

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Brief Description of Research Location

Buku Kenang-kenangan 30 Tahun Fakultas Tarbiyah IAIN Antasari

Banjarmasin stated that English Department was built in 1984 which the first head was Drs. H. Abdul Kadir Munsyi and the first secretary was Drs.

H. Ahdi Makmur, M. Ag.

The next periode, Drs. Syarifuddin Syukur, M. A continued the authority with his secretary Drs. H. Ahdi Makmur, M. Ag. This department was ever closed in the academic year 1988/1989 because of some reasons, and then it was reopened in 1997/1998 which was Drs. H. Ahdi Makmur , M. Ag and Drs. Saadilah as the head and the secretary. Drs. Saadilah as the secretary was substituted by Drs. Husnul Yaqin, M. Ed and later on, in 2003 Dra. Hj. Wardah Hayati substituted him. The next

head of English Department was Drs. Isa Anshari, MZ and Dra. Nida Mufidah, M. Pd as the secretary. They had led English Department major since September 2005. In 2006 Drs. Isa Anshari, MZ passed away.

Therefore, Drs. Nida Mufidah replaced his position as the head of English department. Mrs. Nida Mufidah had many secretaries. In January 2008, Mrs. Nurlaila Kadariyah became a secretary. In Februari 2010, Ridha Fadillah, M. Ed replaced Mrs. Nurlaila Kadariyah, M. Pd as secretary. Today, the secretary of English Department is handled by Nani Hizriani, MA.

English Department has 16 permanent lecturers graduated from various educational backgrounds and universities around the world. Here is the data about English Department lecturers.

1. Description about lecturers and student condition

There are 16 lecturers graduated from various universities in the world and 413 students of English Department of IAIN Antasari

Banjarmasin range from 2002/2003 till 2010/2011. (See appendix

3). The number of English Department staff can be seen bellow.

(see appendix 4)

The numbers of students of English Department of Tarbiyah

Faculty of IAIN Antasari Banjarmasin Academic Year 2010/2011

can be shown bellow. (See appendix 5).

2. Description about facilities of English Department condition

English department has many facilities that support teaching and

learning process. The facilities provided by the department can be

seen below. (See appendix 6).

B. Data Presentation

This section presents the data that have been collected in the research. The presentation includes primary data about the fifth semester students' ability in completing a structure test in the TOEFL Preparation test, students' internal and external factors and the most difficult items that

students found in the test. Moreover, this section also presents the secondary data which are related to this research, such as general description of research location, a brief history of English Department, and the description about head master of English Department, lecturers, and students of English Department.

1. The ability of the fifth semester students in completing a structure test in the TOEFL preparation test.

To find out the data about the fifth semester students' ability in completing a structure test in the TOEFL preparation test, the writer carried out a written test that contains 40 item tests which all of them are multiple choices.

The writer divided the scores into five categories, they are: Excellent, Good, Fair, Poor, and Very Poor. The result of the fifth semester students' ability in doing structure test can be seen in the following table:

Table 4.3 The result of the test

N0	Score	Interpretation	Frequency	Percentage
1	60 – 67	Excellent	0	0
2	50 - 59	Good	7	13.21 %
3	40 - 49	Fair	31	58.49 %
4	30 - 39	Poor	15	28.30 %
5	20 - 29	Very Poor	0	0
2TOTAL			53	100 %

From the table above, it can be seen that there are 53 students who are tested but none of them get an Excellent score. Furthermore, it can be seen that 7 of the tested students (13.21 %) get Good scores, 31 of them (58.49) get Fair scores, and 15 of them (28.30) get Poor scores, and none of them get a Very Poor score. It can be concluded that the ability of the fifth semester students in completing the structure test in the TOEFL preparation test Academic Year 2010/2011 is in Fair Category because most of them (58.49 %) get scores in range 40 – 49 scores.

2. Data about factors that influence the fifth semester students' ability in completing the structure test in the TOEFL Preparation test at English Department of IAIN Antasari academic year 2010/2011.

a. Students' Internal factors

1) Students' responses toward the Structure subject

No	Category	Frequency	Percentage
1	Like it very much	17	32.08
2	Like it	30	56.60
3	Dislike	1	1.89
4	No Response	5	9.43
TOTAL		53	100

From the table above, it can be known that 17 students (32.08) like the subject very much, 30 students (56.60) like it, 1 of them (1.89) dislike, and 5 of them (9.43) didn't respond.

These data can be interpreted that half of them like the subject.

To know students' attendance in teaching and learning structure, it can be seen in the table below.

2) Students' interest in reading and learning structure subject

No	Category	Frequency	Percentage
1	Like it very much	7	13.21
2	Like it	40	75.47
3	Dislike it	1	1.89
4	No Response	5	9.43
TOTAL		53	100

This table shows us that 7 of 53 or 13.21 % students say that they like learning structure materials very much, 40 or 75.47 % students state that they like learning it, 1 or 1.89 % dislikes learning structure materials, and 5 or 9.43 % students do not respond.

b. Learning Activity

3) Students' attendance while teaching and learning process

No	Category	Frequency	Percentage
1	Always	42	79.25
2	Sometimes	6	11.32
3	Never	0	0
4	No Response	5	9.43
TOTAL		53	100

This table shows the readers that 42 students or 79.25 %

say that they always attend the class, 6 or 11.32 of them say

that they sometimes miss the class

4) Students' attention in learning process

No	Category	Frequency	Percentage
1	Always	29	54.72
2	Sometimes	16	30.19
3	Never	0	0
4	No Response	8	15.09
TOTAL		53	100

The data show that 29 or 54.72 % students always pay attention to the teacher's explanation in the teaching and learning process, 16 or 30.19 % students sometimes pay attention to the teacher's explanation and none of them say that they never pay attention to the teacher's explanation.

5) Taking the TOEFL Preparation course

No	Category	Frequency	Percentage
1	Yes	23	43.40
2	No	25	47.17
3	No Response	5	9.43
TOTAL		53	100

This table shows us that 23 of 53 or 43.40 % students state that they have taken the TOEFL Preparation Course, 25 or 47.17 % students state that they haven't taken the TOEFL Preparation Course, and 5 or 9.43 % students do not respond.

6) Taking the TOEFL Preparation test

No	Category	Frequency	Percentage
1	Yes	25	47.17
2	No	22	41.51
3	No Response	6	11.32
TOTAL		53	100

This table shows us that 25 of 53 or 47.17 % students state that they experienced taking the TOEFL Preparation Test, 22 or 41.51 % students say that they haven't taken the TOEFL Preparation Test, and 6 or 11.32 % students do not respond.

7) Experiences in taking the TOEFL Preparation test

No	Category	Frequency	Percentage
1	3 or more	3	5.66
2	Twice	5	9.43
3	Once	19	35.85
4	No Response	26	49.06
TOTAL		53	100

This table shows us that 3 of 53 or 5.66 % students state that they have taken the TOEFL Preparation Test 3 times or more, 5 or 9.43 % students state that they have taken the TOEFL Preparation Test twice, and 19 or 35.85 % students have taken the TOEFL Preparation test once, and 26 or 49.06 % students do not respond.

c. Teachers' factors

1) Teachers' educational background

No	Category	Frequency
1	S3	
	S3 Non English	

2	S2 English	1
3	S2 Non English	2
4	S1 English	1
5	S1 Non English	
	TOTAL	4

This table shows that only one of the teachers of structure is graduated from Magister English, two of them are graduated from magister non English. 1 of them is graduated from S1 English.

2) Teachers' Teaching Experience

No	Category	Frequency
1	11 or more years	
2	6 – 10 years	
3	1 – 5 years	4
	TOTAL	

This table shows that all of the structure teachers have been teaching for more than 3 years. It is a good sign because the more they teach the more they get experience about what students need and what materials they should master.

3) Teacher's explanation of structure A

No	Category	Frequency	Percentage
1	Clear	37	69.81
2	Not Clear	10	18.87
3	No Response	6	11.32
TOTAL		53	100

The data show that more than 60 % or exactly 69.81 % students say that their teacher of structure A explains the materials clearly, 18.87 % say that the teacher explain unclearly, and 11.32 % do not respond.

4) Teacher's explanation of structure B

No	Category	Frequency	Percentage
1	Clear	46	86.79
2	Not Clear	2	3.78
3	No Response	5	9.43
TOTAL		53	100

The teacher of structure B is clearer in explaining the subject than the first one because the data show that 46 or 86.79 % students say that their structure B teacher explains the lesson clearly. Only 2 of them say that the teacher does not explain the lesson clearly.

5) Teacher's explanation of structure C

No	Category	Frequency	Percentage
1	Clear	39	73.58
2	Not Clear	9	16.99
3	No Response	5	9.43
TOTAL		53	100

This table show us that 39 of 53 or 73.58 % students say that their structure C teacher explain the subject clearly, 9 or 16.99 % students say that their teacher explain the subject unclearly, and 5 or 9.43 % students do not respond.

6) Teacher's explanation of structure D

No	Category	Frequency	Percentage
1	Clear	46	86.79
2	Not Clear	1	1.89
3	No Response	6	11.32
TOTAL		53	

This is the highest percentage of students who say that their teacher explains the subject clearly. This data show us that 46 of 53 or 86.79 % students say that their structure D teacher explain the subject clearly, 1 or 1.89 % student says that their teacher explain the subject unclearly, and 6 or 11.32 % students do not respond.

d. Facility factors

1) Student's text book

No	Category	Frequency	Percentage
1	Have	46	86.79
2	Doesn't have	1	1.89
3	No Response	6	11.32
TOTAL		53	100

This table show us that 46 of 53 or 86.79 % students state that they own the structure text book, 1 or 1.89 % student does not have any structure text book, and 6 or 11.32 % students do not respond.

2) Materials taught cover the TOEFL materials

No	Category	Frequency	Percentage
1	Yes	43	81.13
2	No	4	7.55
3	No Response	6	11.32
TOTAL		53	100

Fantastic, 43 or 81.13 % students say that their materials taught in the class cover the test done by them. Only 4 or 7.55 % of them say that the materials taught in the classroom do not cover the TOEFL materials tested, and 6 or 11.32 % of them do not respond.

3) Percentage of the materials

No	Category	Frequency	Percentage
1	50 % or more	33	62.26
2	30 – 40 %	13	24.53
3	10 – 20 %	1	1.89
3	No Response	6	11.32
TOTAL		53	100

This data show us that 33 of 53 or 62.26 % students say that the materials given in the classroom cover more than fifty percent when they got the test, 13 or 24.53 % students say that the materials only cover 30-40 %, 1 or 1.89 %

student says that the materials taught in the classroom only cover 10 % in the test, and 6 or 11.32 % students do not respond.

4) Repetition of material

No	Category	Frequency	Percentage
1	Yes	43	81.13
2	No	3	5.66
3	No Response	7	13.21
TOTAL		53	

Most students, 43 of 53 or 81.13 %, say that they find repetition in their structure materials, 3 or 5.66 % students say that they do not find repetition, and 7 or 13.21 % students do not respond.

3. The most difficult item tests done by the students

There are 10 item tests that students feel difficult to do them; question number 9, 11, 14, 16, 19, 24, 27, 33, 34, and 40. The data are presented as below:

Table 4.

No	Question Style	Right		Wrong		Total
		Stdnts	%	Stdnts	%	
1.	Differ from and <i>be</i> Different from	6	11.32	47	88.68	53
2.	Hyphenated Adjective	7	13.21	46	86.79	53
3.	Negative Emphasis	7	13.21	46	86.79	53
4.	Redundancy	10	18.87	43	81.13	53
5.	Almost and almost all of the	11	20.76	42	79.24	53
6.	Count Noun and Noncount Noun	11	20.76	42	79.24	53

7.	Because and Because of	12	22.64	41	77.36	53
8.	Transitive and Intransitive (Lay,Lie)	12	22.64	41	77.36	53
9.	Passive Sentence	12	22.64	41	77.36	53
10.	Double Comparative	16	30.19	37	69.81	53

These are the data about the most difficult item tests. For the analysis, it can be seen in the next sub chapter, data analysis.

C. Data Analysis

From the data above, the writer will explain each data as follows:

1. The ability of the fifth semester students in completing a structure test in the TOEFL preparation test

After the data gained as it is seen in the table, the writer states that there are 53 students tested in this research. The result presents that none of them get an Excellent score, 7 of the tested students (13.21 %) get Good scores, and 31 of them (58.49) get Fair scores, 15 of them (28.30) get Poor scores, and none of them get a Very Poor score.

From these data, it can be concluded that the ability of the fifth semester students in completing the structure test in the TOEFL preparation test Academic Year 2010/2011 is in Fair Category because the average of the students' scores is 40-49.

2. Data about factors that influence the fifth semester students' ability in completing the structure test in the TOEFL Preparation test at English Department of IAIN Antasari academic year 2010/2011.

- a. Students' Internal factors

1. Students' responses toward Structure subject

After finding out the data, it can be known that 17 students (32.08 %) say that they like Structure subject very much, and 30 (56.60 %) students say that they just like the subject, and 1 student (1.89 %) dislikes the subject, and 5 students (9.43 %) do not respond.

Students' response toward structure subject is in middle category. It is important to know their likeness in the subject to consider whether they learn the subject based on their need or their compliment of their study.

Although most students like the structure subject, it doesn't guarantee they get good scores. As it is seen in the table that their ability in doing structure test is in fair category. It means likeness toward subject is not enough to get high score in the structure test.

2. Students' interest in reading and learning structure subject

The data show the readers that 7 of 53 or 13.21 % students say that they like learning structure materials very much, and 40 or 75.47 % students state that they like learning it, and 1 or 1.89 % dislike learning structure materials, and 5 or 9.43 % students do not respond.

This indicator is in middle category. It can be concluded that most students like learning the structure by themselves. By doing this, students will get better understanding about the subject because they can review what they get in the classroom.

In this case, most students like reading and learning the structure but they do not get high score. It means their likeness in reading and learning the structure does not improve their score because the average of the score is in fair category.

b. Learning activity

1. Students' attendance while teaching and learning process

The fifth semester students are active students. The data show that 79.25 % or 42 of 53 students always come to the class to learn the structure subject, and 11.32 % or 6 of 53 students sometimes miss the class because of some reasons, and none of them never comes to the class.

Students' attendance while teaching and learning process is in High Category. From these data, it can be assumed that the fifth semester students are enthusiastic to learn the subject because more than 70 % students always come to the class.

Enthusiasm does not guarantee students to get good scores. They may be enthusiastic in learning but do they understand the lesson well? This question must be asked to them.

2. Students' attention in learning process

The data show that 29 or 54.72 % students always pay attention to the teacher's explanation in the teaching and learning process, and 16 or 30.19 % students sometimes pay attention to the teacher's explanation and none of them say that they never pay attention to the teacher's explanation.

From this table, it can be concluded that more than half of the students always pay attention to the teacher's explanation. It is a

good sign because by paying attention students can comprehend the subject well. Even though students always pay attention to the teachers' explanation, they do not get satisfied scores. If attention influences their score, their scores must be high because most students always pay attention to the teachers.

3. Taking the TOEFL Preparation course

The data show us that 23 of 53 or 43.40 % students state that they have taken the TOEFL Preparation Course, and 25 or 47.17 % students state that they haven't taken the TOEFL Preparation Course, and 5 or 9.43 % students do not respond.

Unfortunately, students who have never taken the TOEFL Preparation course are larger than students who have taken the TOEFL Preparation course. It is important to take the TOEFL Preparation Course to enrich their knowledge and learn

some techniques in completing the test. By attending the course, they will get not only the explanations but also the experiences.

The writer assumed that this factor support students' scores.

Half of them never join any TOEFL Preparation course.

Consequently, they get average score 420.

4. Taking the TOEFL Preparation test

This table shows us that 25 of 53 or 47.17 % students state that they experienced taking the TOEFL Preparation Test, and 22 or 41.51 % students say that they haven't taken the TOEFL Preparation Test, and 6 or 11.32 % students do not respond.

Practice makes perfect. The more they exercise the more they succeed. These data show that students who have taken the

TOEFL Preparation Test are larger than students who have never taken the TOEFL Preparation test.

Although a number of students who have taken the TOEFL Preparation test is larger than students who have never taken the TOEFL test, the scores are not really good because most students get enough scores. Their scores are supposed to be higher than today because half of them have experienced taking the TOEFL Preparation test.

5. Experiences in taking the TOEFL Preparation test

The data show us that 3 of 53 or 5.66 % students state that they have taken the TOEFL Preparation Test 3 times or more, and 5 or 9.43 % students state that they have taken the TOEFL Preparation Test twice, and 19 or 35.85 % students have taken the TOEFL Preparation test once, and 26 or 49.06 % students do not respond.

It is good for students who have taken the test more than once because they can learn from the first test and they will be ready for the next test. Experience more to get better score in the TOEFL Preparation test.

The writer assumed that they get enough scores in doing structure test because of lack exercise. As it is seen in the table that only three persons who have taken the TOEFL test for more than three times, and this indicator is categorized as Low Category because most students only take once.

c. Teachers' Support

1. Teachers' educational background

The data show us that one person who is graduated from English postgraduate program and two others are graduated from magister non English. Other teacher is graduated from S1 English Department.

2. Teachers' Teaching Experience

This factor does not support students' score because all teachers have been teaching for 6 – 10 years but students did not get high score in the test. It means teachers' experience in this case does not support students' score.

3. Teacher's explanation of structure A, B, C, and D

Most students say that their teachers of structure A, B, C and D explain the materials clearly. It is a good sign for the teachers because by explaining the subject clearly, students will get better understanding toward the subject.

This condition does not influence students' score. Although students get clear explanations, they can't get high scores in the test.

d. Facilities Factors

1. Repetition of material

Most students, 43 of 53 or 81.13 %, say that they find repetition in their structure materials, and 3 or 5.66 % students say that they do not find repetition, and 7 or 13.21 % students do not respond.

From these data, it can be concluded that most students say that they find repetition in their subject. It means that the teacher of these series structure subjects should discuss and rearrange the syllabus to make structured materials. The materials should be in range from easy to difficult one. if students are taught the same materials which they already understand, they will be bored.

The writer assumed that this indicator influences student's scores. Students do not get sufficient structure materials to do the test because they learned the same materials which they already understand. Consequently, they just know little about

styles and various problems in the TOEFL Preparation test especially in the Structure Part.

2. Materials taught cover the TOEFL materials

The data recorded that 43 or 81.13 % students say that their materials taught in the class cover the test done by them. Only 4 or 7.55 % of them say that the materials taught in the classroom do not cover the TOEFL materials tested, and 6 or 11.32 % of them do not respond.

It is a good sign for teachers because they teach what students need. Most students say that structure materials they learned in the classroom cover the materials that they find in the test.

This indicator is in high category. Even though materials taught related to the TOEFL materials, students got enough scores in the test. It means that they have knowledge about styles and

problems in the TOEFL test but it is not enough to increase their scores.

3. Percentage of the materials

The data show that 33 of 53 or 62.26 % students say that the materials given in the classroom cover more than fifty percent when they got the test, and 13 or 24.53 % students say that the materials only cover 30-40 %, and 1 or 1.89 % students say that the materials taught in the classroom only cover 10 % in the test, and 6 or 11.32 % students do not respond.

This indicator is in high category. The materials taught cover more than 50 % of the item tests given. It is good for students because they are already familiar with the styles of the item test which can increase their scores.

In this case, even though students state that they have learned more than fifty percents of various problems, they may forget or

do not understand about the materials. Therefore, when they did the test, they just could answer some of questions in the test.

4. Student's text book

The data said that 46 of 53 or 86.79 % students state that they own the structure text book, and 1 or 1.89 % student does not have any structure text book, and 6 or 11.32 % students do not respond.

By owning books students can learn in their leisure time the materials given by the teachers. The book will help them understand the materials better. It is good news because more than eighty percent of the students own the structure books.

This indicator does not influence students' scores. Most students have the structure book, but they cannot get good scores in the test. It means that owning book in this case does not influence students' scores.

4. The most difficult item tests done by the students

There are 10 item tests that students feel difficult to do them; question number 9, 11, 14, 16, 19, 24, 27, 33, 34, 39, and 40. The data are presented below:

1. Question Number Fourteen

Modern blimps like the famous Goodyear blimps.....the first ones in that they are filled with helium instead of hydrogen.

- | | |
|-------------------|----------------------|
| a. Different from | b. Is different from |
| c. Differ from | d. Different |

The table shows that 9 or 16.98 % students chose A, 37 or 69.81 % students chose B, 6 or 11.32 % students chose C, and 1 or 1.89 % students chose D.

The students are manipulated by the phrase *is different from*. This phrase is really familiar to the students, but they need to see the

sentence in detail. The subject is plural, so they need to match the verb. The only choices that have verbs are choice B and C. the choice B doesn't match with the subject because the subject is plural, so the best choice is C. therefore, students must be introduced to two different kinds of *is different from* and *differ from*. These two phrases are actually the same meaning.

2. Question Number Eleven

The evolution of vertebrates suggests development from a very simple heart in fish to ain man

- a. Four-chamber heart b. Four- chambers heart
- c. Four-chamber hearts d. Four-chamber's heart

This table shows that 7 or 13.21 % students chose A, 16 or 30.19 % students chose B, 17 or 32.07 % students chose C, and 13 or 24.53 % students chose D.

Students prefer to choose either C or B than other choices. It can be assumed that students are tricked by the plural statement. They might think that *four* must be followed by a plural word, but this case is different. This is about hyphenated adjectives. Each word in a hyphenated adjective is an adjective and does not change form, singular or plural.

3. Question Number Nineteen

Not until the Triassic Period.....

- | | |
|------------------------------------|-----------------------------------|
| a. The first primitive mammal did | b. Did the first primitive mammal |
| develop | develop |
| c. Did develop the first primitive | d. The first primitive mammals |
| mammals | develop |

This table shows that 10 or 18.87 % students chose A, 7 or 13.21 % students chose B, 6 or 11.32 % students chose C, and 30 or 56.60 % students chose D.

This question is about negative emphasis. Even though this style is rare in the TOEFL test, students have to know this to have a perfect preparation. Only 7 of 53 students chose the correct answer. More than 50 % students chose D as the normal sentence. Choice D is right when it occurs in normal sentence, but this sentence is different; it is about negative emphasis. Negative emphasis has its pattern. The students are tricked by this choice because they thought that negative emphasis is just like a normal sentence.

4. Question Number Thirty Three

The idea of a submarine is an old ancient one, dating from as early
as

the fifteenth century when Drebbel and Da Vinci made preliminary
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drawings.

This table shows that 10 or 18.87 % students chose A, 21 or 39.62
% students chose B, 14 or 26.41 % students chose C, and 7 or
13.21 % students chose D.

It is about redundancy. Students should be taught about this subject
because it frequently appears in the TOEFL test. Students thought
that choice B is the best choice, but actually no matters with choice
B; it is a correct sentence. Students do not think about redundancy
because it seems to be correct answer. Redundancy adds some
explanations about something in the sentence although it is not
necessary for the sentence. Old is the same meaning with ancient,
so it does not need to add ancient in the word old.

5. Question Number Twenty Four

Almost the plants known to us are made up of a great many cells,
I E (

specialized to perform different tasks

I

The data show that 11 or 20.76 % students chose A, 24 or 45.28 % students chose B, 12 or 22.64 % students chose C, and 6 or 11.32 % students chose D.

It is about *almost all of the* and *almost all* . *Almost* must be followed by *all of the* or *all*. In this question, almost is not followed by one of these options.

Students prefer to chose choice B than choice A because they thought that *Known* must be precedd by *that is*, so *known* is a wrong word. Actually, *known* is a correct word because *know* actually precedd by *that is* but this phrase is hidden to make the sentence shorter.

6. Question Number Nine

Fire-resistant materials are used to retardof
modern aircraft in case of accidents

- a. a damage to the passenger cabin b. that damages to the passenger cabin
- c. damage to the passenger cabin d. passenger cabin's damage

The data present that 14 or 26.41 % students chose A, 9 or 16.98 % students chose B, 11 or 20.75 % students chose C, and the largest number, 16 or 30.19% students chose D, and 3 or 5.67 % students chose nothing.

From this percentage table, it is known that students prefer to choose D among others. Actually, they have to be aware of the most appropriate answer for this because it is about count noun and noncount noun. Some nouns are considered as noncount noun in

some places and vice versa. Students need to know some nouns that are considered as count noun and noncount noun in English.

7. Question Number Twenty Seven

Many roads and railroads were built in the 1880s because of the
/ E (industrial

cities needed a network to link them with sources of supply
I

The table shows that 13 or 24.53 % students chose A, 23 or 43.40 % students chose B, 12 or 22.64 % students chose C, and 5 or 9.43 % students chose D.

This item test is about *because* and *because of*. Students should know the difference between them. *Because* is used when it is followed by subject and verb where *because of* is used when this phrase is followed only by noun.

From these data, it can be concluded that most students do not understand about the difference between *be different from* and *differ from*.

8. Question Number Thirty Four

Melanin, a pigment that lays under the skin, is responsible for skin color,

including the variations that occur among different races.

This table shows that 12 or 22.64 % students chose A, 21 or 39.62 % students chose B, 14 or 26.41 % students chose C, and 6 or 11.32 % students chose D.

This item test is about transitive and intransitive verb. Most students chose B even though it is clear that Melanin is uncountable noun. Students thought that Melanin must be preceded by an article, but actually uncountable noun cannot be preceded by any article and the verb must be singular. Lay and Lie is a tricky item test. They need to learn more about transitive and intransitive verb. Lay needs complement and vice versa.

9. Question Number Forty

Work is often measure in units called foot pounds
/ E (I

This table shows that 7 or 13.21 % students chose A, 8 or 15.09 % students chose B, 12 or 22.64 % students chose C, and 26 or 49.05% students chose D.

Students are tricked by choice D. They thought that participate in this case must be preceded by *that is*, but actually choice D is not a good choice. *Called* is participate and actually preceded by *that is* but *that is* is hidden to make a short sentence.

10. Question Number Sixteen

It is generally true that the lower the stock market falls,.....

- a. Higher the price of gold rises b. The price of gold rises high
- c. The higher the price of gold rises d. Rises high the price of gold

This data show that 10 or 18.87 % students chose A, 20 or 37.73 % students chose B, 16 or 30.19 % students chose C, and 7 or 13.21 % students chose D.

Students don't really understand about double comparative by looking to their answers. They need to know this style item test because it frequently appears in the TOEFL test.

They were tricked by choice B that is a simple sentence. In normal sentence choice B is right but Double Comparative has its own pattern.