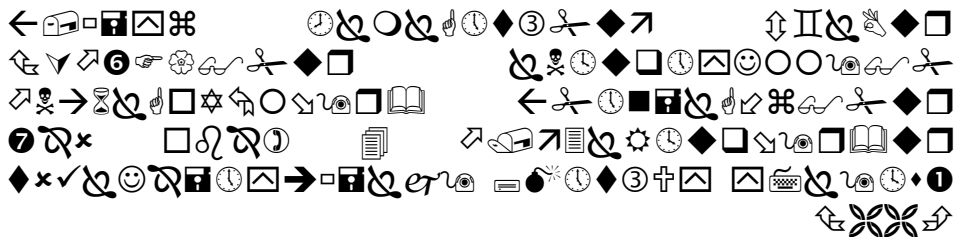


# CHAPTER I

## INTRODUCTION

### A. Rationale

Human beings are created differently among them. They are different in their nationalities, races, religions, cultures, languages and many others, but the aim of creating these various aspects is to show to the believers that God is powerful . As it is said in the holy Quran



People teach the language to the other people to make easy to communicate. Teaching foreign language changed from periode to periode because of different goals of teaching. For example, in the

beginning of teaching foreign language, the goal of teaching language was to understand the script or text. Therefore, Grammar Translation Method became a popular method at that time. People's need changed; not only is the goal to understand the text but also in order to be able to speak. Therefore, Direct Method appeared to answer this need and so on. As it is said by Jack C. Richards in his book that:

Changes in language teaching methods through out history have reflected recognition of changes in the kind of proficiency learners need, such as move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning.<sup>1</sup>

Moreover, he explained some approaches and methods in teaching English. There are 8 methods that have been applied in teaching English through out the history. They are: The Grammar Translation Method, This method was used for the purpose of helping

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<sup>1</sup> Richards, Jack C. 1991. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press. Page. 1.

students read and appreciate foreign language literature. It was also hoped that through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native better.<sup>2</sup> The next method is Direct Method, Since the GTM was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students' native language. The other method is the Audiolingual Method, Teachers who use this method want their students to be able to use the target language communicatively. New vocabularies and structures are

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<sup>2</sup>Larsen – Freeman, Diane. 1986. *Techniques and Principles in Language Teaching*. New York: Oxford University Press. Page 4.

presented through dialogs. The dialogs are learned through imitation and repetition. Other method is The Silent Way, The goal of this method is to make students able to use the language for self-expression-to express their thoughts, perceptions, and feelings. In order to do this, they need to develop independence from the teacher, to develop their own inner criteria for correctness. This method is focused on pronunciation.

The next method is Community Language Learning, Teachers who use the Community Language Learning Method want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning. The other method is The Total Physical Response Method, Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

The next method is The Communicative Approach, In this method, students are supposed to use the target language in arguing, persuading, or promising. Students must be able to apply their knowledge to communicate. Through interaction between speaker and listener, the meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate.

The next method is Suggestopedia, Suggestopedia is a method developed by the Bulgarian psychiatrist educator Georgi Lozanov. Suggestopedia is a specific set of learning recommendations derived from suggestology, which Lozanov describes as a "science concerned with the systematic study of the nonrational and/or nonconscious influences" that human beings are constantly responding to.

Language teachings are divided into four segments based on their components. They are: Phonology, Phonology is the study of the sound patterns of languages or of the pronunciation patterns of speakers.<sup>3</sup> Other experts said that phonology is a system of rules relating sound and meaning; that portion of a grammar that describes the sounds, and the rules governing the distribution of the sounds.<sup>4</sup> Other segment is Morphology, The central concern of morphology has traditionally been the study of the structure and content of words. This study will answer some questions about words. Such as, what are words, and how are they formed? How are complex words structured? What are the basic building blocks in the formation of complex words? How are individual words of a language related to other words of the language. The other segment is Syntax, the study of sentence

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<sup>3</sup> Pennington, Martha C. 1996. *Phonology in English Language Teaching*. New York: Longman. Page. 1.

<sup>4</sup> Akmajian, Adrian; Demers, Richard A; Harnish, Robert M. 1981. *Linguistics: An Introduction to Language and Communication*. The United States: The Alpine Press Inc. Page. 70.

structure, Syntax is the study of how sentences are structured. Moreover, if this word is looked up in an online dictionary, it is defined that syntax is the study of the rules for the formation of grammatical sentences in a language or in another sentence the study of the patterns of formation of sentences and phrases from words.<sup>5</sup>

The last segment is Semantics, Semantics is the study of meaning in language. It is fact that meaning is a part of language. In traditional linguistics, language is viewed as the vocabulary which is contained in literary works.<sup>6</sup>

There are four skills that must be mastered by students to have good English. Teachers must teach them these skills constantly. They

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<sup>5</sup> <http://dictionary.reference.com/browse/syntax>. Retrieved on Sunday, May 15,

2011 at 8.3 PM

<sup>6</sup> Adisutrisno, D. Wagiman. 2008. *Semantics: An introduction to the basic concepts*. Yogyakarta: CV. Andi Offset. Page: 1.

are: Listening, Listening is a receptive skill,i.e. we receive language rather than produce it. Listening is the process of interpreting messages- what people say. Even though listening is a receptive skill it is not necessarily a passive one. A listener can be either passive or active. When we are in a conversation we listen, respond appropriately, and sometimes stop the conversation to ask the speaker to repeat what they said, to slow down, or to clarify what they have said, or to interrupt. This is active listening – the listener has some control of what they are listening to. There are also times when listening is more passive and we do not have to respond, for example, when we listen to the news on the radio or a public announcement.<sup>7</sup> The other skill is Speaking. Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people.

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<sup>7</sup> Lindsay, Cora. 2006. *Learning and Teaching English: a course for teachers*. New York: Oxford University Press. Page. 47.



Speaking activities that concentrate on getting learners to produce sounds, phrases, or grammatical structures range from activities which are controlled by the teacher to activities where the learners have more freedom to choose the language they use.

The next skill is Reading. Reading is an important way for learners to access new language and practice language they have already met.

The last skill is Writing. Writing is just similar with speaking except that writing with letters rather than sounds.

From these segments, the writer is interested in conducting a research about Written Grammar. It is related to Syntax because syntax is a study of how sentences are structured. Grammar also related to Speaking and writing skill because when people speak or write they need to use grammar to make their speech and writing understand by others. Mastering grammar is important because without

grammar no one will understand what we talk about. To measure students' mastery in English, there are some tests that can be used by examiners. They are:

#### 1. IELTS

IELTS is an English Language Proficiency test that is required to be taken by non-native students for study in countries where the medium of instruction is English.

IELTS is accepted by universities in UK, Australia, New Zealand and Canada.

#### 2. TOEFL

TOEFL is an acronym that stands for Test of English as a Foreign Language. It measures your proficiency in the English language in an academic context. Most universities and colleges in the US and Canada require you to take the TOEFL test if you want to apply for a place to study there.

### 3. GMAT

GMAT is typically pronounced "Gee-Mat." Most MBA schools use the GMAT score as a criterion for admission. Its a computerized examination created and administered by the Educational Testing Service (ETS) on behalf of the Graduate Management Admission Council (GMAC). Virtually all good-quality business schools in the world require it for their full-time MBA programs; many require it for other business programs as well.<sup>8</sup>

### 4. GRE

The Graduate Record Examination (GRE) consists of two separate tests: the General Test and the Subject Test in psychology. The General Test is composed of three parts--verbal, quantitative, and analytical writing. The verbal and the quantitative tests each yield a separate score between 200-800. Scores on the analytical writing

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<sup>8</sup> <http://www.4englishexams.com/english-test/gmat/gmat-test-structure.htm>.  
retrieved on Monday, May 09, 2011 at 9.19 AM.

test are reported in 1/2-point increments along a scale of 0 to 6. The Subject Test, required by only some programs, measures knowledge of psychological concepts that are essential to graduate study; it also yields a score of from 200-800. The book, Graduate Study in Psychology, will tell you whether schools require the GRE as well as the minimum scores they require for admission.

The GRE General Test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills that have been acquired over a long period of time and that are not related to any specific field of study.

#### 5. TOEIC

TOEIC is an acronym that stands for Test Of English for International Communication. It is the most widely used English language exam taken by more than 4 million business professionals worldwide.

The TOEIC test measures your ability to use English in daily business situations covering such topics as corporate development, finance and budgeting, corporate property, IT, manufacturing, purchasing, offices, personnel, technical matters, health and business travel. A growing number of international companies recognize the TOEIC as an objective indicator of a person's proficiency in business English.

It is important to understand that the TOEIC does not measure what have you learned in one particular English class but evaluates your general command of the English language in a business setting.

This means, you have to use and explore as many materials, resources and methods as possible in order to improve your English. You should create an environment in which you are exposed to the English language on a daily basis. For example, you can listen to the Voice of America, watch television on CNN,

SkyNews or BBC, read newspaper articles in English and write emails. In addition, the Internet provides you with a wide variety of learning tools such as electronic newsletters, discussion groups and forums.

## 6. SAT

SAT is an abbreviation which is pronounced S-A-T (not "sat") and it stands for Scholastic Aptitude Tests and Scholastic Assessment Tests.

The SAT is a standardized test used by US colleges and universities to assess the performance of students who are applying for academic study programs. It is administered and marked by ETS (Educational Testing Service), the world's largest private testing service company. The test measures your ability to understand and process elements of mathematical and verbal reasoning.

## 7. MCAT

The Medical College Admission Test MCAT is a standardized test administered by the Association of American Medical Colleges (AAMC) to prospective medical students as a means to standardize comparison between them for purposes of admission to medical school. The exam is currently taken entirely on paper. Almost all U.S. medical schools require applicants to submit MCAT scores. Medical college admission committees consider MCAT scores as part of their admission decision process.

Due to the fact that the TOEFL Preparation test is a requirement for completing the study at English Department, the writer chose the TOEFL test as a measurement for the fifth semester students' mastery in Grammar materials.

Grammar is one part of the TOEFL test. Gaining a high score in the Structure part will increase the TOEFL score, because it has the highest score among other parts.

To know students' ability in doing the TOEFL Preparation test especially in the structure part is very important to evaluate and find out the factors that influence the structure score in the TOEFL test.

From what has been explained above, the writer is interested in doing a research in describing students' ability in completing structure test in the TOEFL Preparation test and its factors that influence the score. Based on this reasons, the writer intends to do a research entitled “ **The Fifth Semester Students' Ability in Completing Structure Test in the TOEFL Preparation Test At English Department of IAIN Antasari Banjarmasin Academic Year: 2010-2011.** ”

To avoid the confusions in understanding the title, the writer states the explanation of some terms used in this thesis as follow.



### 1. Ability

Ability is the quality of being able to do something or a natural or acquired skill or talent.<sup>9</sup> Knowing the students' ability in completing structure test in the TOEFL Preparation test is the main goal of conducting this thesis.

### 2. Structure test

Structure test means that several questions asked to the students to measure students' mastery in the structure materials given by the teachers. The questions are taken from the TOEFL Preparation items.

### 3. The TOEFL Preparation test

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<sup>9</sup> Morris William. 1986. *The Groller International Dictionary*. Grolier Incorporated. volume 1. p.3.

The TOEFL Preparation test is a test taken by the students to measure their English proficiency that is not institutional or official test. This test is held for private use or institutional document.

## **B. Problem Limitation**

Based on the background of study above, this research is aimed to figure out the problems that would be studied. The problems are formulated as follows.

1. How is the ability of the fifth semester students in completing the structure test in the TOEFL Preparation test?
2. What are the factors that support Grammar score in the TOEFL Preparation test?
3. What are the most difficult item tests done by the students?

## **C. The Reasons for Choosing the Title**

There are some reasons why the writer chooses this title, they

are:

1. Realizing that grammar plays an important role in studying and comprehending English.
2. Knowing that grammar is a part of the TOEFL test and the highest score among other parts.
3. Analyzing the factors that influence students' grammar score in the test is important to figure out some internal and external factors.
4. Considering that the TOEFL test is a requirement to pass the Major's administration.

#### **D. Research Purpose**

Based on the problems above, the purposes of this research can be set as follows:

- a. To know the students' ability in completing the structure test in the TOEFL Preparation test.
- b. To know the internal and external factors that influence structure score in the TOEFL Preparation test.
- c. To know the most difficult item tests done by the students in the TOEFL preparation test.

#### **E. Research Significance**

This research has contributions:

- 1. As an information for the teachers to formulate a syllabus based on the TOEFL material in the Structure part..
- 2. As an input for the writer himself and other students to enrich knowledge about how to improve structure score in the TOEFL test.
- 3. As a consideration for the next researchers in the same object but different point of view.

## **F. Organization of Writing**

This research divided into five chapters follows:

Chapter one contains introduction, which consists of rationale, formulation of the problems, the reason for choosing the title, research purpose, research significant, and organization of writing.

Chapter two contains theoretical review, which consists of the definition and the history of the TOEFL test, the significances of the TOEFL Test, kinds of the TOEFL test, some structure materials in the TOEFL test, and the influential factors that influence the students' score in doing the structure test in the TOEFL Preparation test.

Chapter three contains method of research, which consists of subject and object of the research, data and source of data, techniques of data collecting, techniques of data processing and analysis, design measurement, and research procedure.

Chapter four contains report of the research result, which consists of description of the research location, data presentation, and data analysis.

Chapter five contains closure, which consists of conclusion and suggestions.