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Ismail S Wekke

Proceeding of 1st International Student Colloquium in Conjunction with SEAAM 2nd Students Mobility Program for Southeast Asia 2019

ADAPTIVE STRATEGIES FOR SUSTAINABLE EDUCATION

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Adaptive Strategies for Sustainable Education

Proceeding of 1st International Student Colloquium in Conjunction with SEAAM 2nd Students Mobility Program for Southeast Asia 2019

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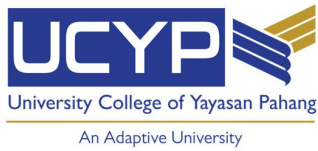
This book is the compilation of papers from 1st International Student Colloquium in Conjunction upon a theme "**Adaptive Strategies for Sustainable Education**", which was held on November 30th, 2019. This colloquium was jointly organized by *University College of Yayasan Pahang (UCYP) & South-East Asia Academic Mobility (SEAAM) in Collaboration with Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, Universitas Muhammadiyah Sorong (UMS), Institut Agama Islam Negeri (IAIN) Pare-Pare*, Institut Agama Islam Negeri (IAIN) Ternate, Institut Agama Islam Negeri (IAIN) Kendari, Institut Agama Islam Negeri (IAIN) Padangsidimpuan and Universitas Negeri Padang (UNP).

As the chair of 1st International Student Colloquium, it gives me great pleasure to extend my warm welcome to all the 1st International Student Colloquium delegates. I would like to express my utmost appreciation and sincere thanks for your support. Without the tremendous support, this special event would not have materialized. On behalf of the organizing committee, I would like also to acknowledge our gratefulness and appreciation to all the sponsors and partners who have been supportive in ensuring the success of this event. The main aim of organizing this event is to offer a platform for researcher, academics, and students to present, share and promote their research and development strengths, particularly issues in education. This conference theme has attracted Malaysian students and international participants from 5 (five) countries including Indonesia and Thailand. Following the double-blind peer-reviewing process, a total of 34 abstracts were accepted for presentation and a total of 18 full papers were accepted for publication (in E-Proceeding).

Overall, the articles raise many concepts with aim to meet questions regarding the Adaptive Strategies for Sustainable Education. It considers thousands of alternative ways to explore the opportunities in sustainable education in discussion of conceptual papers, case study and empirical research. This volume is an important addition to the literature on education. It may also be valuable to an audience beyond academia interested in culture and social studies.

Last but not least, I would like to express my gratitude and credit to all members of the organizing committee for their full assistance and hard work throughout the year of 2019. This event would not have been possible without the help of them and their devotion to work in making this colloquium a success is greatly appreciated.

Kuantan, November 2019
Chairman of 1st International Student Colloquium

The Common Mistakes in Structure and Written Expressions on TOEFL Test Students of English Department of State Institute for Islamic Studies

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Abstract
The objectives of this research are to identify and to analyze the errors found in inverted subject-verb item, adjective clause item, and noun clause item in structure and written expression section of TOEFL test 3 and test 4, and to find the dominant errors of each analyzed item in TOEFL test 3 and test 4. This was a library research which used document analysis method. The participants of this research were 9 students of English departments. The data were collected from students' documents of question sheets and answer sheets in TOEFL test 3 and test 4. Analysis of the data consisted of 5 steps; they are data managing, reading/memoing, description, classifying, and interpreting. This research used member checking to check data trustworthiness. Based on the result of the research, there were 22 errors found in test 3 and 26 errors found in test 4. In the test 3, all 22 errors were classified into error of addition with the detail as follows; 8 errors in inverted subject-verb, 2 errors in adjective clause, and 12 errors in noun clause. In the test 4, 26 errors were classified into different kinds of error. 7 errors found in inverted subject-verb; 1 error of addition and 6 errors of misordering. 6 errors found in adjective clause; 5 errors of omission and 1 error of misformation. 5 errors found in noun clause number 9; 3 errors of addition and 2 errors of misformation. 8 errors found in noun clause number 11; 7 errors of omission and 1 error of misordering.
Keywords: *Error Analysis, Inverted Subject-Verb, Adjective Clause, Noun Clause*

Introduction
English has become an important subject that some people must master because of their desire. That desire seems like intention of people in mastering English for some reasons. One way people take to fulfill the desire is by learning English whether it is from a course or a class in an institution, school, college, or learning from the natives. All they do is to become qualified people. Thus, English proficiency must be one thing that people need to improve in order to reach what they want to.

A country, which English is a foreign language, Indonesia makes TOEFL as a requirement that people need to fulfill in some cases. Fortunately, Padangsidimpuan State Institute for Islamic Studies where the researcher is studying has begun to take TOEFL class since early 2018. It received great appreciations from many people because this might be a new way to produce qualified students more with good English proficiency.

According to the researcher's experience as one of the first generation students in TOEFL class, it was the good way to improve students' English proficiency particularly for students of English education department. Considering their mastery in English should be better than other students, TOEFL became a challenging test they need to face. After all, that proved whether their English proficiency went along with them or not.

In the TOEFL class, students will be presented with several sections of TOEFL in general such as listening comprehension section, structure and written expression section, reading comprehension section, and writing essay. They will also learn many topics and sub-topics related to those sections. So, joining the TOEFL class is a great decision for who is intent on passing the TOEFL test.

The TOEFL class is scheduled for one semester and the students will be tested every month started from first test in the first month, second test in the next month, and until the final test or the fourth test in the fourth month. The students will be tested for 4 times in total. It is common to make some errors after the test because the questions in TOEFL test are challenging.

Structure and written expression, the second section or the section 2 caught the researcher's attention. It is because this section examines students or test-takers' ability in identifying structure, expressions, and grammatical patterns. Furthermore, Philips, Roger, King and Stanley as quoted from Hajri categorize structure and written expression into some topics. They are:

1. Subject-verb agreement
2. Verb-tense agreement
3. Word form
4. Reduced clause
5. Connector
6. Gerund and infinitive
7. Comparison
8. Clause-formation
9. Parallel structure
10. Redundancy[1]

It is common to find errors in test-takers' or students' answer sheets. The errors in this section can be clearly identified and analyzed either. That is why structure and written expression section on TOEFL is worth to study. It is known that inverted subject-verb, adjective clause, and noun clause are commonly tested in this second section of TOEFL test. The researcher had experienced dealing with them. Certainly, every student or test-taker will deal with inverted subject-verb, adjective clause, and noun clause.

There is a situation where the students or test-takers made errors in answering items particularly in inverted subject-verb, adjective clause, and noun clause items. The errors students made can be studied and it will be a study of error analysis. It can clearly describe the errors based on the theory of error. The analyzed errors become something important for the students, and even it can be a reference for further study. This reason drives the researcher to do a research, to analyze the errors in inverted subject-verb, adjective clause, and noun clause items from students' answer sheets. So, the researcher is interested in making a research of analyzing errors in inverted subject-verb, adjective clause, and noun clause items which are found in structure and written expression section of TOEFL test at Padangsidimpuan state institute for Islamic studies.

Methods

Research Method

This research is a library research which uses documents analysis method. It is a content analysis which is a method for studying documents.[2] This method was suitable to study the documents already available as a solution. Using qualitative way, the documents could be understood and interpreted so that the results would be presented through words. This research was not going to generalize the result because different phenomenon means different experience of each participant or informant which affects interpretation and results of the collected data.

Research Subject

According to the condition, the researcher took 9 students of TOEFL class as the participants for this research. All of them were students of English department gathered from the fifth and the seventh semester. They were chosen because they had fulfilled the researcher's consideration of taking research participants.

Source of the Data

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[1]Titin Hajri, Jufrizal, and Delvi Wahyuni, "An Analysis of Difficulties in Answering Structure and Written Expression of TOEFL Made by English Students of Universitas Negeri Padang," *English Language Teaching* 7, no. 1 (2018): p. 94–96, ejournal.unp.ac.id.

[2]C.R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International, 2004), p. 7, en.bookfi.net.

Source of the data in this research is documents. The documents are taken from students' question sheets and answer sheets of TOEFL test. Through these question sheets and answer sheets, the researcher found the items needed to be analyzed and identified the errors then. TOEFL class provided 4 tests, which each test was held once a month so that 4 months meant 4 tests in its process. Test 1 tested of what the students had learned from the lessons in the first month. Test 2 tested of what the students had learned in the second month then so did test 3 and 4. Question sheets and answer sheets of test 3 and 4 became the source of the data. They were taken from the students and property of Language Development Center with permission.

Technique of Collecting Data

Key instrument of this research was the researcher himself. This research is to analyze students' errors in structure and written expression on TOEFL test. Thus, the data of this research were taken from documents of students' question sheets and answer sheets of test 3 and 4. Both level 3 and 4 contained the items needed to be analyzed; there were inverted subject-verb, adjective clause, and noun clause.By studying the documents, the researcher was able to find which erroneous points that the students got from the tests. In addition, studying documents could be appropriate to find which errors of inverted subject-verb, adjective clause, and noun clause that the students got in structure and written expression section. The researcher was able to analyze the findings either.

Technique of Data Analysis

After collecting the data, then the next thing that researcher did was to analyze the data. Analyzing data was conducted in five steps as follows:

1. Data Managing. It is to start on process of analyzing and interpreting the data. Data managing is also to organize the data and check it for completeness. Here in data managing, the researcher examines all information or data has got from the instrument.
2. Reading/Memoing. It is time to read the data, trying to wisely point out issues that seem important by taking notes, underlining, or else.
3. Description. It addresses the issues. The aim is to provide a true picture of the phenomena that took place on it so the researcher and the readers have an understanding of context in this study.
4. Classifying. It is a process of categorizing ideas or concepts after they are examined and compared to one another.
5. Interpreting. It is a process of writing result of the study. It should be reflective, integrative, and explanatory aspect of dealing with a study's data.[3]

The researcher followed the steps stated on the above theory. First, the researcher examined all the documents needed for the research including question sheets and students' answer sheets in TOEFL test 3 and 4. Second, the researcher found the errors by reading all the documents, matching the analyzed items with the students' answers. Third, the researcher described clearly the errors found in each analyzed items, presenting the description of the errors. Fourth, the researcher put the errors into the categories they must be; omission, addition, misformation, and misordering. The researcher also categorized which one of the errors was the dominant error in each analyzed item. In the last step, the researcher wrote the result of this research with thick description so that what the researcher wanted to tell to the reader could be explained clearly.

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[3]L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, Sixth Edit (New Jersey: Prentice-Hall, 2000), p. 240.

Research Findings
Research findings in TOEFL test 3 and Test 4

Table 1: *List of Errors Found in TOEFL Test 3*

Student Code	Error in the Item				Number of Error
	ISV (no. 11)	AC (no. 9)	NC (no. 8)	NC (no. 12)	
AF	E	-	E	E	3
ASD	E	-	E	E	3
IH	E	-	-	E	2
MS	E	-	E	E	3
PR	E	-	-	-	1
PS	E	-	-	E	2
RH	E	E	-	E	3
SM	-	-	-	E	1
TNN	E	E	E	E	4
Total	**8**	**2**	**4**	**8**	**22**

Note: the table contains abbreviations; ISV for inverted subject-verb, AC for adjective clause, and NC for noun clause.

Table 2: *Distribution of the Analyzed Items in TOEFL Test 3*

No.	Subject	Item	Number of Items
1	Inverted Subject-Verb	11	1
2	Adjective Clause	9	1
3	Noun Clause	8, 12	2
Total			**4**

Table 3: *Errors Analyzed in TOEFL Test 3*

Item	Error				Number of Errors
	Om	Add	Mf	Mo	
Inverted Subject-Verb (no. 11)	-	8	-	-	8
Adjective Clause (no. 9)	-	2	-	-	2
Noun Clause (no. 8)	-	4	-	-	4
Noun Clause (no. 12)	-	8	-	-	8
Total					**22**

Note: The table contains abbreviations; Om for omission, Add for addition, Mf for misformation, and Mo for misordering.

Table 4: *List of Errors Found in TOEFL Test 4*

Student Code	Error in the Item				Number of Error
	ISV (no. 13)	AC (no. 14)	NC (no. 9)	NC (no. 11)	
AF	-	-	E	E	2
ASD	E	E	E	E	4
IH	E	E	-	E	3
MS	E	-	-	E	2
PR	E	E	-	E	3

PS	*E*	*E*	-	*E*	3
RH	*E*	-	*E*	*E*	3
SM	-	*E*	*E*	*E*	3
TNN	*E*	*E*	*E*	-	3
Total	**7**	**6**	**5**	**8**	**26**

Note:the table contains abbreviations; ISV for inverted subject-verb, AC for adjective clause, and NC for noun clause.

Table 5: *Distribution of the Analyzed items in TOEFL test 4*

No.	Subject	Item	Number of Items
1	Inverted Subject-Verb	13	1
2	Adjective Clause	14	1
3	Noun Clause	9, 11	2
Total			4

Table 6: *Errors Analyzed in TOEFL Test 4*

Item	Error				Number of Errors
	Om	**Add**	**Mf**	**Mo**	
Inverted Subject-Verb (no. 13)	-	1	-	6	7
Adjective Clause (no.14)	5	-	1	-	6
Noun Clause (no. 9)	-	3	2	-	5
Noun Clause (no. 11)	7	-	-	1	8
Total					26

Note:this table contains abbreviations; Om for omission, Add for addition, Mf for misformation, and Mo for misordering.

Dominant error in each analyzed item

The researcher needed to show the readers dominant error in each analyzed item. This was done in accordance with one of the research objectives, besides identifying and analyzing the errors found in structure and written expression section on TOEFL test 3 and test 4, finding the dominant error in each analyzed item became the objective of the research too. Here the researcher divided this section into 3 parts, which each part showed the dominant error in each item.

a. Dominant error in inverted subject-verb

The errors in inverted subject-verb had been described. Based on the finding in TOEFL test 3, it could be seen that 8 errors were found in inverted subject-verb item. It meant that 8 students made the errors. It showed the 8 errors were categorized into errors of addition. In another words, the dominant error in inverted subject-verb on TOEFL test 3 was error of addition.

According to findings in TOEFL test 4 or appendix 9, the researcher found that there were 7 errors in inverted subject-verb item. 1 error was categorized into error of addition, while 6 other errors were categorized into errors of misordering. Here it was known that the dominant error in inverted subject-verb item on TOEFL test 4 was error of misordering.

b. Dominant error in adjective clause

In TOEFL test 3, the researcher found that there were 2 errors in adjective clause item. The 2 errors were categorized into errors of addition. To conclude, the dominant error in adjective clause item on TOEFL test 3 was error of addition.

In TOEFL test 4, the researcher found that there were 6 errors in adjective clause item. 1 error was categorized into errors of misformation, while the 5 other errors were categorized into errors of omission. To conclude, the dominant error in adjective clause item on TOEFL test 4 was error of omission.

c. Dominant error in noun clause

According to findings in TOEFL test 3, there were 4 errors in noun clause item number 8, and 8 errors in noun clause item number 12. All errors found in both noun clause item number 8 and 12 were categorized into errors of addition. So, the dominant error in noun clause item on TOEFL test 3 was error of addition.

In TOEFL test 4, there were 5 errors in noun clause item number 9, and 8 errors in noun clause item number 11. 3 errors of addition and 2 errors of misformation were found in number 9. On number 11, 7 errors of omission and 1 error of misordering were found. To conclude, the dominant error in noun clause item number 9 was error of addition, and the dominant error in noun clause item number 11 was error of omission.

Discussion

This research used 9 participants with their documents of question sheets and answer sheets in TOEFL test 3 and test 4. The researcher analyzed errors in structure and written expression on TOEFL test. All analyzed items consisted of inverted subject-verb, adjective clause, and noun clause. Based on the research findings, the researcher found that there were 23 errors in TOEFL test 3 and 18 errors in TOEFL test 4. Here the researcher needed to discuss the findings with other findings from other studies. The researcher had written the findings of other studies or researches come from Jonathan's, Qonaatun's, and Rohmah's.

In Jonathan's study, he took 21 students as the participant of his research and 20 topics in structure and written expression became analyzed. He found that participial phrase took the most error with 66.67% in percentage. It was followed by other topics such as adjective phrase, noun phrase, and complex sentence.[4] On the other hand, the researcher analyzed only 3 subjects of TOEFL. The researcher found that inverted subject-verb item and noun clause item took the most errors in TOEFL test 3. 8 errors in inverted subject-verb item and 8 errors in noun clause item number 12 were categorized into errors of addition. In TOEFL test 4, the most errors were found in noun clause item number 11. 8 errors were categorized into 7 errors of omission and 1 error of misordering.

In Qonaatun's research, she took 12 participants and found that 79.1% were wrong in answering passive item. It was followed by some other items up to the lowest 62.45% in pronouns. She stated that the participants had poor or weak ability in TOEFL.[5] According to the researcher's finding, there was no importance in assessing students' or test-takers' ability in answering TOEFL. The researcher only did error analysis in 3 subjects in structure and written expression of TOEFL test. However, from students' documents of test 3 and test 4, the researcher found that each student or participant made the error whether it was in one, two, or even three subjects analyzed in both test 3 and test 4.

In Rohmah's research, she took 30 students as participants and 9 skills to be analyzed. She found that the highest percentage of error came from word form skill. It was followed by other skills up to verb agreement, tense, and form skill.[6] The researcher found the similarity between Rohmah's research and this research. Her research found that there were errors in word order and subordination. In this research, the research also found errors in inverted subject-verb which became a part of word order just like in her research. Adjective clause and noun clause in this research also became parts of subordination in her research. In this research, the researcher also found errors in adjective clause and noun cause just like she did in her research.

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[4]Jonathan Tanihardjo, "The Analysis of Students' English Competence in the Grammar Section in the Paper-Based TOEFL: A Case Study at English Department in Bunda Mulia University," *English Language and Culture* 6, no. 1 (2016): p. 22, journal.ubm.ac.id.

[5]Aa Qonaatun, "An Analysis of Test Taker's Error on Structure and Written Expression of TOEFL Test at JLC (Jims Language Course)," *English Language and Teaching Literature* 2, no. 1 (2019): p. 38–39, ejournal.lppm-unbaja.ac.id.

[6]Aini Ainur Rohmah, "An Analysis on the Students' Grammatical Errors in the TOEFL Test" (UIN Syarif Hidayatullah, 2004), p. 50, id.123dok.com.

Conclusion

Errors in structure and written expression

The errors found in both test 3 and test 4 consisted of error of omission, error of addition, error of misformation, and error of misordering. 8 errors in inverted subject-verb, 2 errors in adjective clause, and 12 errors in noun clause were found in TOEFL test 3. In TOEFL test 4, 7 errors in inverted subject-verb, 6 adjective clause, and 13 errors in noun clause were found. In brief, 22 errors in TOEFL test 3 and 26 errors in TOEFL test 4 with various kinds of error showed that errors could not be avoided.

Dominate error in each item

The dominant error in inverted subject-verb item on TOEFL test 3 was error of addition, while on TOEFL test 4 was error of misordering. In adjective clause item, error of addition became the dominant error on TOEFL 3, while error of omission became the dominant error in TOEFL test 4. In noun clause item, the dominant error on TOEFL test 3 number 8 and 12 was error of addition, while on TOEFL test 4 number 9 was error of addition, and number 11 was error of omission.

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