the students' competence for each areas of structure and grammar.

1. Students' competence in doing the test
 - a. The score of students in structure and grammar test

Table 4.1
The score of students in structure and grammar test

No. Respondent	True	%	False	%	Score
001	14	35	26	65	3.5
002	7	18	33	83	1.8
003	3	8	37	93	0.8
004	10	25	30	75	2.5
005	9	23	31	78	2.3
006	7	18	33	83	1.8
007	15	38	25	63	3.8
008	7	18	33	83	1.8
009	12	30	28	70	3.0
010	15	38	25	63	3.8
011	8	20	32	80	2.0
012	12	30	28	70	3.0
013	19	48	21	53	4.8

No. Respondent	True	%	False	%	Score
014	14	35	26	65	3.5
015	12	30	28	70	3.0
016	12	30	28	70	3.0
017	18	45	22	55	4.5
018	9	23	31	78	2.3
019	10	25	30	75	2.5
020	9	23	31	78	2.3
021	8	20	32	80	2.0
022	15	38	25	63	3.8
023	11	28	29	73	2.8
024	12	30	28	70	3.0
025	10	25	30	75	2.5
026	14	35	26	65	3.5
027	11	28	29	73	2.8
028	11	28	29	73	2.8
029	16	40	24	60	4.0
030	15	38	25	63	3.8
031	11	28	29	73	2.8
032	13	33	27	68	3.3
033	13	33	27	68	3.3
034	20	50	20	50	5.0
035	14	35	26	65	3.5
036	12	30	28	70	3.0
037	19	48	21	53	4.8
038	12	30	28	70	3.0
039	9	23	31	78	2.3
040	9	23	31	78	2.3
041	8	20	32	80	2.0
042	13	33	27	68	3.3
043	10	25	30	75	2.5
044	14	35	26	65	3.5
045	12	30	28	70	3.0
046	12	30	28	70	3.0
047	8	20	32	80	2.0
048	9	23	31	78	2.3
049	10	25	30	75	2.5
050	9	23	31	78	2.3

No. Respondent	True	%	False	%	Score
051	10	25	30	75	2.5
052	6	15	34	85	1.5
053	8	20	32	80	2.0
054	7	18	33	83	1.8
055	12	30	28	70	3.0
056	11	28	29	73	2.8
057	8	20	32	80	2.0
058	10	25	30	75	2.5
059	13	33	27	68	3.3
060	10	25	30	75	2.5
061	8	20	32	80	2.0
062	12	30	28	70	3.0
063	12	30	28	70	3.0
064	13	33	27	68	3.3
065	6	15	34	85	1.5
066	6	15	34	85	1.5
067	8	20	32	80	2.0
068	9	23	31	78	2.3
069	7	18	33	83	1.8
070	17	43	23	58	4.3
071	14	35	26	65	3.5
072	10	25	30	75	2.5
073	8	20	32	80	2.0
074	12	30	28	70	3.0
075	10	25	30	75	2.5
076	9	23	31	78	2.3
077	13	33	27	68	3.3
078	15	38	25	63	3.8
079	17	43	23	58	4.3
080	13	33	27	68	3.3
081	14	35	26	65	3.5
082	12	30	28	70	3.0
083	10	25	30	75	2.5
084	18	45	22	55	4.5
085	15	38	25	63	3.8
086	11	28	29	73	2.8
087	11	28	29	73	2.8

No. Respondent	True	%	False	%	Score
088	11	28	29	73	2.8
089	10	25	30	75	2.5
090	10	25	30	75	2.5
091	9	23	31	78	2.3
092	8	20	32	80	2.0
093	11	28	29	73	2.8
094	8	20	32	80	2.0
095	12	30	28	70	3.0
096	11	28	29	73	2.8
097	14	35	26	65	3.5
098	14	35	26	65	3.5
099	11	28	29	73	2.8
100	8	20	32	80	2.0
101	7	18	33	83	1.8
102	12	30	28	70	3.0
103	15	38	25	63	3.8
104	14	35	26	65	3.5
105	13	33	27	68	3.3
106	9	23	31	78	2.3
107	13	33	27	68	3.3
108	9	23	31	78	2.3
109	3	8	37	93	0.8
110	11	28	29	73	2.8
111	14	35	26	65	3.5
112	13	33	27	68	3.3
113	8	20	32	80	2.0
114	18	45	22	55	4.5
115	10	25	30	75	2.5
116	17	43	23	58	4.3
117	13	33	27	68	3.3
118	12	30	28	70	3.0
119	14	35	26	65	3.5
120	6	15	34	85	1.5
121	11	28	29	73	2.8
122	9	23	31	78	2.3
123	12	30	28	70	3.0
124	17	43	23	58	4.3

No. Respondent	True	%	False	%	Score
125	13	33	27	68	3.3
126	8	20	32	80	2.0
127	9	23	31	78	2.3
128	15	38	25	63	3.8
129	6	15	34	85	1.5
130	9	23	31	78	2.3
131	8	20	32	80	2.0
132	12	30	28	70	3.0
TOTAL	1484	28	3796	72	371.0

The table above shows the value of students' correct answer and their score in doing the test. The highest score was "5.0" with 20 correct answers and the lowest score was "0.8" with 3 correct answers. The percentage of the students' correct answer in doing the test was 28%.

b. Rate percentage of students score in structure and grammar test

The score of students in test are illustrated in the following table:

Table 4.2
Rate percentage of students' score in test

No.	Classification	Score	Frequency	Percentage
1	Excellent	8.4 – 10	-	-
2	Very Good	6.8 – 8.3	-	-
3	Good	5.2 – 6.7	-	-
4	Fair	3.6 – 5.1	19	14%
5	Poor	2.0 – 3.5	100	76%
6	Very Poor	0 – 1.9	13	10%
Total			132	100%

The table above shows that the numbers of students taken as sample in this research were 132 students. Overall in the test there were 13 students (10%) got very poor score. On other hand there were 100 students (76%) got poor score.

At last there were 19 students (14%) got fair score. It was found that most of the students were placed in poor classification.

c. Mean score of student in structure and grammar test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{371.0}{132}$$

$$\bar{X} = 2.8$$

It can be concluded from table 4.1 and table 4.2 that the structure and grammar competence of second semester of English department students of IAIN Palopo is low. That shown on the mean score of student in structure and grammar test was “2.8”. This score indicates “poor” according to score classification.

2. Students’ competence in each areas of the structure and grammar

The following analysis is the description the distribution and frequency made in each areas of structure and grammar.

a. Sentence with one clause

Table 4.3
Result of the students in sentence with one clause

No. Respondent	Test Number	Question Items	Correct Answer
001	1	4	1
002	1	4	1
003	1	4	1
004	1	4	1
005	1	4	2
006	1	4	1
007	1	4	3
008	1	4	1
009	1	4	2
010	1	4	3

No. Respondent	Test Number	Question Items	Correct Answer
011	1	4	0
012	1	4	1
013	1	4	4
014	1	4	3
015	1	4	0
016	1	4	2
017	1	4	1
018	1	4	0
019	1	4	1
020	1	4	0
021	1	4	1
022	1	4	1
023	1	4	1
024	1	4	0
025	1	4	0
026	1	4	1
027	1	4	2
028	1	4	1
029	1	4	2
030	1	4	2
031	1	4	0
032	1	4	2
033	1	4	1
034	2	4	2
035	2	4	1
036	2	4	1
037	2	4	2
038	2	4	1
039	2	4	0
040	2	4	0
041	2	4	0
042	2	4	2
043	2	4	1
044	2	4	2
045	2	4	1
046	2	4	3
047	2	4	0
048	2	4	1
049	2	4	1

No. Respondent	Test Number	Question Items	Correct Answer
050	2	4	2
051	2	4	1
052	2	4	1
053	2	4	1
054	2	4	1
055	2	4	2
056	2	4	4
057	2	4	0
058	2	4	1
059	2	4	1
060	2	4	1
061	2	4	1
062	2	4	4
063	2	4	3
064	2	4	2
065	2	4	1
066	2	4	0
067	2	4	1
068	3	4	0
069	3	4	1
070	3	4	1
071	3	4	1
072	3	4	2
073	3	4	1
074	3	4	2
075	3	4	1
076	3	4	1
077	3	4	3
078	3	4	2
079	3	4	3
080	3	4	2
081	3	4	1
082	3	4	1
083	3	4	0
084	3	4	2
085	3	4	3
086	3	4	1
087	3	4	2
088	3	4	2

No. Respondent	Test Number	Question Items	Correct Answer
089	3	4	1
090	3	4	2
091	3	4	1
092	3	4	0
093	3	4	1
094	3	4	1
095	3	4	1
096	3	4	2
097	3	4	3
098	3	4	1
099	3	4	1
100	3	4	1
101	4	4	0
102	4	4	3
103	4	4	0
104	4	4	1
105	4	4	1
106	4	4	1
107	4	4	2
108	4	4	2
109	4	4	1
110	4	4	3
111	4	4	3
112	4	4	2
113	4	4	0
114	4	4	1
115	4	4	2
116	4	4	1
117	4	4	1
118	4	4	1
119	4	4	1
120	4	4	0
121	4	4	1
122	4	4	0
123	4	4	1
124	4	4	2
125	4	4	2
126	4	4	2
127	4	4	1

No. Respondent	Test Number	Question Items	Correct Answer
128	4	4	0
129	4	4	1
130	4	4	0
131	4	4	0
132	4	4	1
TOTAL		528	171

Table 4.3 shows that in this area test number 1 has 4 question items, test number 2 has 4 question items, test number 3 has 4 question items, and test number 4 has 4 question items. Overall in this area there were 3 students (2.3%) got 4 correct answers, 12 students (9.1%) got 3 correct answers, 30 students (22.7%) got 2 correct answer, 63 students (47.7%) got 1 correct answer, and 24 students (18.2%) got incorrect answer. The degree of the correctness of their answer was 32%.

b. Sentence with multiple clauses

Table 4.4
Result of the students in sentence with multiple clauses

No. Respondent	Test Number	Question Items	Correct Answer
001	1	6	3
002	1	6	0
003	1	6	1
004	1	6	2
005	1	6	2
006	1	6	0
007	1	6	2
008	1	6	2
009	1	6	4
010	1	6	2
011	1	6	1
012	1	6	2
013	1	6	3
014	1	6	2

No. Respondent	Test Number	Question Items	Correct Answer
015	1	6	1
016	1	6	1
017	1	6	2
018	1	6	2
019	1	6	3
020	1	6	1
021	1	6	1
022	1	6	2
023	1	6	3
024	1	6	3
025	1	6	4
026	1	6	2
027	1	6	3
028	1	6	1
029	1	6	2
030	1	6	3
031	1	6	1
032	1	6	1
033	1	6	1
034	2	6	3
035	2	6	1
036	2	6	2
037	2	6	3
038	2	6	2
039	2	6	1
040	2	6	2
041	2	6	2
042	2	6	3
043	2	6	2
044	2	6	0
045	2	6	1
046	2	6	1
047	2	6	1
048	2	6	3
049	2	6	0
050	2	6	1
051	2	6	1
052	2	6	1
053	2	6	2

No. Respondent	Test Number	Question Items	Correct Answer
054	2	6	1
055	2	6	2
056	2	6	1
057	2	6	0
058	2	6	1
059	2	6	2
060	2	6	3
061	2	6	2
062	2	6	3
063	2	6	3
064	2	6	2
065	2	6	0
066	2	6	2
067	2	6	1
068	3	6	1
069	3	6	2
070	3	6	4
071	3	6	3
072	3	6	0
073	3	6	2
074	3	6	0
075	3	6	2
076	3	6	1
077	3	6	1
078	3	6	2
079	3	6	2
080	3	6	1
081	3	6	2
082	3	6	4
083	3	6	4
084	3	6	2
085	3	6	3
086	3	6	2
087	3	6	2
088	3	6	2
089	3	6	0
090	3	6	2
091	3	6	2
092	3	6	0

No. Respondent	Test Number	Question Items	Correct Answer
093	3	6	2
094	3	6	1
095	3	6	3
096	3	6	3
097	3	6	1
098	3	6	3
099	3	6	1
100	3	6	0
101	4	5	2
102	4	5	2
103	4	5	1
104	4	5	3
105	4	5	1
106	4	5	0
107	4	5	3
108	4	5	4
109	4	5	0
110	4	5	1
111	4	5	2
112	4	5	1
113	4	5	0
114	4	5	2
115	4	5	2
116	4	5	1
117	4	5	0
118	4	5	2
119	4	5	3
120	4	5	1
121	4	5	2
122	4	5	1
123	4	5	0
124	4	5	3
125	4	5	1
126	4	5	0
127	4	5	0
128	4	5	2
129	4	5	0
130	4	5	1
131	4	5	3

No. Respondent	Test Number	Question Items	Correct Answer
132	4	5	0
TOTAL		760	222

Table 4.4 shows that in this area test number 1 has 6 question items, test number 2 has 6 question items, test number 3 has 6 question items, and test number 4 has 5 question items. Overall in this area there were 6 students (4.5%) got 4 correct answers, 24 students (18.2%) got 3 correct answers, 44 students (33.3%) got 2 correct answers, 38 students (28.8%) got 1 correct answer, and 20 students (15.2%) got incorrect answer. The degree of the correctness of their answer was 29%.

c. Sentence with reduced clause

Table 4.5
Result of the students in sentence with reduced clause

No. Respondent	Test Number	Question Items	Correct Answer
001	1	2	0
002	1	2	1
003	1	2	0
004	1	2	1
005	1	2	0
006	1	2	1
007	1	2	1
008	1	2	0
009	1	2	0
010	1	2	0
011	1	2	1
012	1	2	1
013	1	2	0
014	1	2	0
015	1	2	1
016	1	2	2
017	1	2	0
018	1	2	2

No. Respondent	Test Number	Question Items	Correct Answer
019	1	2	1
020	1	2	1
021	1	2	1
022	1	2	1
023	1	2	0
024	1	2	1
025	1	2	0
026	1	2	0
027	1	2	2
028	1	2	1
029	1	2	1
030	1	2	0
031	1	2	1
032	1	2	0
033	1	2	1
034	2	2	2
035	2	2	1
036	2	2	1
037	2	2	2
038	2	2	1
039	2	2	0
040	2	2	1
041	2	2	1
042	2	2	1
043	2	2	0
044	2	2	1
045	2	2	1
046	2	2	0
047	2	2	0
048	2	2	0
049	2	2	0
050	2	2	0
051	2	2	1
052	2	2	0
053	2	2	0
054	2	2	0
055	2	2	0
056	2	2	1
057	2	2	0

No. Respondent	Test Number	Question Items	Correct Answer
058	2	2	1
059	2	2	0
060	2	2	0
061	2	2	0
062	2	2	0
063	2	2	0
064	2	2	0
065	2	2	0
066	2	2	1
067	2	2	1
068	3	2	1
069	3	2	1
070	3	2	1
071	3	2	2
072	3	2	0
073	3	2	0
074	3	2	0
075	3	2	1
076	3	2	1
077	3	2	1
078	3	2	0
079	3	2	0
080	3	2	1
081	3	2	0
082	3	2	0
083	3	2	0
084	3	2	2
085	3	2	1
086	3	2	1
087	3	2	1
088	3	2	1
089	3	2	1
090	3	2	0
091	3	2	0
092	3	2	0
093	3	2	1
094	3	2	0
095	3	2	0
096	3	2	0

No. Respondent	Test Number	Question Items	Correct Answer
097	3	2	1
098	3	2	0
099	3	2	1
100	3	2	1
101	4	2	1
102	4	2	1
103	4	2	1
104	4	2	0
105	4	2	1
106	4	2	0
107	4	2	0
108	4	2	1
109	4	2	1
110	4	2	0
111	4	2	0
112	4	2	0
113	4	2	0
114	4	2	1
115	4	2	1
116	4	2	1
117	4	2	0
118	4	2	0
119	4	2	0
120	4	2	0
121	4	2	1
122	4	2	0
123	4	2	0
124	4	2	0
125	4	2	1
126	4	2	1
127	4	2	1
128	4	2	1
129	4	2	0
130	4	2	0
131	4	2	0
132	4	2	1
TOTAL		264	74

Table 4.5 shows that in this area test number 1 has 2 question items, test number 2 has 2 question items, test number 3 has 2 question items, and test number 4 has 2 question items. Overall in this area there were 7 students (5.3%) got 2 correct answers, 60 students (45.5%) got 1 correct answer, and 65 students (49.2%) got incorrect answer. The degree of the correctness of their answer was 28%.

d. Sentence with inverted subject and verbs

Table 4.6
Result of the students in sentence with inverted subject and verbs

No. Respondent	Test Number	Question Items	Correct Answer
001	1	3	2
002	1	3	0
003	1	3	0
004	1	3	0
005	1	3	1
006	1	3	0
007	1	3	0
008	1	3	1
009	1	3	0
010	1	3	0
011	1	3	1
012	1	3	1
013	1	3	0
014	1	3	0
015	1	3	0
016	1	3	2
017	1	3	2
018	1	3	0
019	1	3	1
020	1	3	1
021	1	3	0
022	1	3	1
023	1	3	0
024	1	3	1

No. Respondent	Test Number	Question Items	Correct Answer
025	1	3	0
026	1	3	1
027	1	3	0
028	1	3	0
029	1	3	0
030	1	3	2
031	1	3	1
032	1	3	1
033	1	3	2
034	2	3	1
035	2	3	1
036	2	3	2
037	2	3	1
038	2	3	0
039	2	3	0
040	2	3	0
041	2	3	0
042	2	3	1
043	2	3	0
044	2	3	1
045	2	3	2
046	2	3	1
047	2	3	0
048	2	3	0
049	2	3	0
050	2	3	2
051	2	3	2
052	2	3	0
053	2	3	1
054	2	3	1
055	2	3	0
056	2	3	0
057	2	3	0
058	2	3	2
059	2	3	1
060	2	3	0
061	2	3	0
062	2	3	0
063	2	3	1

No. Respondent	Test Number	Question Items	Correct Answer
064	2	3	0
065	2	3	0
066	2	3	1
067	2	3	0
068	3	3	1
069	3	3	0
070	3	3	1
071	3	3	0
072	3	3	0
073	3	3	0
074	3	3	1
075	3	3	1
076	3	3	0
077	3	3	0
078	3	3	2
079	3	3	1
080	3	3	0
081	3	3	2
082	3	3	1
083	3	3	1
084	3	3	0
085	3	3	2
086	3	3	1
087	3	3	1
088	3	3	1
089	3	3	1
090	3	3	0
091	3	3	1
092	3	3	0
093	3	3	0
094	3	3	0
095	3	3	0
096	3	3	1
097	3	3	1
098	3	3	0
099	3	3	2
100	3	3	1
101	4	4	1
102	4	4	2

No. Respondent	Test Number	Question Items	Correct Answer
103	4	4	0
104	4	4	3
105	4	4	1
106	4	4	2
107	4	4	2
108	4	4	2
109	4	4	0
110	4	4	0
111	4	4	0
112	4	4	2
113	4	4	2
114	4	4	2
115	4	4	0
116	4	4	2
117	4	4	2
118	4	4	1
119	4	4	1
120	4	4	0
121	4	4	2
122	4	4	1
123	4	4	0
124	4	4	0
125	4	4	1
126	4	4	0
127	4	4	0
128	4	4	2
129	4	4	0
130	4	4	1
131	4	4	1
132	4	4	1
TOTAL		428	99

Table 4.6 shows that in this area test number 1 has 3 question items, test number 2 has 3 question items, test number 3 has 3 question items, and test number 4 has 4 question items. Overall in this area there were 1 student (0.8%) got 3 correct answers, 25 students (18.9%) got 2 correct answers, 46 students

(34.8%) got 1 correct answer, and 60 students (45.5%) got incorrect answer. The degree of the correctness of their answer was 23%.

e. Subject/verb agreement

Table 4.7
Result of the students in subject/verb agreement

No. Respondent	Test Number	Question Items	Correct Answer
001	1	3	1
002	1	3	0
003	1	3	0
004	1	3	1
005	1	3	1
006	1	3	2
007	1	3	1
008	1	3	0
009	1	3	1
010	1	3	2
011	1	3	1
012	1	3	1
013	1	3	2
014	1	3	1
015	1	3	0
016	1	3	0
017	1	3	0
018	1	3	0
019	1	3	1
020	1	3	0
021	1	3	1
022	1	3	1
023	1	3	1
024	1	3	1
025	1	3	2
026	1	3	2
027	1	3	0
028	1	3	1
029	1	3	2
030	1	3	0
031	1	3	1

No. Respondent	Test Number	Question Items	Correct Answer
032	1	3	1
033	1	3	1
034	2	2	0
035	2	2	1
036	2	2	0
037	2	2	0
038	2	2	1
039	2	2	0
040	2	2	1
041	2	2	0
042	2	2	0
043	2	2	0
044	2	2	1
045	2	2	2
046	2	2	1
047	2	2	0
048	2	2	1
049	2	2	1
050	2	2	0
051	2	2	0
052	2	2	0
053	2	2	0
054	2	2	0
055	2	2	0
056	2	2	0
057	2	2	1
058	2	2	0
059	2	2	1
060	2	2	0
061	2	2	0
062	2	2	0
063	2	2	2
064	2	2	0
065	2	2	0
066	2	2	0
067	2	2	0
068	3	2	1
069	3	2	0
070	3	2	1

No. Respondent	Test Number	Question Items	Correct Answer
071	3	2	1
072	3	2	0
073	3	2	0
074	3	2	1
075	3	2	2
076	3	2	1
077	3	2	0
078	3	2	1
079	3	2	1
080	3	2	0
081	3	2	1
082	3	2	1
083	3	2	1
084	3	2	0
085	3	2	0
086	3	2	2
087	3	2	2
088	3	2	2
089	3	2	1
090	3	2	1
091	3	2	2
092	3	2	0
093	3	2	0
094	3	2	1
095	3	2	1
096	3	2	0
097	3	2	1
098	3	2	2
099	3	2	0
100	3	2	0
101	4	3	2
102	4	3	1
103	4	3	2
104	4	3	1
105	4	3	2
106	4	3	1
107	4	3	3
108	4	3	0
109	4	3	0

No. Respondent	Test Number	Question Items	Correct Answer
110	4	3	1
111	4	3	2
112	4	3	1
113	4	3	1
114	4	3	2
115	4	3	2
116	4	3	2
117	4	3	2
118	4	3	1
119	4	3	1
120	4	3	1
121	4	3	1
122	4	3	2
123	4	3	1
124	4	3	1
125	4	3	0
126	4	3	1
127	4	3	1
128	4	3	1
129	4	3	1
130	4	3	1
131	4	3	0
132	4	3	1
TOTAL		329	108

Table 4.7 shows that in this area test number 1 has 3 question items, test number 2 has 2 question items, test number 3 has 2 question items, and test number 4 has 3 question items. Overall in this area there were 1 student (0.8%) got 3 correct answers, 23 students (17.4%) got 2 correct answers, 59 students (44.7%) got 1 correct answer, and 49 students (37.1%) got incorrect answer. The degree of the correctness of their answer was 33%.

f. Parallel structure

Table 4.8
Result of the students in parallel structure

No. Respondent	Test Number	Question Items	Correct Answer
001	1	2	0
002	1	2	0
003	1	2	0
004	1	2	0
005	1	2	1
006	1	2	0
007	1	2	1
008	1	2	0
009	1	2	1
010	1	2	0
011	1	2	0
012	1	2	0
013	1	2	0
014	1	2	0
015	1	2	1
016	1	2	0
017	1	2	2
018	1	2	1
019	1	2	0
020	1	2	0
021	1	2	2
022	1	2	2
023	1	2	0
024	1	2	0
025	1	2	0
026	1	2	0
027	1	2	0
028	1	2	0
029	1	2	0
030	1	2	1
031	1	2	0
032	1	2	1
033	1	2	1
034	2	2	1
035	2	2	0

No. Respondent	Test Number	Question Items	Correct Answer
036	2	2	0
037	2	2	1
038	2	2	0
039	2	2	1
040	2	2	0
041	2	2	0
042	2	2	1
043	2	2	2
044	2	2	0
045	2	2	0
046	2	2	0
047	2	2	1
048	2	2	0
049	2	2	0
050	2	2	0
051	2	2	1
052	2	2	1
053	2	2	1
054	2	2	1
055	2	2	0
056	2	2	1
057	2	2	1
058	2	2	1
059	2	2	1
060	2	2	0
061	2	2	1
062	2	2	0
063	2	2	0
064	2	2	0
065	2	2	0
066	2	2	0
067	2	2	2
068	3	3	1
069	3	3	1
070	3	3	0
071	3	3	1
072	3	3	1
073	3	3	1
074	3	3	1

No. Respondent	Test Number	Question Items	Correct Answer
075	3	3	0
076	3	3	1
077	3	3	0
078	3	3	1
079	3	3	2
080	3	3	1
081	3	3	1
082	3	3	2
083	3	3	0
084	3	3	2
085	3	3	0
086	3	3	1
087	3	3	1
088	3	3	1
089	3	3	1
090	3	3	0
091	3	3	1
092	3	3	2
093	3	3	1
094	3	3	1
095	3	3	2
096	3	3	1
097	3	3	1
098	3	3	1
099	3	3	0
100	3	3	1
101	4	1	0
102	4	1	0
103	4	1	0
104	4	1	0
105	4	1	0
106	4	1	0
107	4	1	0
108	4	1	0
109	4	1	0
110	4	1	1
111	4	1	1
112	4	1	0
113	4	1	0

No. Respondent	Test Number	Question Items	Correct Answer
114	4	1	0
115	4	1	0
116	4	1	0
117	4	1	0
118	4	1	1
119	4	1	1
120	4	1	0
121	4	1	0
122	4	1	0
123	4	1	0
124	4	1	1
125	4	1	1
126	4	1	0
127	4	1	0
128	4	1	0
129	4	1	0
130	4	1	0
131	4	1	0
132	4	1	0
TOTAL		265	69

Table 4.8 shows that in this area test number 1 has 2 question items, test number 2 has 2 question items, test number 3 has 3 question items, and test number 4 has 1 question item. Overall in this area there were 10 students (7.6%) got 2 correct answers, 49 students (37.1%) got 1 correct answer, and 73 students (55.3%) got incorrect answer. The degree of the correctness of their answer was 26%.

g. Comparatives and superlatives

Table 4.9
Result of the students in comparative and superlatives

No. Respondent	Test Number	Question Items	Correct Answer
001	1	1	1
002	1	1	0

No. Respondent	Test Number	Question Items	Correct Answer
003	1	1	0
004	1	1	0
005	1	1	0
006	1	1	0
007	1	1	1
008	1	1	0
009	1	1	0
010	1	1	0
011	1	1	0
012	1	1	0
013	1	1	1
014	1	1	1
015	1	1	0
016	1	1	0
017	1	1	1
018	1	1	0
019	1	1	0
020	1	1	0
021	1	1	0
022	1	1	0
023	1	1	0
024	1	1	0
025	1	1	0
026	1	1	1
027	1	1	0
028	1	1	1
029	1	1	0
030	1	1	0
031	1	1	1
032	1	1	0
033	1	1	0
034	2	2	0
035	2	2	0
036	2	2	0
037	2	2	0
038	2	2	1
039	2	2	0
040	2	2	0
041	2	2	0

No. Respondent	Test Number	Question Items	Correct Answer
042	2	2	1
043	2	2	0
044	2	2	1
045	2	2	0
046	2	2	0
047	2	2	1
048	2	2	0
049	2	2	1
050	2	2	0
051	2	2	0
052	2	2	1
053	2	2	1
054	2	2	1
055	2	2	0
056	2	2	0
057	2	2	1
058	2	2	1
059	2	2	0
060	2	2	1
061	2	2	0
062	2	2	0
063	2	2	0
064	2	2	1
065	2	2	0
066	2	2	0
067	2	2	0
068	3	1	0
069	3	1	0
070	3	1	0
071	3	1	0
072	3	1	0
073	3	1	0
074	3	1	0
075	3	1	0
076	3	1	0
077	3	1	0
078	3	1	0
079	3	1	1
080	3	1	0

No. Respondent	Test Number	Question Items	Correct Answer
081	3	1	0
082	3	1	0
083	3	1	1
084	3	1	0
085	3	1	0
086	3	1	0
087	3	1	0
088	3	1	0
089	3	1	0
090	3	1	0
091	3	1	0
092	3	1	1
093	3	1	1
094	3	1	0
095	3	1	0
096	3	1	1
097	3	1	0
098	3	1	0
099	3	1	0
100	3	1	0
101	4	2	0
102	4	2	0
103	4	2	1
104	4	2	1
105	4	2	1
106	4	2	0
107	4	2	0
108	4	2	0
109	4	2	0
110	4	2	0
111	4	2	0
112	4	2	0
113	4	2	0
114	4	2	1
115	4	2	0
116	4	2	1
117	4	2	0
118	4	2	0
119	4	2	0

No. Respondent	Test Number	Question Items	Correct Answer
120	4	2	0
121	4	2	0
122	4	2	0
123	4	2	1
124	4	2	1
125	4	2	0
126	4	2	0
127	4	2	0
128	4	2	0
129	4	2	1
130	4	2	0
131	4	2	0
132	4	2	0
TOTAL		198	33

Table 4.9 shows that in this area test number 1 has 1 question item, test number 2 has 2 question items, test number 3 has 1 question item, and test number 4 has 2 question items. Overall in this area there were 33 students (25.0%) got 1 correct answer, and 99 students (75.0%) got incorrect answer. The degree of the correctness of their answer was 17%.

h. Form of the verb

Table 4.10
Result of the students in form of the verb

No. Respondent	Test Number	Question Items	Correct Answer
001	1	1	0
002	1	1	0
003	1	1	0
004	1	1	0
005	1	1	1
006	1	1	0
007	1	1	1
008	1	1	0
009	1	1	0
010	1	1	1

No. Respondent	Test Number	Question Items	Correct Answer
011	1	1	1
012	1	1	1
013	1	1	0
014	1	1	0
015	1	1	0
016	1	1	0
017	1	1	1
018	1	1	0
019	1	1	0
020	1	1	1
021	1	1	1
022	1	1	1
023	1	1	0
024	1	1	1
025	1	1	0
026	1	1	1
027	1	1	0
028	1	1	1
029	1	1	0
030	1	1	1
031	1	1	0
032	1	1	1
033	1	1	1
034	2	2	1
035	2	2	1
036	2	2	0
037	2	2	1
038	2	2	0
039	2	2	0
040	2	2	1
041	2	2	0
042	2	2	0
043	2	2	1
044	2	2	0
045	2	2	0
046	2	2	1
047	2	2	1
048	2	2	0
049	2	2	0

No. Respondent	Test Number	Question Items	Correct Answer
050	2	2	0
051	2	2	0
052	2	2	1
053	2	2	1
054	2	2	1
055	2	2	0
056	2	2	0
057	2	2	0
058	2	2	1
059	2	2	0
060	2	2	0
061	2	2	0
062	2	2	2
063	2	2	1
064	2	2	1
065	2	2	0
066	2	2	1
067	2	2	0
068	3	1	0
069	3	1	0
070	3	1	1
071	3	1	0
072	3	1	1
073	3	1	0
074	3	1	0
075	3	1	1
076	3	1	0
077	3	1	1
078	3	1	0
079	3	1	0
080	3	1	0
081	3	1	0
082	3	1	0
083	3	1	0
084	3	1	1
085	3	1	0
086	3	1	0
087	3	1	0
088	3	1	0

No. Respondent	Test Number	Question Items	Correct Answer
089	3	1	0
090	3	1	0
091	3	1	0
092	3	1	1
093	3	1	0
094	3	1	0
095	3	1	1
096	3	1	0
097	3	1	0
098	3	1	0
099	3	1	1
100	3	1	1
101	4	2	0
102	4	2	0
103	4	2	1
104	4	2	0
105	4	2	1
106	4	2	1
107	4	2	0
108	4	2	0
109	4	2	0
110	4	2	1
111	4	2	1
112	4	2	2
113	4	2	1
114	4	2	0
115	4	2	0
116	4	2	0
117	4	2	1
118	4	2	2
119	4	2	1
120	4	2	0
121	4	2	0
122	4	2	1
123	4	2	1
124	4	2	1
125	4	2	1
126	4	2	1
127	4	2	0

No. Respondent	Test Number	Question Items	Correct Answer
128	4	2	0
129	4	2	0
130	4	2	0
131	4	2	0
132	4	2	2
TOTAL		198	59

Table 4.10 shows that in this area test number 1 has 1 question item, test number 2 has 2 question items, test number 3 has 1 question item, and test number 4 has 2 question items. Overall in this area there were 4 students (3.0%) got 2 correct answers, 51 students (38.6%) got 1 correct answer, and 77 students (58.3%) got incorrect answer. The degree of the correctness of their answer was 30%.

i. Use of the verb

Table 4.11
Result of the students in use of the verb

No. Respondent	Test Number	Question Items	Correct Answer
001	1	2	1
002	1	2	0
003	1	2	0
004	1	2	1
005	1	2	1
006	1	2	1
007	1	2	0
008	1	2	0
009	1	2	0
010	1	2	1
011	1	2	0
012	1	2	0
013	1	2	1
014	1	2	0
015	1	2	2
016	1	2	1

No. Respondent	Test Number	Question Items	Correct Answer
017	1	2	1
018	1	2	0
019	1	2	0
020	1	2	1
021	1	2	1
022	1	2	1
023	1	2	1
024	1	2	0
025	1	2	2
026	1	2	0
027	1	2	0
028	1	2	1
029	1	2	0
030	1	2	0
031	1	2	1
032	1	2	1
033	1	2	1
034	2	3	1
035	2	3	2
036	2	3	0
037	2	3	1
038	2	3	0
039	2	3	2
040	2	3	1
041	2	3	1
042	2	3	1
043	2	3	0
044	2	3	1
045	2	3	1
046	2	3	2
047	2	3	1
048	2	3	2
049	2	3	1
050	2	3	0
051	2	3	0
052	2	3	0
053	2	3	0
054	2	3	0
055	2	3	2

No. Respondent	Test Number	Question Items	Correct Answer
056	2	3	1
057	2	3	0
058	2	3	0
059	2	3	1
060	2	3	1
061	2	3	1
062	2	3	0
063	2	3	0
064	2	3	1
065	2	3	1
066	2	3	0
067	2	3	2
068	3	2	1
069	3	2	0
070	3	2	1
071	3	2	0
072	3	2	1
073	3	2	0
074	3	2	0
075	3	2	0
076	3	2	0
077	3	2	0
078	3	2	1
079	3	2	1
080	3	2	0
081	3	2	2
082	3	2	0
083	3	2	0
084	3	2	1
085	3	2	1
086	3	2	1
087	3	2	1
088	3	2	1
089	3	2	2
090	3	2	1
091	3	2	1
092	3	2	0
093	3	2	0
094	3	2	0

No. Respondent	Test Number	Question Items	Correct Answer
095	3	2	1
096	3	2	0
097	3	2	1
098	3	2	2
099	3	2	1
100	3	2	0
101	4	2	0
102	4	2	1
103	4	2	1
104	4	2	0
105	4	2	1
106	4	2	1
107	4	2	0
108	4	2	0
109	4	2	0
110	4	2	1
111	4	2	2
112	4	2	1
113	4	2	0
114	4	2	2
115	4	2	1
116	4	2	2
117	4	2	0
118	4	2	0
119	4	2	0
120	4	2	0
121	4	2	0
122	4	2	0
123	4	2	0
124	4	2	1
125	4	2	1
126	4	2	0
127	4	2	1
128	4	2	1
129	4	2	0
130	4	2	0
131	4	2	1
132	4	2	1
TOTAL		298	87

Table 4.11 shows that in this area test number 1 has 2 question items, test number 2 has 3 question items, test number 3 has 2 question items, and test number 4 has 2 question items. Overall in this area there were 14 students (10.6%) got 2 correct answer, 59 students (44.7%) got 1 correct answer, and 59 students (44.7%) got incorrect answer. The degree of the correctness of their answer was 29%.

j. Passive verbs

Table 4.12
Result of the students in passive verbs

No. Respondent	Test Number	Question Items	Correct Answer
001	1	1	1
002	1	1	1
003	1	1	0
004	1	1	0
005	1	1	0
006	1	1	0
007	1	1	0
008	1	1	1
009	1	1	0
010	1	1	1
011	1	1	1
012	1	1	0
013	1	1	0
014	1	1	0
015	1	1	1
016	1	1	0
017	1	1	1
018	1	1	1
019	1	1	0
020	1	1	1
021	1	1	0
022	1	1	1
023	1	1	1
024	1	1	0

No. Respondent	Test Number	Question Items	Correct Answer
025	1	1	0
026	1	1	0
027	1	1	0
028	1	1	0
029	1	1	1
030	1	1	1
031	1	1	0
032	1	1	0
033	1	1	1
034	2	1	1
035	2	1	0
036	2	1	1
037	2	1	1
038	2	1	0
039	2	1	0
040	2	1	0
041	2	1	0
042	2	1	1
043	2	1	0
044	2	1	1
045	2	1	1
046	2	1	1
047	2	1	1
048	2	1	1
049	2	1	0
050	2	1	1
051	2	1	1
052	2	1	0
053	2	1	0
054	2	1	0
055	2	1	0
056	2	1	0
057	2	1	0
058	2	1	0
059	2	1	1
060	2	1	1
061	2	1	0
062	2	1	0
063	2	1	0

No. Respondent	Test Number	Question Items	Correct Answer
064	2	1	0
065	2	1	0
066	2	1	0
067	2	1	0
068	3	1	1
069	3	1	1
070	3	1	0
071	3	1	1
072	3	1	0
073	3	1	0
074	3	1	0
075	3	1	0
076	3	1	1
077	3	1	1
078	3	1	1
079	3	1	1
080	3	1	1
081	3	1	0
082	3	1	0
083	3	1	0
084	3	1	1
085	3	1	0
086	3	1	0
087	3	1	0
088	3	1	0
089	3	1	0
090	3	1	1
091	3	1	0
092	3	1	1
093	3	1	0
094	3	1	0
095	3	1	0
096	3	1	1
097	3	1	1
098	3	1	1
099	3	1	1
100	3	1	1
101	4	2	0
102	4	2	0

No. Respondent	Test Number	Question Items	Correct Answer
103	4	2	1
104	4	2	0
105	4	2	1
106	4	2	0
107	4	2	0
108	4	2	0
109	4	2	0
110	4	2	1
111	4	2	0
112	4	2	1
113	4	2	0
114	4	2	0
115	4	2	0
116	4	2	0
117	4	2	0
118	4	2	1
119	4	2	1
120	4	2	1
121	4	2	1
122	4	2	1
123	4	2	1
124	4	2	1
125	4	2	1
126	4	2	1
127	4	2	1
128	4	2	2
129	4	2	1
130	4	2	0
131	4	2	0
132	4	2	1
TOTAL		164	61

Table 4.12 shows that in this area test number 1 has 1 question item, test number 2 has 1 question item, test number 3 has 1 question item, and test number 4 has 2 question items. Overall in this area there were 1 student (0.8%) got 2 correct answers, 59 students (44.7%) got 1 correct answer, and 72 students

(54.5%) got incorrect answer. The degree of the correctness of their answer was 37%.

k. Nouns

Table 4.13
Result of the students in nouns

No. Respondent	Test Number	Question Items	Correct Answer
001	1	3	0
002	1	3	0
003	1	3	0
004	1	3	0
005	1	3	0
006	1	3	0
007	1	3	1
008	1	3	0
009	1	3	0
010	1	3	1
011	1	3	1
012	1	3	2
013	1	3	1
014	1	3	1
015	1	3	2
016	1	3	0
017	1	3	0
018	1	3	1
019	1	3	0
020	1	3	0
021	1	3	0
022	1	3	1
023	1	3	1
024	1	3	0
025	1	3	1
026	1	3	0
027	1	3	2
028	1	3	1
029	1	3	1
030	1	3	2
031	1	3	2

No. Respondent	Test Number	Question Items	Correct Answer
032	1	3	1
033	1	3	0
034	2	3	1
035	2	3	1
036	2	3	0
037	2	3	1
038	2	3	2
039	2	3	1
040	2	3	0
041	2	3	1
042	2	3	0
043	2	3	1
044	2	3	1
045	2	3	0
046	2	3	0
047	2	3	1
048	2	3	1
049	2	3	1
050	2	3	1
051	2	3	1
052	2	3	0
053	2	3	0
054	2	3	0
055	2	3	1
056	2	3	0
057	2	3	2
058	2	3	0
059	2	3	2
060	2	3	0
061	2	3	0
062	2	3	1
063	2	3	0
064	2	3	3
065	2	3	2
066	2	3	0
067	2	3	0
068	3	3	1
069	3	3	0
070	3	3	1

No. Respondent	Test Number	Question Items	Correct Answer
071	3	3	2
072	3	3	1
073	3	3	1
074	3	3	3
075	3	3	0
076	3	3	0
077	3	3	0
078	3	3	1
079	3	3	1
080	3	3	1
081	3	3	0
082	3	3	0
083	3	3	0
084	3	3	0
085	3	3	1
086	3	3	0
087	3	3	0
088	3	3	0
089	3	3	0
090	3	3	1
091	3	3	0
092	3	3	1
093	3	3	2
094	3	3	1
095	3	3	1
096	3	3	1
097	3	3	1
098	3	3	1
099	3	3	1
100	3	3	0
101	4	2	0
102	4	2	1
103	4	2	2
104	4	2	1
105	4	2	0
106	4	2	1
107	4	2	1
108	4	2	0
109	4	2	1

No. Respondent	Test Number	Question Items	Correct Answer
110	4	2	0
111	4	2	0
112	4	2	0
113	4	2	0
114	4	2	1
115	4	2	0
116	4	2	1
117	4	2	1
118	4	2	0
119	4	2	1
120	4	2	0
121	4	2	0
122	4	2	0
123	4	2	0
124	4	2	1
125	4	2	1
126	4	2	0
127	4	2	1
128	4	2	1
129	4	2	0
130	4	2	1
131	4	2	1
132	4	2	1
TOTAL		364	88

Table 4.13 shows that in this area test number 1 has 3 question items, test number 2 has 3 question items, test number 3 has 3 question items, and test number 4 has 2 question items. Overall in this area there were 2 students (1.5%) got 3 correct answer, 12 students (9.1%) got 2 correct answers, 58 students (43.9%) got 1 correct answer, and 60 students (45.5%) got incorrect answer. The degree of the correctness of their answer was 24%.

1. Pronouns

Table 4.14
Result of the students in pronouns

No. Respondent	Test Number	Question Items	Correct Answer
001	1	2	2
002	1	2	0
003	1	2	0
004	1	2	1
005	1	2	0
006	1	2	0
007	1	2	0
008	1	2	0
009	1	2	1
010	1	2	1
011	1	2	0
012	1	2	1
013	1	2	1
014	1	2	1
015	1	2	2
016	1	2	0
017	1	2	1
018	1	2	0
019	1	2	1
020	1	2	0
021	1	2	0
022	1	2	0
023	1	2	0
024	1	2	1
025	1	2	0
026	1	2	1
027	1	2	0
028	1	2	2
029	1	2	2
030	1	2	0
031	1	2	0
032	1	2	2
033	1	2	0
034	2	2	2
035	2	2	2

No. Respondent	Test Number	Question Items	Correct Answer
036	2	2	1
037	2	2	2
038	2	2	1
039	2	2	0
040	2	2	1
041	2	2	1
042	2	2	1
043	2	2	2
044	2	2	1
045	2	2	2
046	2	2	1
047	2	2	0
048	2	2	0
049	2	2	1
050	2	2	0
051	2	2	0
052	2	2	0
053	2	2	1
054	2	2	0
055	2	2	2
056	2	2	1
057	2	2	0
058	2	2	0
059	2	2	1
060	2	2	0
061	2	2	0
062	2	2	0
063	2	2	1
064	2	2	0
065	2	2	0
066	2	2	0
067	2	2	0
068	3	2	0
069	3	2	1
070	3	2	1
071	3	2	1
072	3	2	0
073	3	2	1
074	3	2	1

No. Respondent	Test Number	Question Items	Correct Answer
075	3	2	0
076	3	2	1
077	3	2	1
078	3	2	1
079	3	2	0
080	3	2	0
081	3	2	0
082	3	2	0
083	3	2	1
084	3	2	2
085	3	2	0
086	3	2	0
087	3	2	0
088	3	2	0
089	3	2	1
090	3	2	0
091	3	2	0
092	3	2	0
093	3	2	0
094	3	2	2
095	3	2	1
096	3	2	0
097	3	2	0
098	3	2	1
099	3	2	0
100	3	2	0
101	4	2	0
102	4	2	0
103	4	2	1
104	4	2	1
105	4	2	2
106	4	2	0
107	4	2	0
108	4	2	0
109	4	2	0
110	4	2	1
111	4	2	2
112	4	2	0
113	4	2	0

No. Respondent	Test Number	Question Items	Correct Answer
114	4	2	2
115	4	2	1
116	4	2	2
117	4	2	1
118	4	2	0
119	4	2	1
120	4	2	1
121	4	2	0
122	4	2	0
123	4	2	1
124	4	2	1
125	4	2	0
126	4	2	0
127	4	2	0
128	4	2	1
129	4	2	0
130	4	2	1
131	4	2	0
132	4	2	0
TOTAL		264	79

Table 4.14 shows that in this area test number 1 has 2 question items, test number 2 has 2 question items, test number 3 has 2 question items, and test number 4 has 2 question items. Overall in this area there were 17 students (12.9%) got 2 correct answers, 45 students (34.1%) got 1 correct answer, and 70 students (53.0%) got incorrect answer. The degree of the correctness of their answer was 30%.

m. Adjectives and adverbs

Table 4.15
Result of the students in adjectives and adverbs

No. Respondent	Test Number	Question Items	Correct Answer
001	1	3	1
002	1	3	2

No. Respondent	Test Number	Question Items	Correct Answer
003	1	3	0
004	1	3	2
005	1	3	0
006	1	3	1
007	1	3	2
008	1	3	1
009	1	3	2
010	1	3	1
011	1	3	0
012	1	3	1
013	1	3	2
014	1	3	2
015	1	3	2
016	1	3	2
017	1	3	2
018	1	3	0
019	1	3	2
020	1	3	2
021	1	3	0
022	1	3	1
023	1	3	1
024	1	3	2
025	1	3	1
026	1	3	2
027	1	3	1
028	1	3	0
029	1	3	1
030	1	3	2
031	1	3	1
032	1	3	0
033	1	3	1
034	2	3	1
035	2	3	0
036	2	3	2
037	2	3	1
038	2	3	1
039	2	3	1
040	2	3	1
041	2	3	0

No. Respondent	Test Number	Question Items	Correct Answer
042	2	3	0
043	2	3	0
044	2	3	2
045	2	3	0
046	2	3	0
047	2	3	0
048	2	3	0
049	2	3	2
050	2	3	0
051	2	3	0
052	2	3	0
053	2	3	0
054	2	3	0
055	2	3	0
056	2	3	0
057	2	3	1
058	2	3	1
059	2	3	1
060	2	3	1
061	2	3	2
062	2	3	0
063	2	3	0
064	2	3	2
065	2	3	1
066	2	3	0
067	2	3	0
068	3	4	1
069	3	4	0
070	3	4	2
071	3	4	2
072	3	4	0
073	3	4	0
074	3	4	1
075	3	4	0
076	3	4	0
077	3	4	3
078	3	4	1
079	3	4	1
080	3	4	2

No. Respondent	Test Number	Question Items	Correct Answer
081	3	4	2
082	3	4	1
083	3	4	1
084	3	4	2
085	3	4	0
086	3	4	2
087	3	4	1
088	3	4	1
089	3	4	1
090	3	4	1
091	3	4	1
092	3	4	0
093	3	4	1
094	3	4	0
095	3	4	0
096	3	4	1
097	3	4	1
098	3	4	1
099	3	4	1
100	3	4	1
101	4	3	0
102	4	3	1
103	4	3	1
104	4	3	2
105	4	3	0
106	4	3	2
107	4	3	1
108	4	3	0
109	4	3	0
110	4	3	1
111	4	3	0
112	4	3	0
113	4	3	1
114	4	3	1
115	4	3	0
116	4	3	1
117	4	3	1
118	4	3	1
119	4	3	1

No. Respondent	Test Number	Question Items	Correct Answer
120	4	3	1
121	4	3	1
122	4	3	1
123	4	3	3
124	4	3	1
125	4	3	0
126	4	3	0
127	4	3	0
128	4	3	1
129	4	3	0
130	4	3	1
131	4	3	1
132	4	3	2
TOTAL		429	118

Table 4.15 shows that in this area test number 1 has 3 question items, test number 2 has 3 question items, test number 3 has 4 question items, and test number 4 has 3 question items. Overall in this area there were 2 students (1.5%) got 3 correct answers, 28 students (21.2%) got 2 correct answers, 56 students (42.4%) got 1 correct answer, and 46 students (34.8%) got incorrect answer. The degree of the correctness of their answer was 28%.

n. Articles

Table 4.16
Result of the students in articles

No. Respondent	Test Number	Question Items	Correct Answer
001	1	2	0
002	1	2	0
003	1	2	1
004	1	2	0
005	1	2	0
006	1	2	0
007	1	2	0
008	1	2	0

No. Respondent	Test Number	Question Items	Correct Answer
009	1	2	0
010	1	2	0
011	1	2	0
012	1	2	1
013	1	2	2
014	1	2	0
015	1	2	0
016	1	2	1
017	1	2	0
018	1	2	1
019	1	2	0
020	1	2	0
021	1	2	0
022	1	2	0
023	1	2	0
024	1	2	0
025	1	2	0
026	1	2	2
027	1	2	0
028	1	2	0
029	1	2	1
030	1	2	0
031	1	2	0
032	1	2	1
033	1	2	1
034	2	2	2
035	2	2	2
036	2	2	1
037	2	2	2
038	2	2	1
039	2	2	1
040	2	2	1
041	2	2	0
042	2	2	1
043	2	2	1
044	2	2	1
045	2	2	1
046	2	2	1
047	2	2	1

No. Respondent	Test Number	Question Items	Correct Answer
048	2	2	0
049	2	2	2
050	2	2	1
051	2	2	2
052	2	2	1
053	2	2	0
054	2	2	1
055	2	2	1
056	2	2	1
057	2	2	0
058	2	2	1
059	2	2	1
060	2	2	2
061	2	2	1
062	2	2	2
063	2	2	0
064	2	2	0
065	2	2	1
066	2	2	0
067	2	2	1
068	3	3	0
069	3	3	0
070	3	3	2
071	3	3	0
072	3	3	2
073	3	3	1
074	3	3	1
075	3	3	2
076	3	3	2
077	3	3	1
078	3	3	1
079	3	3	2
080	3	3	2
081	3	3	1
082	3	3	1
083	3	3	0
084	3	3	3
085	3	3	3
086	3	3	0

No. Respondent	Test Number	Question Items	Correct Answer
087	3	3	0
088	3	3	0
089	3	3	1
090	3	3	0
091	3	3	0
092	3	3	1
093	3	3	0
094	3	3	0
095	3	3	1
096	3	3	0
097	3	3	1
098	3	3	0
099	3	3	0
100	3	3	1
101	4	3	0
102	4	3	0
103	4	3	1
104	4	3	0
105	4	3	0
106	4	3	0
107	4	3	1
108	4	3	0
109	4	3	0
110	4	3	0
111	4	3	1
112	4	3	1
113	4	3	1
114	4	3	1
115	4	3	0
116	4	3	1
117	4	3	2
118	4	3	0
119	4	3	0
120	4	3	0
121	4	3	1
122	4	3	1
123	4	3	0
124	4	3	2
125	4	3	1

No. Respondent	Test Number	Question Items	Correct Answer
126	4	3	1
127	4	3	1
128	4	3	2
129	4	3	1
130	4	3	1
131	4	3	1
132	4	3	0
TOTAL		329	95

Table 4.16 shows that in this area test number 1 has 2 question items, test number 2 has 2 question items, test number 3 has 3 question items, and test number 4 has 3 question items. Overall in this area there were 2 student (1.5%) got 3 correct answers, 18 students (13.6%) got 2 correct answers, 53 students (40.2%) got 1 correct answer, and 59 students (44.7%) got incorrect answer. The degree of the correctness of their answer was 29%.

o. Prepositions

Table 4.17
Result of the students in prepositions

No. Respondent	Test Number	Question Items	Correct Answer
001	1	2	0
002	1	2	1
003	1	2	0
004	1	2	0
005	1	2	0
006	1	2	0
007	1	2	1
008	1	2	0
009	1	2	0
010	1	2	1
011	1	2	0
012	1	2	0
013	1	2	0
014	1	2	1

No. Respondent	Test Number	Question Items	Correct Answer
015	1	2	0
016	1	2	0
017	1	2	2
018	1	2	0
019	1	2	0
020	1	2	0
021	1	2	0
022	1	2	1
023	1	2	1
024	1	2	0
025	1	2	0
026	1	2	0
027	1	2	0
028	1	2	0
029	1	2	2
030	1	2	0
031	1	2	0
032	1	2	0
033	1	2	0
034	2	1	1
035	2	1	1
036	2	1	1
037	2	1	0
038	2	1	0
039	2	1	1
040	2	1	0
041	2	1	1
042	2	1	0
043	2	1	0
044	2	1	1
045	2	1	0
046	2	1	0
047	2	1	0
048	2	1	0
049	2	1	0
050	2	1	1
051	2	1	0
052	2	1	0
053	2	1	0

No. Respondent	Test Number	Question Items	Correct Answer
054	2	1	0
055	2	1	1
056	2	1	1
057	2	1	0
058	2	1	0
059	2	1	0
060	2	1	0
061	2	1	0
062	2	1	0
063	2	1	0
064	2	1	1
065	2	1	0
066	2	1	0
067	2	1	0
068	3	1	0
069	3	1	0
070	3	1	1
071	3	1	0
072	3	1	1
073	3	1	0
074	3	1	0
075	3	1	0
076	3	1	0
077	3	1	1
078	3	1	1
079	3	1	1
080	3	1	1
081	3	1	1
082	3	1	0
083	3	1	1
084	3	1	0
085	3	1	0
086	3	1	0
087	3	1	0
088	3	1	0
089	3	1	0
090	3	1	1
091	3	1	0
092	3	1	0

No. Respondent	Test Number	Question Items	Correct Answer
093	3	1	1
094	3	1	0
095	3	1	0
096	3	1	0
097	3	1	0
098	3	1	1
099	3	1	0
100	3	1	0
101	4	1	0
102	4	1	0
103	4	1	1
104	4	1	0
105	4	1	0
106	4	1	0
107	4	1	0
108	4	1	0
109	4	1	0
110	4	1	0
111	4	1	0
112	4	1	1
113	4	1	0
114	4	1	0
115	4	1	1
116	4	1	0
117	4	1	0
118	4	1	0
119	4	1	0
120	4	1	0
121	4	1	1
122	4	1	1
123	4	1	1
124	4	1	0
125	4	1	0
126	4	1	1
127	4	1	1
128	4	1	0
129	4	1	0
130	4	1	1
131	4	1	0

No. Respondent	Test Number	Question Items	Correct Answer
132	4	1	1
TOTAL		165	41

Table 4.17 shows that in this area test number 1 has 2 question items, test number 2 has 1 question item, test number 3 has 1 question item, and test number 4 has 1 question item. Overall in this area there were 2 students (1.5%) got 2 correct answer, 37 students (28.0%) got 1 correct answer, and 93 students (70.5%) got incorrect answer. The degree of the correctness of their answer was 25%.

p. Usage

Table 4.18
Result of the students in usage

No. Respondent	Test Number	Question Items	Correct Answer
001	1	3	1
002	1	3	1
003	1	3	0
004	1	3	1
005	1	3	0
006	1	3	1
007	1	3	1
008	1	3	1
009	1	3	1
010	1	3	1
011	1	3	1
012	1	3	0
013	1	3	2
014	1	3	2
015	1	3	0
016	1	3	1
017	1	3	2
018	1	3	1
019	1	3	0
020	1	3	1
021	1	3	0
022	1	3	1

No. Respondent	Test Number	Question Items	Correct Answer
023	1	3	1
024	1	3	2
025	1	3	0
026	1	3	1
027	1	3	1
028	1	3	1
029	1	3	1
030	1	3	1
031	1	3	2
032	1	3	1
033	1	3	1
034	2	2	1
035	2	2	0
036	2	2	0
037	2	2	1
038	2	2	1
039	2	2	1
040	2	2	0
041	2	2	1
042	2	2	0
043	2	2	0
044	2	2	0
045	2	2	0
046	2	2	0
047	2	2	0
048	2	2	0
049	2	2	0
050	2	2	0
051	2	2	0
052	2	2	0
053	2	2	0
054	2	2	0
055	2	2	1
056	2	2	0
057	2	2	2
058	2	2	0
059	2	2	0
060	2	2	0
061	2	2	0

No. Respondent	Test Number	Question Items	Correct Answer
062	2	2	0
063	2	2	1
064	2	2	0
065	2	2	0
066	2	2	1
067	2	2	0
068	3	2	0
069	3	2	0
070	3	2	0
071	3	2	0
072	3	2	1
073	3	2	1
074	3	2	1
075	3	2	0
076	3	2	0
077	3	2	0
078	3	2	0
079	3	2	0
080	3	2	1
081	3	2	1
082	3	2	1
083	3	2	0
084	3	2	0
085	3	2	1
086	3	2	0
087	3	2	0
088	3	2	0
089	3	2	0
090	3	2	0
091	3	2	0
092	3	2	1
093	3	2	1
094	3	2	1
095	3	2	0
096	3	2	0
097	3	2	1
098	3	2	0
099	3	2	1
100	3	2	0

No. Respondent	Test Number	Question Items	Correct Answer
101	4	2	1
102	4	2	0
103	4	2	1
104	4	2	1
105	4	2	1
106	4	2	0
107	4	2	0
108	4	2	0
109	4	2	0
110	4	2	0
111	4	2	0
112	4	2	1
113	4	2	2
114	4	2	2
115	4	2	0
116	4	2	2
117	4	2	2
118	4	2	2
119	4	2	2
120	4	2	1
121	4	2	0
122	4	2	0
123	4	2	2
124	4	2	1
125	4	2	2
126	4	2	0
127	4	2	1
128	4	2	1
129	4	2	1
130	4	2	1
131	4	2	0
132	4	2	0
TOTAL		297	80

Table 4.18 shows that in this area test number 1 has 3 question items, test number 2 has 2 question items, test number 3 has 2 question items, and test number 4 has 2 question items. Overall in this area there were 14 students (10.6%)

got 2 correct answers, 52 students (39.4%) got 1 correct answer, and 66 students (50.0%) got incorrect answer. The degree of the correctness of their answer was 27%.

B. Discussion

In this section the researcher is going to describe about structure and grammar competence of second semester of English department students of IAIN Palopo according the result of data analysis in findings. During the research, the researcher use 4 instrument test which each test is consisting of 40 questions with multiple choice. The researcher give the respondent 30 minutes to finish the test.

1. Students' competence in doing the test

The result of test that has been described above can prove that the structure and grammar competence of second semester of English department students of IAIN Palopo is low. This based on the result on the table 4.2 shows that in the test there were 13 students got very poor score. On other hand there were 100 students got poor score. At last there were 19 students got fair score. From 132 students, a total of 113 students got low classification. This is proven that competence structure and grammar most of students is low. And also at the mean score of student in structure and grammar test was "2.8". This mean score indicates "poor" according to score classification. Therefore a total of 113 students have to improve their competence in mastering structure and grammar.

2. Students' competence in each areas of structure and grammar

Students' competences in each areas of structure and grammar as presented in findings, that areas are sentence with one clause, sentence with multiple clauses, sentence with reduced clause, sentence with inverted subject and verbs, subject/verb agreement, parallel structure, comparative and superlatives, form of the verb, use of the verb, passive verbs, nouns, pronouns, adjectives and adverbs, articles, prepositions, and usage.

In sentence with one clause, the total of question item are 528 and only 171 question can be answered correctly by students. It means that only 32% of students can answer the question and 24 students did not get any correct answer. From 4 question items in each test number most of students can answer 1 question item correctly. In sentence with multiple clauses, the total of question item are 760 and only 222 question can be answered correctly by students. It means that only 29% of students can answer the question and 20 students did not get any correct answer. From 6 or 5 question items in each test number most of students can answer 2 questions item correctly.

In sentence with reduced clause, the total of question item are 264 and only 74 question can be answered correctly by students. It means that only 28% of students can answer the question and 65 students did not get any correct answer. From 2 question items in each test number most of students got incorrect answer. In sentence with inverted subject and verbs, the total of question item are 428 and only 99 question can be answered correctly by students. It means that only 23% of students can answer the question and 60 students did not get any correct answer.

From 3 or 4 question items in each test number most of students got incorrect answer.

In subject/verb agreement, the total of question item are 329 and only 108 question can be answered correctly by students. It means that only 33% of students can answer the question and 49 students did not get any correct answer. From 2 or 3 question items in each test number most of students can answer 1 question item correctly. In parallel structure, the total of question item are 265 and only 69 question can be answered correctly by students. It means that only 26% of students can answer the question and 73 students did not get any correct answer. From 3, 2 or 1 question items in each test number most of students got incorrect answer.

In comparatives and superlatives, the total of question item are 198 and only 33 question can be answered correctly by students. It means that only 17% of students can answer the question and 99 students did not get any correct answer. From 2 or 1 question items in each test number most of students got incorrect answer. In form of the verb, the total of question item are 198 and only 59 question can be answered correctly by students. It means that only 30% of students can answer the question and 77 students did not get any correct answer. From 2 or 1 question items in each test number most of students got incorrect answer.

In use of the verb, the total of question item are 298 and only 87 question can be answered correctly by students. It means that only 29% of students can answer the question and 59 students did not get any correct answer. From 3 or 2

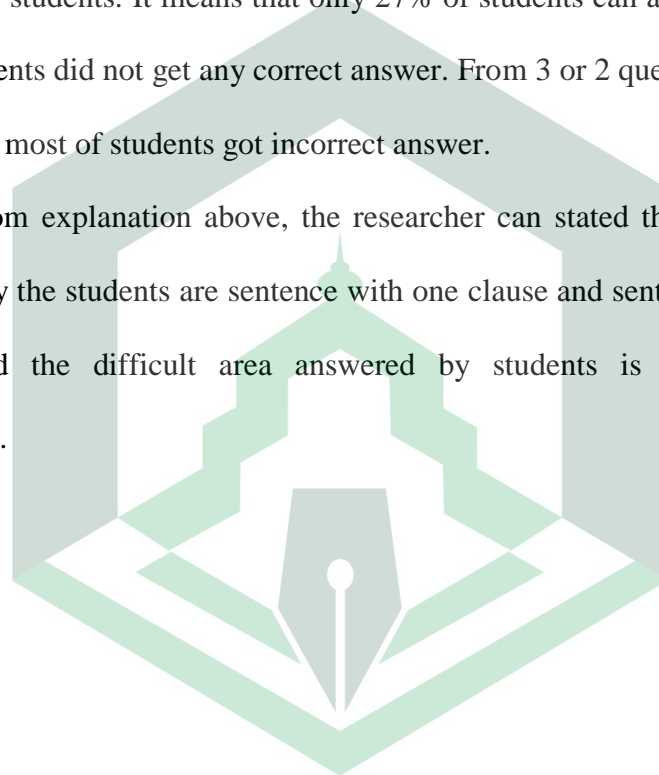
question items in each test number most of students can answer 1 question item correctly. In passive verb, the total of question item are 164 and only 61 question can be answered correctly by students. It means that only 37% of students can answer the question and 72 students did not get any correct answer. From 2 or 1 question items in each test number most of students got incorrect answer.

In nouns, the total of question item are 368 and only 88 question can be answered correctly by students. It means that only 24% of students can answer the question and 60 students did not get any correct answer. From 3 or 2 question items in each test number most of students got incorrect answer. In pronouns, the total of question item are 264 and only 79 question can be answered correctly by students. It means that only 30% of students can answer the question and 70 students did not get any correct answer. From 2 question items in each test number most of students got incorrect answer.

In adjectives and adverbs, the total of question item are 429 and only 118 question can be answered correctly by students. It means that only 28% of students can answer the question and 46 students did not get any correct answer. From 4 or 3 question items in each test number most of students can answer 1 question item correctly. In articles, the total of question item are 329 and only 95 question can be answered correctly by students. It means that only 29% of students can answer the question and 59 students did not get any correct answer. From 3 or 2 question items in each test number most of students got incorrect answer.

In prepositions, the total of question item are 165 and only 41 question can be answered correctly by students. It means that only 25% of students can answer the question and 93 students did not get any correct answer. From 2 or 1 question items in each test number most of students got incorrect answer. In usage, the total of question item are 297 and only 80 question can be answered correctly by students. It means that only 27% of students can answer the question and 66 students did not get any correct answer. From 3 or 2 question items in each test number most of students got incorrect answer.

From explanation above, the researcher can stated that the easiest area answered by the students are sentence with one clause and sentence with multiple clauses and the difficult area answered by students is comparatives and superlatives.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on findings and discussion presented in previous chapter, the researcher tries to conclude this research that focus on structure and grammar competence of students as follows:

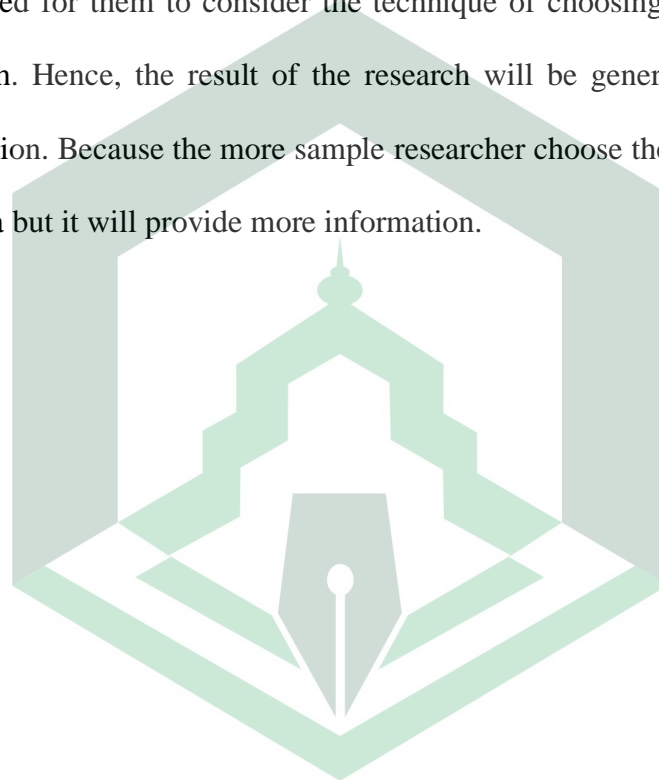
There is main points that can be concluded from this research. Students' competences in doing the test, it was found that most of the students were placed in poor classification. Then students' competence in each areas of structure and grammar. From sixteen areas of structure and grammar, the easiest area answered by the students are sentence with one clause and sentence with multiple clauses. The lowest degree of correctness is comparatives and superlatives, it means the students competence in this area is low because the students difficult to answer the question. So the students should improve their structure and grammar especially on part or areas that students did not really understand.

B. Suggestions

Based on the conclusions above, some suggestions are offered as follows:

1. For students, students should be aware use of and the usage of all areas of structure and grammar. Students have to read any kind of structure and grammar book and also practice on answering any kind of structure and grammar test to improve their competence and keep the motivation in learning structure and grammar.

2. For lecturers, lecturers should prepare the method in teaching structure and grammar. To improve the students' competence the lecturer should try all kind of method to support the students and choose the best method in learning. Therefore to apply some method the lecturers have to experiment.
3. For researcher, researcher who wants to conduct the similar research, it is suggested for them to consider the technique of choosing the sample of the research. Hence, the result of the research will be generalized for all total population. Because the more sample researcher choose the harder processing the data but it will provide more information.



IAIN PALOPO

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IAIN PALOPO

A

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E

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D

IAIN PALOPO

I

X

STRUCTURE AND WRITTEN EXPRESSION

DIRECTIONS: After you take each Structure and Written Expression test, circle the number of each of the questions that you answered incorrectly. In this way, you can keep track of which language skills need more attention.

		PRE-TEST	POST-TEST	COMPLETE TEST 1	COMPLETE TEST 2	COMPLETE TEST 3	COMPLETE TEST 4	COMPLETE TEST 5
Sentences with One Clause								
	SKILL 1	1	1	1	1	1	1	1
	SKILL 2		2	2	2	2	2	2
	SKILL 3	2	5	4	3	5		5
	SKILL 4	6	6	5			3	
	SKILL 5	10	8		7	3	9	8
Sentences with Multiple Clauses								
	SKILL 6	3	4	6	4	4		3
	SKILL 7		3	7	5	9	5	4
	SKILL 8	7		3	8	7	7	10
More Sentences with Multiple Clauses								
	SKILL 9	14		8	9	15	10	11
	SKILL 10	12	13	12		10	6	
	SKILL 11	13	11		11		14	14
	SKILL 12	5	9	9	14	8		7
Sentences with Reduced Clauses								
	SKILL 13	11	7	10	10	11	4	9
	SKILL 14	8		14	12	13	12	13
Sentences with Inverted Subjects and Verbs								
	SKILL 15	4	10		6	6		6
	SKILL 16	9	12	15		14	8	12
	SKILL 17		14	11	13		13	
	SKILL 18	15	15		15		11	15
	SKILL 19			13		12	15	
Problems with Subject/Verb Agreement								
	SKILL 20		29	19	28		24	
	SKILL 21	19				18		17
	SKILL 22	32		29	31	31	29	
	SKILL 23		23	17			18	20

	PRE-TEST	POST-TEST	COMPLETE TEST 1	COMPLETE TEST 2	COMPLETE TEST 3	COMPLETE TEST 4	COMPLETE TEST 5
Problems with Parallel Structure SKILL 24 SKILL 25 SKILL 26	18 29	26 21	18 27	19 22	22 33	23	30 34
Problems with Comparatives and Superlatives SKILL 27 SKILL 28 SKILL 29	17	16 37	22	26 33	19	17 25	22 37
Problems with the Form of the Verb SKILL 30 SKILL 31 SKILL 32	23 16	19 22	16	24 16	17	16 19	18 21
Problems with the Use of the Verb SKILL 33 SKILL 34 SKILL 35 SKILL 36	31 29 27	20 30	20 32	20 35	20 29	20 27	19 28
Problems with Passive Verbs SKILL 37 SKILL 38	30 38	40	36	38	24	37 33	23
Problems with Nouns SKILL 39 SKILL 40 SKILL 41 SKILL 42	17 25 33	17 28	24 33 39	29 36 37	16 39 36	30 39	16 36
Problems with Pronouns SKILL 43 SKILL 44 SKILL 45	18 24 21	18 24	30 25	18 21	23 28	21 22	33 29
Problems with Adjectives and Adverbs SKILL 46 SKILL 47 SKILL 48	20 37	31 39	28 35	23 25	30 34	40 32	24 26

		PRE-TEST	POST-TEST	COMPLETE TEST 1	COMPLETE TEST 2	COMPLETE TEST 3	COMPLETE TEST 4	COMPLETE TEST 5
More Problems with Adjectives								
	SKILL 49		33					38
	SKILL 50	34			39	32	35	
	SKILL 51	22	38	34		37		40
Problems with Articles								
	SKILL 52	36	36	37		38	34	
	SKILL 53				32	25	26	27
	SKILL 54		32	23	17			31
	SKILL 55	28				26	31	
Problems with Prepositions								
	SKILL 56		25	31	40			39
	SKILL 57	30	34	38		40	38	35
Problems with Usage								
	SKILL 58	40	35	40		35	36	
	SKILL 59		27	21	34		28	25
	SKILL 60	39		26	30	21		32



IAIN PALOPO

Test No. 1

SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes
(including the reading of the directions)
Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: These questions are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the **one** word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I

The president _____ the election by a landslide.

- (A) won
- (B) he won
- (C) yesterday
- (D) fortunately

Sample Answer

- ☐ (A)
- ☒ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "The president won the election by a landslide." Therefore, you should choose answer (A).

Example II

When _____ the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

Sample Answer

- ☒ (A)
- ☐ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose answer (B).

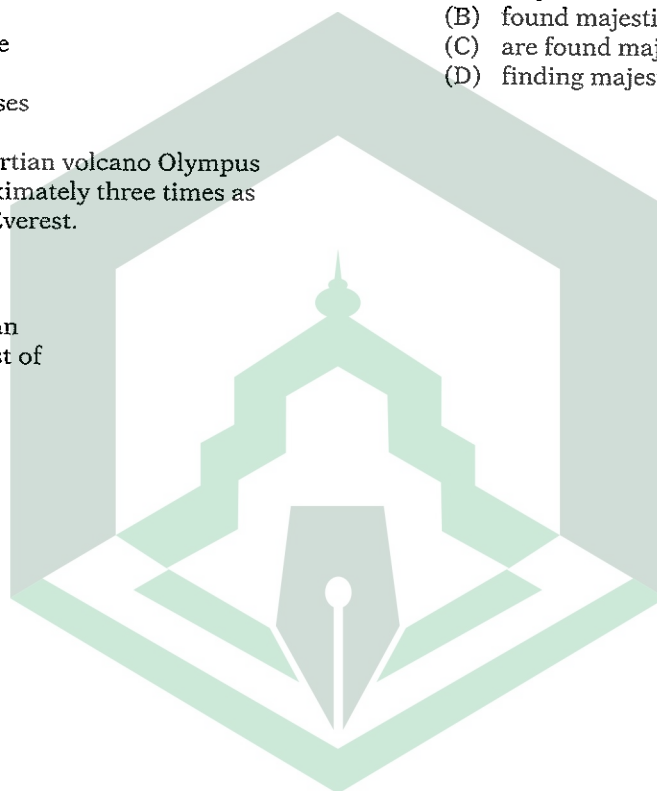
GO ON TO THE NEXT PAGE 

1. _____ range in color from pale yellow to bright orange.
(A) Canaries which
(B) Canaries
(C) That canaries
(D) Canaries that are
2. _____ of precious gems is determined by their hardness, color, and brilliance.
(A) The valuable
(B) It is the value
(C) It is valuable
(D) The value
3. _____ a tornado spins in a counterclockwise direction in the northern hemisphere, it spins in the opposite direction in the southern hemisphere.
(A) However
(B) Because of
(C) Although
(D) That
4. The Caldecott Medal, _____ for the best children's picture book, is awarded each January.
(A) a prize
(B) which prize
(C) is a prize which
(D) is a prize
5. The horn of the rhinoceros consists of a cone of tight bundles of keratin _____ from the epidermis.
(A) grow
(B) grows
(C) growing
(D) they grow
6. Most species of heliotropes are weeds, _____ of them are cultivated.
(A) some
(B) but some
(C) for some species
(D) some species
7. Thunder occurs as _____ through air, causing the heated air to expand and collide with layers of cooler air.
(A) an electrical charge
(B) passes an electrical charge
(C) the passing of an electrical charge
(D) an electrical charge passes
8. Researchers have long debated _____ Saturn's moon Titan contains hydrocarbon oceans and lakes.
(A) over it
(B) whether it
(C) whether
(D) whether over
9. Nimbostratus clouds are thick, dark grey clouds _____ forebode rain.
(A) what
(B) which
(C) what they
(D) which they
10. _____ in several early civilizations, a cubit was based on the length of the forearm from the tip of the middle finger to the elbow.
(A) It was used as a measurement
(B) A measurement was used
(C) The use of a measurement
(D) Used as a measurement

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GO ON TO THE NEXT PAGE

11. Only when air and water seep through its outer coat _____.
(A) does a seed germinate
(B) to the germination of a seed
(C) a seed germinates
(D) for a seed to germinate
12. _____ seasonal rainfall, especially in regions near the tropics, is winds that blow in an opposite direction in winter than in summer.
(A) Causing
(B) That cause
(C) To cause
(D) What causes
13. The extinct Martian volcano Olympus Mons is approximately three times as _____ Mount Everest.
(A) high
(B) high as is
(C) higher than
(D) the highest of
14. The flight instructor, _____ at the air base, said that orders not to fight had been given.
(A) when interviewed
(B) when he interviewed
(C) when his interview
(D) when interviewing
15. In the northern and central parts of the state of Idaho _____ and churning rivers.
(A) majestic mountains are found
(B) found majestic mountains
(C) are found majestic mountains
(D) finding majestic mountains



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GO ON TO THE NEXT PAGE

Written Expression

Directions: In these questions, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I

The four string on a violin are tuned
 A B C D
 in fifths.

Sample Answer

- Ⓐ
 ●
 Ⓒ
 Ⓓ

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose answer (B).

Example II

The research for the book *Roots* taking
 A B C
 Alex Haley twelve years.
 D

Sample Answer

- Ⓐ
 Ⓑ
 ●
 Ⓓ

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose answer (C).

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GO ON TO THE NEXT PAGE

2 • 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

16. Light can travel from the Sun to the Earth in eight minutes and twenty seconds.
17. Every human typically have twenty-three pairs of chromosomes in most cells.
18. Most sedimentary rocks start forming when grains of clay, silt, or sandy settle in river valleys or on the bottoms of lakes and oceans.
19. The total thickness of the ventricular walls of the heart are about three times that of the atria.
20. The type of jazz known as "swing" was introduced by Duke Ellington when he wrote and records "It Don't Mean a Thing If It Ain't Got That Swing."
21. The bones of mammals, not alike those of other vertebrates, show a high degree of differentiation.
22. The neocortex has evolved more recently then other layers of the brain.
23. The United States receives a large amount of revenue from taxation of a tobacco products.
24. Much fats are composed of one molecule of glycerin combined with three molecules of fatty acids.
25. The capital of the Confederacy was originally in Mobile, but they were moved to Richmond.
26. A pearl develops when a tiny grain of sand or stone or some another irritant accidentally enters into the shell of a pearl oyster.

GO ON TO THE NEXT PAGE

27. The English horn is an alto oboe with a pitch one-fifth lower than the soprano oboe.
A B C D
28. In the Milky Way galaxy, the most recent observed supernova appeared in 1604.
A B C D
29. Never in the history of humanity has there been more people living on this relatively
A B C D
small planet.
30. Because of the mobility of Americans today, it is difficult for they to put down
A B C
real roots.
D
31. For five years after the Civil War, Robert E. Lee served to president of Washington
A B
College, which was later called Washington and Lee.
C D
32. The number of wild horses on Assateague is increasing lately, resulting in overgrazed
A B C
marsh and dune grasses.
D
33. Hypnoses was successfully used during World War II to treat battle fatigue.
A B C D
34. The lobster, like many crustaceans, can cast off a damaging appendage and
A B C
regenerate a new appendage to nearly normal size.
D
35. Humans develop normally twenty primary, or deciduous, teeth and thirty-two
A B C
permanent ones.
D
36. The curricula of American public schools are set in individual states; they
A B
do not determine by the federal government.
C D
37. The fact that the sophisticated technology has become part of revolution in travel
A B
delivery systems has not made travel schedules less hectic.
C D

GO ON TO THE NEXT PAGE

2 • 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

38. Balanchine's plotless ballets, such *Jewels* and *The Four Temperaments*, present dance purely as a celebration of the movement of the human body.
 A B C D
39. In a solar battery, a photosensitive semiconducting substance such as silicon crystal is the source of electrician.
 A B C D
40. In early days, hydrochloric acid was done by heating a mixture of sodium chloride with iron sulfate.
 A B C D



This is the end of Section 2.
 If you finish before 25 minutes has ended,
 check your work on Section 2 only.



At the end of 25 minutes, go on to Section 3.
 Use exactly 55 minutes to work on Section 3.

SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes

(including the reading of the directions)

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

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- (D) fortunately

Sample Answer

- ☐ (A)
- ☒ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "The president won the election by a landslide." Therefore, you should choose answer (A).

Example II

When _____ the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

Sample Answer

- ☒ (A)
- ☐ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose answer (B).

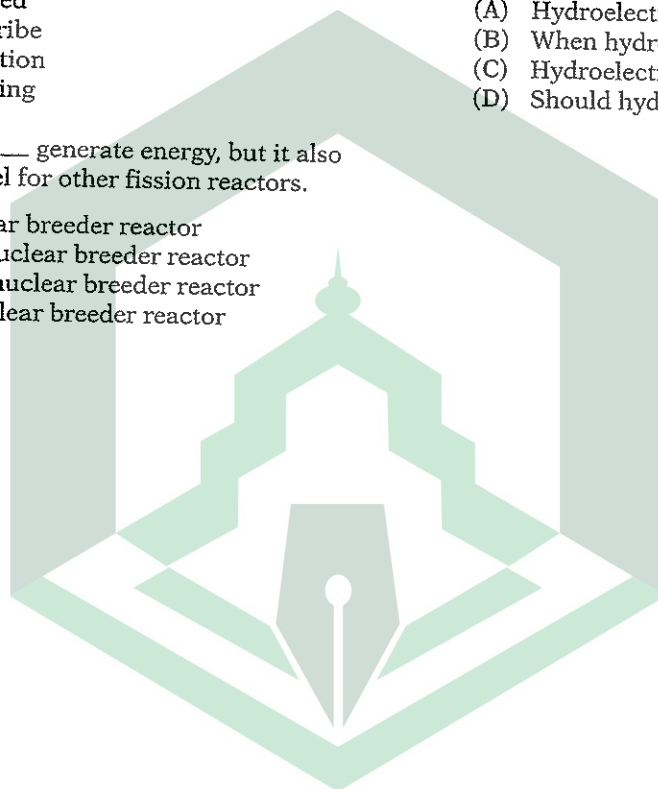
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1. The hard palate _____ between the mouth and nasal passages.
(A) forming a partition
(B) a partition forms
(C) forms a partition
(D) a form and a partition
2. Sam Spade in *The Maltese Falcon* and Rick Blaine in *Casablanca* _____ of Humphrey Bogart's more famous roles.
(A) they are two
(B) two of them are
(C) two of them
(D) are two
3. _____, the outermost layer of skin, is about as thick as a sheet of paper over most of the skin.
(A) It is the epidermis
(B) The epidermis
(C) In the epidermis
(D) The epidermis is
4. During the Precambrian period, the Earth's crust formed, and life _____ in the seas.
(A) first appeared
(B) the first to appear
(C) the first appearance
(D) appearing first
5. When fluid accumulates against the eardrum, a second more insidious type of _____.
(A) *otitis media* may develop
(B) developing *otitis media*
(C) the development of *otitis media*
(D) to develop *otitis media*
6. Before the Statue of Liberty arrived in the United States, newspapers invited the public to help determine where _____ placed after its arrival.
(A) should the statue be
(B) the statue being
(C) it should be the statue
(D) the statue should be
7. A stock _____ at an inflated price is called a watered stock.
(A) is issued
(B) issued
(C) it is issued
(D) which issued
8. Acidic lava flows readily and tends to cover much larger areas, while basic lava _____.
(A) viscous
(B) more viscous
(C) is more viscous
(D) it is more viscous
9. Seismic reflection profiling has _____ the ocean floor is underlain by a thin layer of nearly transparent sediments.
(A) reveal that
(B) revealed that
(C) the revelation of
(D) revealed about
10. _____ and terrifying, coral snakes can grow to 4 feet (1.2 meters) in length.
(A) They are extremely poisonous
(B) The poison is extreme
(C) Extremely poisonous
(D) An extreme amount of poison

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GO ON TO THE NEXT PAGE

11. The leaves of the white mulberry provide food for silkworms, _____ silk fabrics are woven.
(A) whose cocoons
(B) from cocoons
(C) whose cocoons are from
(D) from whose cocoons
12. As _____ in Greek and Roman mythology, harpies were frightful monsters that were half woman and half bird.
(A) described
(B) to describe
(C) description
(D) describing
13. Not only _____ generate energy, but it also produces fuel for other fission reactors.
(A) a nuclear breeder reactor
(B) it is a nuclear breeder reactor
(C) does a nuclear breeder reactor
(D) is a nuclear breeder reactor
14. D.W. Griffith pioneered many of the stylistic features and filmmaking techniques _____ as the Hollywood standard.
(A) that established
(B) that became established
(C) what established
(D) what became established
15. _____ be needed, the water basin would need to be dammed.
(A) Hydroelectric power should
(B) When hydroelectric power
(C) Hydroelectric power
(D) Should hydroelectric power



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GO ON TO THE NEXT PAGE

Written Expression

Directions: In these questions, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

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 A B C D
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Sample Answer

- Ⓐ
☒ Ⓑ
 Ⓒ
 Ⓓ

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose answer (B).

Example II

The research for the book *Roots* taking
 A B C
 Alex Haley twelve years.
 D

Sample Answer

- Ⓐ
 Ⓑ
☒ Ⓒ
 Ⓓ

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose answer (C).

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GO ON TO THE NEXT PAGE

16. Mosquitoes will accepts the malaria parasite at only one stage of the parasite's complex life cycle.
A B C D
17. The counterpart of a negative electrons is the positive proton.
A B C D
18. Alexander Hamilton's advocacy of a strong national government brought he into bitter conflict with Thomas Jefferson.
A B C D
19. There are more than eighty-four million specimens in the National Museum of Natural History's collection of biological, geological, archeological, and anthropology treasures.
A B C D
20. After George Washington married widow Martha Custis, the couple comes to reside at Mount Vernon.
A B C D
21. Rubberized asphalt can hardly be classified as cutting edge at this stage in their development.
A B C D
22. Rhesus monkeys exhibit patterns of shyness similar to that in humans.
A B C D
23. In space, with no gravity for muscles to work against, the body becomes weakly.
A B C D
24. Fort Jefferson, in the Dry Tortugas off the southern tip of Florida, can be reach only by boat or plane.
A B C D
25. Quarter horses were developed in eighteenth-century Virginia to race on courses short of about a quarter of a mile in length.
A B C D
26. Supersonic flight is flight that is faster the speed of sound.
A B C D

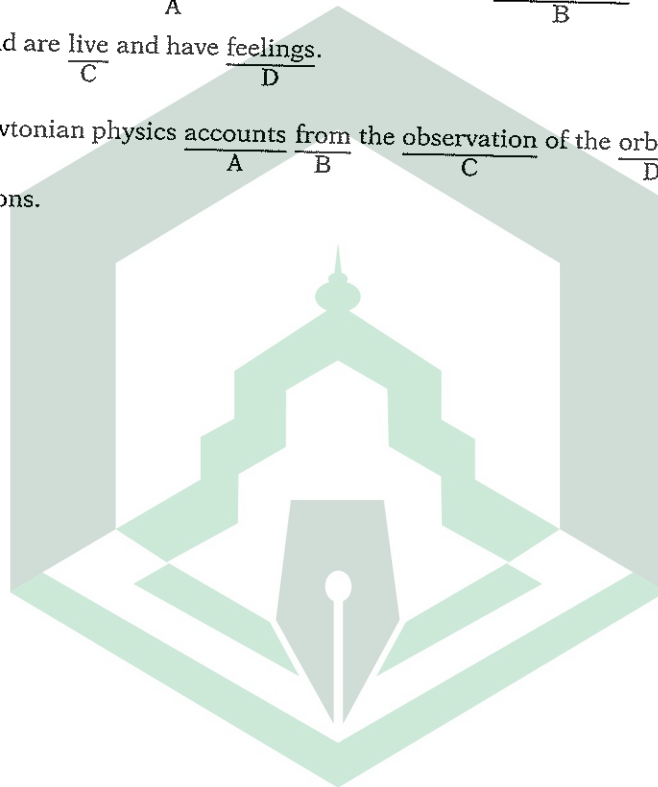
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27. Since the dawn of agriculture 9,000 years ago, only a few animal species had been domesticated.
A B C D
28. The Betataken House Ruins at Navajo National Monument is among the largest and most elaborate cliff dwellings in the country.
A B C D
29. The island of Kauai has much streams, some of which have worn deep canyons into the rock.
A B C D
30. It is a common observation that liquids will soak through some materials but not through other.
A B C D
31. Surrounded by forested mountain slopes are the town of Telluride, a former gold-mining town 7,500 feet above sea level.
A B C D
32. The newsreels of Hearst Metronome News, which formed part of every moviegoer's experience in the era before television, offer an unique record of the events of the 1930s.
A B C D
33. Probably the best known of all dinosaurs, the *Tyrannosaurus* was larger and last of the meat-eating carnosaurs.
A B C D
34. Unlikely gas sport balloons, hot air balloons do not have nets.
A B C D
35. Born in Massachusetts in 1852, Albert Farbanks has begun making banjos in Boston in the late 1870s.
A B C D
36. Methane in wetlands comes from soil bacteria that consumes organic plant matter.
A B C D

GO ON TO THE NEXT PAGE

2 • 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

37. Alois Alzheimer made the first observers of the telltale signs of the disease that today bears his name.
A B
C D
38. Edward McDowell remembers as the composer of such perennial favorites as "To a Wild Rose" and "To a Water Lily."
A B C D
39. Animism is the belief that objects and natural phenomena such as rivers, rocks, and wind are live and have feelings.
A B
C D
40. Newtonian physics accounts from the observation of the orbits of the planets and moons.
A B C D



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Look at the following examples.

Example I

The president _____ the election by a landslide.

- (A) won
- (B) he won
- (C) yesterday
- (D) fortunately

Sample Answer

- ☐ (A)
- ☒ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "The president won the election by a landslide." Therefore, you should choose answer (A).

Example II

When _____ the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

Sample Answer

- ☒ (A)
- ☐ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose answer (B).

GO ON TO THE NEXT PAGE 

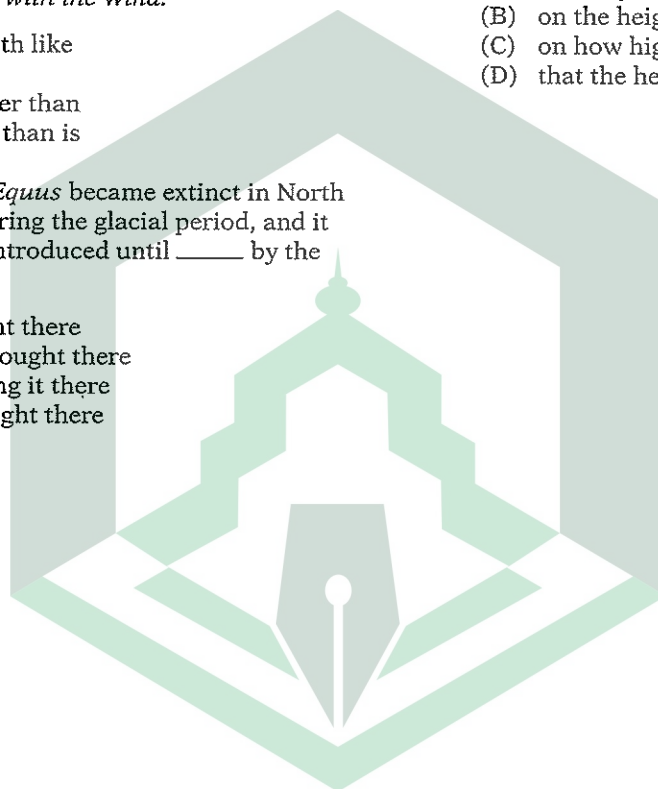
1. In the late 1880s, Hull House _____ United States' first welfare state.
 - (A) to become the
 - (B) became the
 - (C) becoming one of the
 - (D) it became the
2. _____ with the largest alphabet is Cambodian, with 74 letters.
 - (A) In the language
 - (B) The language is
 - (C) The language
 - (D) About the language
3. _____ given to the various types of microscopic plants and animals found in water.
 - (A) Named plankton
 - (B) The name of plankton
 - (C) Plankton's name
 - (D) Plankton is the name
4. Charles Babbage (1792–1871) drew up the first plans for a programmable digital computer in 1834, but _____ was never completed.
 - (A) his invention
 - (B) he invented
 - (C) to invent him
 - (D) for him to invent
5. _____, one of the oldest forms of written communication, was used as early as 3000 B.C.
 - (A) Cuneiform writing
 - (B) In cuneiform writing
 - (C) Cuneiform writing was
 - (D) When cuneiform writing
6. As a protection device, an octopus ejects black or purple ink to cloud the water when _____.
 - (A) does it escape
 - (B) its escape
 - (C) it escapes
 - (D) escapes it
7. _____ manipulate with their feet as well as with their hands, it is difficult for them to stand upright.
 - (A) Apes can, however,
 - (B) Apes are able to
 - (C) Despite the ability of apes
 - (D) Although apes can
8. Approximately 500 varieties of insectivorous plants, which trap animals for their sustenance, _____ in the world.
 - (A) and their existence
 - (B) exist
 - (C) they exist
 - (D) that exist
9. Ozone is formed when ultraviolet radiation from the Sun _____ molecules into highly reactive oxygen atoms.
 - (A) oxygen breaks up
 - (B) oxygen is broken up
 - (C) breaks up oxygen
 - (D) to break up oxygen
10. The surrealistic movement in art in the 1920s and 1930s placed _____ is pictured in the unconscious and often incorporated dreamlike images.
 - (A) to emphasize it
 - (B) an emphasis on it
 - (C) emphasize what
 - (D) an emphasis on what

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11. Today used to measure the weight of gemstones or the amount of gold per 24 parts of pure gold, _____ originally the weight of a seed of the carob tree.
(A) was a carat
(B) a carat was
(C) which was a carat
(D) that a carat was
12. The film *Lawrence of Arabia* is three hours and forty-one minutes long, one minute _____ *Gone with the Wind*.
(A) in length like
(B) long is
(C) is longer than
(D) longer than is
13. The genus *Equus* became extinct in North America during the glacial period, and it was not reintroduced until _____ by the Spaniards.
(A) brought there
(B) was brought there
(C) bringing it there
(D) it brought there
14. In _____ several vertically aligned honeycombs with hexagonal wax cells stacked close together.
(A) a honeybee hive is
(B) a honeybee hive are
(C) a honeybee hive of
(D) a honeybee hive composed of
15. The shapes of snow crystals depend largely _____ temperature and humidity are.
(A) how high its
(B) on the height of the
(C) on how high the
(D) that the height of the



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Written Expression

Directions: In these questions, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I

The four string on a violin are tuned
 A B C D
 in fifths.

Sample Answer

- Ⓐ
☒ B
 Ⓒ
 Ⓓ

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose answer (B).

Example II

The research for the book *Roots* taking
 A B C
 Alex Haley twelve years.
 D

Sample Answer

- Ⓐ
 Ⓑ
☒ C
 Ⓓ

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose answer (C).

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16. The price of silver rose to \$50.05 per troy ounce in January 1980 and then fell to \$10.80 two month later.
17. Most polar seals retreat to open water during the winter, but a few types have learn to survive on and under the ice all year round.
18. More than half of all stars is in binary or multiple-star systems.
19. The harpsichord is the most complex and most large of all the plucked keyboard instruments.
20. United States forces won the city of Los Angeles in 1847 during the Mexican War and gain all of California in the same year.
21. During fermentation, complex carbohydrates are converted to another chemicals by the action of enzymes produced by molds, yeasts, or bacteria.
22. The surface of Mars is very complex and consists of a mixture of flat deserts, craters, volcanoes, and mountainous.
23. Hardwood comes from broad-leaved deciduous trees, those that lose theirs leaves in winter.
24. The Washington quarter was first minting by the U.S. government in 1932 on the 200th anniversary of George Washington's birth.
25. W. Somerset Maugham's best-known novel, *Of Human Bondage*, is a partially fictionalized account of a unhappy youth.

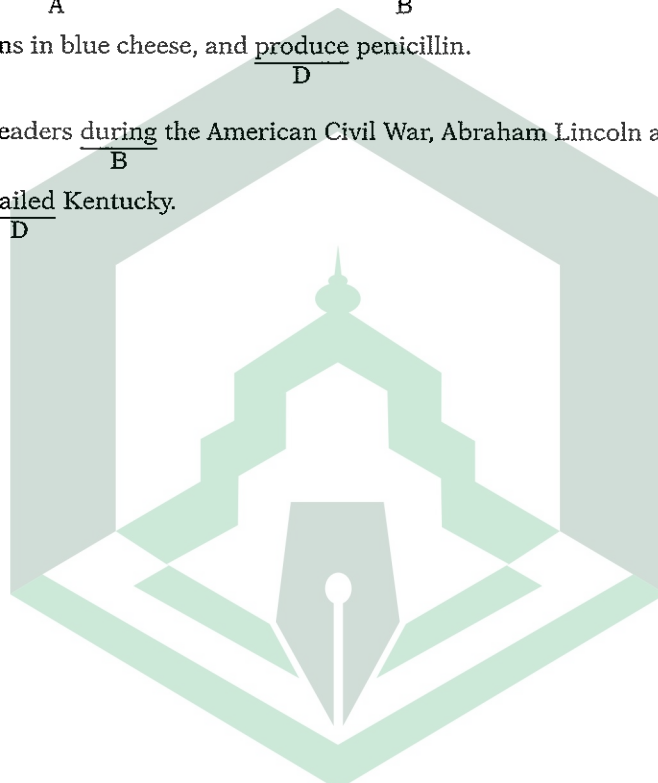
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26. The Congressional Medal of Honor, instituted at the height of the Civil War, is today
a highest decoration for gallantry in the United States.
B C D
27. High blood pressure results from either an increased output of blood from the heart
and an increased resistance to its flow through tiny branches of the arteries.
C D
28. When the U.S. government's library was burned by the British in 1814, former
President Thomas Jefferson donated 6,487 of their own books to start the present-
day Library of Congress.
A B C D
29. James A. Garfield has become the twentieth president of the United States in 1881
and was assassinated later in that year.
C D
30. Mambas, poisonous African snakes that come from the same family as cobras,
possess an extreme potent venom.
A B C D
31. Not until the discovery of Pluto's moon Charon was many of the characteristics of
the planet Pluto evident.
A B C D
32. Scorpions, which are normally lone, have developed a cautious mating ritual
because they are not immune to their own poison.
A B C D
33. The diameter of the Sun is more than one hundred times greater than the Earth.
A B C D
34. In the mid-18th century, American, Russian, and Canadian hunters on the Pacific
coast of North America annihilated almost the sea otter in order to collect the pelts.
A C D
35. Pat Garrett, who shot and killed Billy the Kid on July 14, 1881, later did his living
as a Texas Ranger.
A B C D

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36. Paul Revere was the son of a French immigration named Apollos Rivoire, who later began calling himself Revere to make his name easier for Americans to pronounce.
37. Safety glass, a toughened glass sheet, is six times stronger than untreating glass.
38. The foxglove is source of the drug digitalis, which is used to treat heart disease.
39. Related fungus from a family of yeasts called ascomycetes cause bread to rise, create the veins in blue cheese, and produce penicillin.
40. Rival leaders during the American Civil War, Abraham Lincoln and Jefferson Davis both hailed Kentucky.



This is the end of Section 2.
If you finish before 25 minutes has ended,
check your work on Section 2 only.



At the end of 25 minutes, go on to Section 3.
Use exactly 55 minutes to work on Section 3.

Test No. 4

SECTION 2 STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes
(including the reading of the directions)
Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: These questions are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the **one** word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I

The president _____ the election by a landslide.

- (A) won
- (B) he won
- (C) yesterday
- (D) fortunately

Sample Answer

- ☐ (A)
- ☒ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "The president won the election by a landslide." Therefore, you should choose answer (A).

Example II

When _____ the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

Sample Answer

- ☒ (A)
- ☐ (B)
- ☐ (C)
- ☐ (D)

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose answer (B).

GO ON TO THE NEXT PAGE 

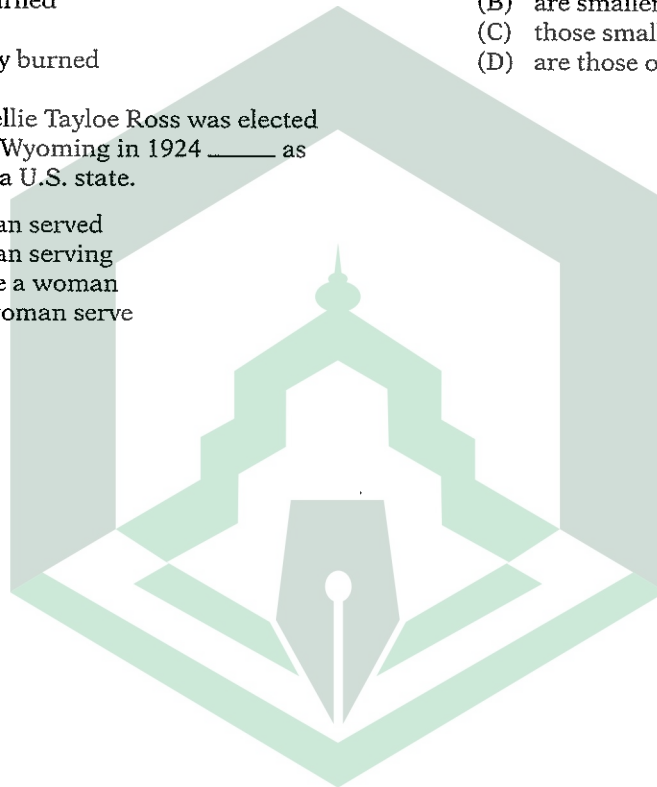
1. Indiana's Lost River _____ underground for a distance of 22 miles.
(A) travels
(B) traveling
(C) to travel
(D) it travels
2. The 1980 explosion of _____ the first volcanic eruption in the continental United States in over 60 years.
(A) Mount St. Helens
(B) was Mount St. Helens
(C) it was Mount St. Helens
(D) Mount St. Helens was
3. Static electricity _____ one cloud to another or between clouds and the ground creates lightning.
(A) flows from
(B) the flow from
(C) flowing from
(D) is flowing from
4. The Model T car, introduced in 1908, _____ \$850.
(A) the price was
(B) a price of
(C) to be priced at
(D) was priced at
5. _____ reacts with a chlorine atom, an electron is transferred from the outer shell of the sodium atom to the outer shell of the chlorine atom.
(A) A sodium atom
(B) When a sodium atom
(C) For a sodium atom
(D) It is a sodium atom
6. In 1858, the site _____ was to become the city of Denver was settled as a way station for outfitting gold prospectors.
(A) it
(B) of it
(C) what
(D) of what
7. The light from an electrical lamp includes many different wavelengths, _____ in a laser is concentrated on only one wavelength.
(A) all the energy
(B) it is all the energy
(C) while all the energy
(D) while all the energy is
8. In the Antarctic Ocean _____ plankton and crustacean forms of life.
(A) an abundance of
(B) is an abundance of
(C) it is abundant
(D) an abundance is
9. Flintlock muskets _____ sharp bayonets were standard weapons during the American Revolution.
(A) tip with
(B) tipped with
(C) the tips of
(D) were tipped with
10. Benjamin Franklin believed that the turkey rather than the eagle _____ of the United States.
(A) should become the symbol
(B) the symbol becomes
(C) should symbolize becoming
(D) becoming the symbol

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11. _____ to occur in the Earth's crust, push-pull and shake waves would be generated simultaneously.
- (A) Were a break
 - (B) If a break
 - (C) A break was
 - (D) If broken
12. Fossil fuels like coal, oil, and gas produce carbon dioxide when _____.
- (A) are burned
 - (B) they burned
 - (C) burned
 - (D) are they burned
13. Not until Nellie Tayloe Ross was elected governor of Wyoming in 1924 _____ as governor of a U.S. state.
- (A) a woman served
 - (B) a woman serving
 - (C) to serve a woman
 - (D) did a woman serve
14. The temperatures _____ take place vary widely for different materials.
- (A) which melting and freezing
 - (B) at which melting and freezing
 - (C) which they melt and freeze
 - (D) at which they melt and freeze
15. In general, the cells of large animals and plants are only slightly larger than _____ plants and animals.
- (A) smaller
 - (B) are smaller
 - (C) those smaller
 - (D) are those of smaller



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Written Expression

Directions: In these questions, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I

The four string on a violin are tuned
 A B C D
 in fifths.

Sample Answer

- Ⓐ
 ●
 Ⓒ
 Ⓓ

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose answer (B).

Example II

The research for the book *Roots* taking
 A B C
 Alex Haley twelve years.
 D

Sample Answer

- Ⓐ
 Ⓑ
 ●
 Ⓓ

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose answer (C).

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2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

16. The music on a compact disk (CD) is record by lasers.
A B C D
17. Alaska has more active glaciers as the rest of the inhabited world combined.
A B C D
18. Aristotle believed that everything in the universe were composed of four basic elements: earth, water, air, and fire.
A B C D
19. In the cold climate of the far north, mosquito eggs may remains dormant from autumn until late June.
A B C D
20. Passengers have ridden the first Ferris wheel at the Columbian Exposition in Chicago in 1893.
A B C D
21. One type of Australian frog lays up to 25 eggs at a time and then swallows they for protection.
A B C D
22. The Cro-Magnons entered the area that is today Europe and quickly eliminated or absorbed theirs Neanderthal predecessors.
A B C D
23. The Spanish introduced not only horses and also cattle to the North American continent.
A B C D
24. The best-known members of the cabbage vegetable group includes head cabbage, cauliflower, broccoli, kale, collard, and brussels sprouts.
A B C D
25. White blood cells are the largest of red blood cells and are more varied in size and in shape.
A B C D

GO ON TO THE NEXT PAGE

26. An hiccup is a spasmodic contraction of the diaphragm, which leads to a massive intake of air.
A B C D
27. To make a lithograph, an artist used a flat stone of a kind that will soak up oil and water.
A B C D
28. Alike a bar magnet, the Earth has two magnetic poles.
A B C D
29. Not until Harvard College was founded in 1636 was there any colleges in America.
A B C D
30. Antelopes are gregarious animals that travel in herds, ranging in amount from a few to several thousand.
A B C D
31. A supersonic airplane can fly faster than a speed of sound.
A B C D
32. In 1821, Emma Willard opened officially the doors of the first school in the United States to offer college-level courses for women.
A B C D
33. The first gummed postage stamps issued in New York City in 1842.
A B C D
34. Typical long bone such as the femur consists of a long shaft with swellings at each end.
A B C D
35. The common octopus lives lone in a den just big enough for its body.
A B C D
36. The vacuum tube did an important contribution to the early growth of radio and television.
A B C D
37. St. Augustine, Florida, founded in 1565 by Pedro Menendez, was razing 21 years later by Francis Drake.
A B C D

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38. A bimetallic thermometer relies the different rates of expansion of two types of metal, usually brass and copper.
39. An ice crystal is the nuclei on which a hailstone is built.
40. Tremendous flooding during the summer of 1993 left 8 million acres of nine midwestern states inundated and proved both expensively and deadly.



This is the end of Section 2.
If you finish before 25 minutes has ended,
check your work on Section 2 only.



At the end of 25 minutes, go on to Section 3.
Use exactly 55 minutes to work on Section 3.

Answer Key

Test No. 1

SECTION 2: Structure and Written Expression

- | | | | | |
|--------------------------|---------------------------------|------|-------|-------|
| 1. B | 4. A | 7. D | 10. D | 13. B |
| 2. D | 5. C | 8. C | 11. A | 14. A |
| 3. C | 6. B | 9. B | 12. D | 15. C |
| 16. B <i>travel</i> | 29. B <i>have</i> | | | |
| 17. B <i>has</i> | 30. C <i>them</i> | | | |
| 18. C <i>sand</i> | 31. B <i>as</i> | | | |
| 19. B <i>is</i> | 32. B <i>has been</i> | | | |
| 20. D <i>recorded</i> | 33. A <i>Hypnosis</i> | | | |
| 21. A <i>like</i> | 34. C <i>damaged</i> | | | |
| 22. C <i>than</i> | 35. A <i>normally develop</i> | | | |
| 23. D <i>of</i> | 36. C <i>are not determined</i> | | | |
| 24. A <i>Many</i> | 37. B <i>a revolution</i> | | | |
| 25. C <i>it was</i> | 38. B <i>such as</i> | | | |
| 26. B <i>other</i> | 39. D <i>electricity</i> | | | |
| 27. D <i>that of the</i> | 40. B <i>made</i> | | | |
| 28. B <i>recently</i> | | | | |

Test No. 2

SECTION 2: Structure and Written Expression

- | | | | | |
|------------------------------|----------------------------|------|-------|-------|
| 1. C | 4. A | 7. B | 10. C | 13. C |
| 2. D | 5. A | 8. C | 11. D | 14. B |
| 3. B | 6. D | 9. B | 12. A | 15. D |
| 16. A <i>accept</i> | 29. A <i>many</i> | | | |
| 17. C <i>electron</i> | 30. D <i>others</i> | | | |
| 18. C <i>more</i> | 31. B <i>slopes is</i> | | | |
| 19. D <i>anthropological</i> | 32. C <i>a</i> | | | |
| 20. C <i>came</i> | 33. C <i>the largest</i> | | | |
| 21. D <i>its</i> | 34. A <i>Unlike</i> | | | |
| 22. D <i>those</i> | 35. B <i>began</i> | | | |
| 23. D <i>weak</i> | 36. C <i>consume</i> | | | |
| 24. C <i>reached</i> | 37. A <i>observations</i> | | | |
| 25. C <i>short courses</i> | 38. A <i>is remembered</i> | | | |
| 26. C <i>faster than</i> | 39. C <i>alive</i> | | | |
| 27. D <i>have been</i> | 40. B <i>for</i> | | | |
| 28. A <i>are</i> | | | | |

Test No. 3

SECTION 2: Structure and Written Expression

- | | | | | |
|------------------------|---------------------------------|------|-------|-------|
| 1. B | 4. A | 7. D | 10. D | 13. A |
| 2. C | 5. A | 8. B | 11. B | 14. B |
| 3. D | 6. C | 9. C | 12. D | 15. C |
| 16. D <i>months</i> | 29. A <i>became</i> | | | |
| 17. C <i>learned</i> | 30. D <i>extremely</i> | | | |
| 18. C <i>are</i> | 31. B <i>Charon were</i> | | | |
| 19. C <i>largest</i> | 32. B <i>alone</i> | | | |
| 20. D <i>gained</i> | 33. D <i>that of the</i> | | | |
| 21. C <i>other</i> | 34. C <i>almost annihilated</i> | | | |
| 22. D <i>mountains</i> | 35. C <i>made</i> | | | |
| 23. D <i>their</i> | 36. A <i>immigrant</i> | | | |
| 24. C <i>minted</i> | 37. D <i>untreated</i> | | | |
| 25. C <i>of an</i> | 38. A <i>the source</i> | | | |
| 26. B <i>the</i> | 39. A <i>fungi</i> | | | |
| 27. C <i>or</i> | 40. D <i>hailed from</i> | | | |
| 28. D <i>his</i> | | | | |

Test No. 4

SECTION 2: Structure and Written Expression

- | | | | | |
|--------------------------|--------------------------------|------|-------|-------|
| 1. A | 4. D | 7. C | 10. A | 13. D |
| 2. D | 5. B | 8. B | 11. A | 14. B |
| 3. C | 6. D | 9. B | 12. C | 15. D |
| 16. C <i>recorded</i> | 29. C <i>were</i> | | | |
| 17. A <i>than</i> | 30. B <i>number</i> | | | |
| 18. B <i>was</i> | 31. D <i>the</i> | | | |
| 19. C <i>remain</i> | 32. B <i>officially opened</i> | | | |
| 20. B <i>rode</i> | 33. C <i>were issued</i> | | | |
| 21. C <i>them</i> | 34. A <i>A typical</i> | | | |
| 22. C <i>their</i> | 35. A <i>alone</i> | | | |
| 23. B <i>but</i> | 36. B <i>made</i> | | | |
| 24. C <i>include</i> | 37. C <i>razed</i> | | | |
| 25. B <i>larger than</i> | 38. B <i>relies on</i> | | | |
| 26. A <i>A</i> | 39. B <i>nucleus</i> | | | |
| 27. B <i>uses</i> | 40. C <i>expensive</i> | | | |
| 28. A <i>Like</i> | | | | |

DOCUMENTATION

The Students did the paper test





The Researcher controlled the test until finished



CURRICULUM VITAE



The researcher, Muhammad Rikal was born on 12th of December, 1994 in Palopo. His father's name is Safaruddin Wahab and his mother's name is Hisma Akib. He has one sister, her name is Hasrianti and four brothers, their name are Ridwan, Furkan, Risal, and Fitra who always give support to continue his studying.

He started his study in Elementary School at SDN 373 Batu Putih in 2000, until 2001 he moved out and started at second grade in Elementary School at MI Datok Sulaiman Palopo. In 2006 He continued his study in Junior High School at SMP Negeri 8 Palopo. He graduated in 2009.

Next the same year he continued his study at Vocational High School. It is SMK Negeri 1 Palopo and taking Accounting Department. After that in 2012 He continued his study at the State College for Islamic Studies (STAIN) Palopo and taking English Departement. He finished his study at the State Islamic Institute (IAIN) Palopo in 2017.

In the end of his study at the State Islamic Institute (IAIN) Palopo, he wrote a thesis entitled **“THE STRUCTURE AND GRAMMAR COMPETENCE OF SECOND SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF IAIN PALOPO ACADEMIC YEAR 2016/2017”**.