

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions



Ridwan¹, Ratna Dewi², Syamsiarna Nappu³

^{1,2,3} Universitas Muhammadiyah Makassar

ABSTRACT: This study examined the specific types of questions in the TOEFL's Structure and Written Expression section that posed difficulties for students. The participants were Master's students in English Education at Muhammadiyah University of Makassar, who took the TOEFL as part of their placement test for the master's program. A quantitative descriptive design was used in this study, with data collected from the TOEFL test results on structure and written expression. The data was sourced from the *Official Guide to the ITP TOEFL Test* published by the Indonesia International Education Foundation (IIEF) in collaboration with ETS. The results indicated that students struggled most with topics in structure, including Clause, Inversion, Gerund and Infinitive, Appositive, Reduction, and Connectors. Among these, Reduction was the most challenging, with an average of 11 incorrect answers per question, followed by Connectors with 10 incorrect answers. In the written expression section, students faced difficulties with topics such as Articles, Pronouns, Adjectives and Adverbs, Prepositions, Usage, Parallel Structure, Verbs, Nouns, Subject-Verb Agreement, and Comparisons. Adjective and Adverb problems were the most challenging, with 12 incorrect answers per question, while Comparisons and Prepositions were the second most difficult, each with 11 incorrect answers per question.

KEYWORDS: TOEFL, structure and written expression, student's difficulty

I. INTRODUCTION

One of the well-known English language proficiency examinations in Indonesia is the Test of English as a Foreign Language or TOEFL. Nowadays, Students are fairly familiar with the TOEFL. The TOEFL now plays an important role in institutions of higher education due to changes in policies and advancements in technology (Hayati & Kurniawan, 2022). Numerous universities use the TOEFL to assess English proficiency. ELF students now need to take the TOEFL in order to enrol in many English-speaking schools and universities. The TOEFL is currently one of the requirements for admission to Indonesian universities (Etika, 2020) Therefore, it makes sense that the TOEFL would be crucial for students who wish to continue their education, whether or not they get scholarships, both domestically and overseas.

Recently, TOEFL has been growing interest in requirements for students who wants to get scholarship and graduation. The majority of Indonesian colleges demand that graduating students possess a TOEFL certificate (Hampp et al., 2021). Having Higher TOEFL scores suggests that students may have strong English language. With that ability, they will be able to interact with international colleagues, attend an international seminar, locate an extensive range of English-language resources, and even complete the requirements for pursuing further education overseas. It is obvious that many international colleges need prospective new international students to take the TOEFL as part of their admissions requirements. Apple et al. (2020) stated that students take TOEFL to fulfill scholarship requirements to continue their studies for further education programs. Because of this need, students need to study and prepare themselves to have a high TOEFL score to meet the required Hence, students need to study and prepare themselves to have a high TOEFL score to meet the required requirements.

A few studies have examined the structure and written expression are the most difficulty section. they focus entirely on grammar with set rules. This fact is proven by previous researches, The first research is by Agustina Sari et al., (2021) investigated the students difficult in structure and written expression section of TOEFL in Metro city. The researcher analyzed the structure and written expression based on eight material indicators tested, Basic Grammar Terminologies, Basic Sentence Pattern, Comparisons, Inversion, Expressions of Quantity, Conjunctions, Unnecessary Words, and Clauses and Phrases, it was found that Inversion was the most difficult indicator which was answered most incorrectly by students at 85.19%. This means that this material ranks first as a difficult material among the other seven materials. Akmal et al., (2020) also conducted research on EFL learners' difficulties in the structure and written expression section of TOEFL test in Indonesian university. The researcher revealed that there were factors caused EFL learners' difficulties in the structure and written expression section, The first factor

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions

contributing to the challenges faced by English language learners that was caused by inadequate grammar practice, The second contributing element was caused by poor grammar. Similarly, Syahrin (2020) discovered that there was a factor that affected students' difficulty, that was an error. Some students made an error because they are unfamiliar of grammar rules. They had not mastered the materials. As a result, they answered based on how they were feeling. Nevertheless, Syahrin (2020) discovered that the item Part of Speech had the highest frequency of error, with 100% of students being unable to correctly answer the questions.

According to previous studies, the structure and written expression sections are identified as the most difficult and challenging. One researcher examined three topics: comparative forms, active and passive voice, and pronoun-noun agreement. Other researchers focused on eight material indicators: Basic Grammar Terminologies, Basic Sentence Patterns, Comparisons, Inversion, Expressions of Quantity, Conjunctions, Unnecessary Words, and Clauses and Phrases, along with a material indicator introduced by Hilke and Wadden (2002). On the other side, the focus of this research investigated 16 main material indicators introduced by Phillips (2001). This investigation analyzed students' difficulty in answering structure test covering the materials: Appositive, Reduce, Connector, Gerunds and Infinitive, Clause, and Inversion and also in answering written expression test covering the materials: Subject -Verb agreement, Comparisons, Parallel structure, Problem with Noun, Problem with Verb, Problem with Pronoun, Problem with Adjective and Adverb, Problem with Preposition, The use of article, and Problem with Usage. this study focused in identifying which part material of the structure and written expression made the most difficult by students. It is intended that this study can help ELF students to improve their score and understanding the structure and written expression issues.

II. METHOD

The design of this research was a quantitative descriptive design. The research described the students' difficulties in answering structure and written expression tests in TOEFL. The sample of this research were graduated student in Academic Year 2023-2024. The total number of samples was 16 students. All the students of the bench were involved.

Instruments

The instrument used for testing was obtained from the *Official Guide to the ITP TOEFL Test*, published by Erlangga in collaboration with the IIEF-Indonesia International Education Foundation (on behalf of ETS). The TOEFL-based structure and written expression section contains 40 questions, including 15 questions on structure and 25 questions on written expression

Procedures

The data was collected from students' responses to the structure and written expression test. Students' answers were categorized based on various aspects: in the structure section, these included appositive, reduction, connectors, gerunds and infinitives, inversion, and clauses. In the written expression section, the categories were the use of articles, pronoun issues, problems with adjectives and adverbs, preposition errors, usage issues, parallel structure, verb problems, noun issues, subject-verb agreement, and comparisons.

Data analysis

The data, based on students' responses, were analyzed using the difficulty index formula. Each difficulty index value highlighted the challenges students faced when answering questions in the structure and written expression sections of the test. The item with the highest mean difficulty index was considered the most difficult aspect for students. After categorizing the students' answers to each question, the results were presented in a clear and easily understandable description.

To assess the overall difficulty level of the questions in the Structure and Written Expression sections of the TOEFL, the analysis was based on Asmawi (1997), theory. According to this theory, the difficulty level of a question item is determined by the proportion of test participants who answer it correctly. This proportion is symbolized by p . The higher the value of p , the greater the percentage of correct answers, which indicates a lower difficulty level. Conversely, a lower p value suggests the question is more difficult.

III. RESULT AND DISCUSSION

1. Students' Difficulties in Answering TOEFL Structure Questions.

This section addresses the first research question. Table 1 provides an overview of the students' difficulties in answering structure questions, including the number of participants who answered each question incorrectly. The greater the number of incorrect responses, the more difficult the question is for the students. A detailed description of these difficulties is presented in Table 1

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions

Table 1. Description of Students' Difficulties in Answering TOEFL Structure Questions

Question Topics	Question Number	Number of Wrong Answers	Mean Difficulty
Reduce	11	9	11
	12	12	
Connector	5	11	10
	8	11	
	10	8	
Appositive	6	6	9
	7	13	
Gerund or Infinitive	4	9	9
	9	9	
Clause	3	7	7
	13	12	
	15	3	
Inversion	2	4	4
Total	13	114	50

Table 1 presents the results of students' difficulties in answering structure questions. *Reduction* questions were the most challenging for students, with 11 incorrect answers. The *Inversion* questions were the easiest, with only 4 incorrect answers. Between the *Reduction* and *Inversion* questions, *Connector* questions had 10 incorrect answers, followed by *Appositive* and *Gerund/Infinitive* questions, each with 9 incorrect answers. *Clause* questions had 7 incorrect answers, while *Inversion* questions had the fewest, with only 4 incorrect answers.

For questions 1 and 14, no explanation is provided because these questions were not identified in the topic and were not included in the test. As shown in Table 1, the two most difficult topics were those related to *Reduction* and *Connectors*.

In the *Reduction* topic, there are two types of questions: adjective-reduced clauses and adverb-reduced clauses. However, all the questions in the TOEFL test focused on adjective-reduced clauses. There are several rules for reducing adjective clauses

First example: "conjunction and to be" at the beginning of adjective clause are reduced;

Richard Wright enjoyed success and influence.....among Black American writers of his era. (A) were unparalleled (B) are unparalleled (C) unparalleled (D) the unparalleled (Test no. 12)

In this example, (C) is the correct answer because it is the reduced form of adjective clause: Richard Wright enjoyed success and influence which were unparalleled among Black American writers in his era. So "unparalleled" modifies both success and influence.

Second example: The conjunction (which) is reduced when the adjective clause is started with Subject and Predicate.

Civil rights are the freedoms and rights as a member of a community, state, or nation. (A) may have a person (B) may have a person who (C) a person may have (D) and a person may have. (Test, no. 11)

The correct answer is (C). The conjunction which is reduced when the adjective clause is started with Subject and Predicate (a person may have).

The students' incorrect answers are categorized based on the difficulty they faced. The most challenging section for students was the *Reduction* test. In answering Type 1 questions, there were 9 incorrect answers, while in Type 2 questions, there were 12 incorrect answers. This suggests that Type 2 questions were more difficult for the students than Type 1 questions in the *Reduction* section.

The 12 incorrect answers to Type 2 questions were distributed as follows: 4 students chose (A), 4 students chose (B), and 3 students chose (D).

For answer choice (A), students seemed to lack knowledge that conjunctions can be deleted when the *which* clause follows the object of an independent clause. For answer choice (B), students made errors in ensuring the correct tense agreement with the past tense used in the independent clause. For answer choice (D), students appeared to lack understanding of the combination *the + noun*, mistakenly using *the + adjective*, which replaces the participial phrase.

The 9 incorrect answers were distributed as follows: 3 students selected (A), 3 students selected (B), and 1 student selected (D).

For answer choice (A), students lacked the knowledge that the conjunction *which* can be deleted when it follows the object of an independent clause. As a result, the sentence should follow a *subject + predicate* structure, not *predicate + subject*.

For answer choice (B), students made an error in using the conjunction *who* in the sentence.

For answer choice (D), students struggled to connect sentences correctly. The meaning of answer (D) becomes nonsensical if used in the sentence.

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions

The next most difficult topic is *Connectors*. There are two types of connectors tested in the TOEFL. The first type involves sentences with multiple clauses and includes the correct use of coordinating conjunctions (and, but, or, so, yet), time and cause adverbial connectors, and other adverbial connectors. The second type involves sentences with multiple clauses and tests the correct use of noun clause connectors and adjective clause connectors.

In the TOEFL test, there are three types of questions related to connectors. The first type involves using coordinating connectors correctly. This includes conjunctions such as *and, but, or, so, and yet*, as well as the correct placement of commas.

Beginning in the Middle Ages, composers of Western music used a system of notating their compositions... ..be performed by musicians. (A) will (B) that (C) and when to (D) so they could. (Test, no. 10)

In this example, (D) is the correct answer because the sentence is causal compound sentence. It shows cause and effect. There are two independent clauses so the two independent clauses separated by *so*.

The second example is use other adverb connectors correctly (where and wherever).

Flag Day is a legal holiday only in the state of Pennsylvania,..... according to tradition, Betsy Ross sewed the first American flag. (A) which (B) where (C) that (D) has. (Test, no. 5)

In this sentence, the right answer is (B) where because the sentence needs a right connector that shows place (the State of Pennsylvania).

The third is use adverb time and cause connectors correctly. the connector of this type is Time: after, as, as long as, as soon as, before, by the time, once, since until, when, whenever, and while. Cause: as, because in as much as, now that, since.

In its pure state, antimony has no important uses, but.....with other substances, it is an extremely useful metal. (A) when combined physically or chemically (B) combined physically or chemically (C) the physical or chemical combination (D) it is combined physically or chemically (Test, no. 8)

In this sentence, the correct answer is (A) because when combined physically or chemically is matched with the other adverbial in the other independent clause before compound but.

The students' incorrect answers were categorized based on the difficulty they faced. The second most difficult section for students was the *Connector* test. There were 8 incorrect answers in the section on coordinating connectors, 12 incorrect answers in the section on other connectors, and 11 incorrect answers in the section on time and cause adverbial connectors. This suggests that *using other connectors correctly* was the most challenging aspect for students among the different types of connector questions.

For the 8 incorrect answers related to coordinating connectors, the breakdown was as follows: 7 students selected (A), 1 student selected (B), and no students selected (C). In answer choice (A), students lacked knowledge of the conjunctions that can connect two independent clauses. In answer choice (B), students failed to recognize that the sentence requires not only a conjunction but also a subject + predicate structure.

For the 11 incorrect answers related to other connectors, 6 students selected (A), 5 students selected (C), and no students selected (D). In answers (A) and (C), students confused *which* (for things) and *that* (for both people and things). While these answers weren't necessarily wrong in other contexts, in this case, the sentence required the correct conjunction placement to convey the intended meaning.

In the 11 incorrect answers related to adverbial time and cause connectors, 3 students selected (B), 3 students selected (C), and 5 students selected (D). In answer (B), students lacked understanding of the proper placement of conjunctions. In answer (C), students mistakenly used a noun phrase when a conjunction was needed. In answer (D), students overlooked the requirement for an adverbial clause to complete the sentence properly.

The two topics categorized as the most difficult topics in structure test out of 6 topics. The first is Reduced topic. In this topic, the students were not aware with the missing words in the English sentence. They are difficult to find out which words were hidden so the students were difficult to define the true answers from the choices. In this question, the average difficulties made by the students were 11 in each number of this type of question. This finding is in line with the research done by Akmal et al., (2020) found that Reduce questions were only answered correctly by 2 out of 15 participants. His item about Reduced test is similar with this research, both are using reduced adjective clause "which" while, Hajri et al., (2018) who revealed that there were 78% of students unable to identify in this topic. However, his item in his research is different topic of reduced test with this research. he used reduced test that identifying the different words which have the same meaning while in this research focuses on reduced clauses.

The second most difficult is the Connector topic which was found 10 difficulties in each question. In this topic, the students fail to apply the right connector in a sentence as well as the right structure for the sentence before and after the connector. In relation to this finding, Syahrin (2020) stated that it was about 89% of the students investigated fail to answer this connector question. His item about Connector test is similar with this research, both are talking about the use of every connector in the sentence for example where is for a place, which is for a thing, who is for a person, and that is for a thing and a person.

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions

2. Students' Difficulties in Answering TOEFL Written Expression Questions

This section answers the second research questions. Table 2 shows the description of students' difficulties in answering written expression questions. Table 2 shows the number of participants who answered the questions incorrectly. The greater the number of participants' wrong answers, the more difficult the questions for the students are. The description of the students' difficulties in answering the Written Expression Question is shown in Table 2

Table 2 Students' Difficulties in Answering Written Expression Questions in TOEFL

Question Topics	Number of Questions	Number of Wrong Answers	Mean Difficulty
Adjective and Adverb	20	10	12
	36	13	
Comparisons	35	11	11
	24	7	
Preposition	31	12	11
	37	13	
Noun	16	10	10
	32	14	
Pronoun	38	6	8
	18	6	
	21	6	
	28	13	
	30	7	
Parallel structure	39	10	8
	23	11	
	29	5	
Usage	34	7	8
	22	8	
	40	7	
Subject-Verb agreement	19	7	7
	27	7	
	33	8	
Article	17	5	7
	26	8	
Verbs	25	6	6
Total	25	217	88

Table 2 presents the results of students' difficulties in answering the written expression questions on the TOEFL. The questions related to *Problems with Adjectives and Adverbs* proved to be the most challenging for students, with 12 incorrect responses. On the other hand, the *Problems with Verbs* questions were the easiest, with only 6 incorrect answers. In terms of difficulty, *Comparisons* and *Problems with Prepositions* followed, each with 11 incorrect answers. This was closely followed by *Problems with Nouns* (10 incorrect answers), *Problems with Pronouns*, *Parallel Structure*, and *Problems with Usage* (8 incorrect answers each), and finally *Subject-Verb Agreement* and *Articles*, each with 7 incorrect answers. Overall, Table 2 highlights that the two most difficult topics for students are *Problems with Adjectives and Adverbs* and *Comparisons*.

The *Problems with Adjectives and Adverbs* category covers various challenges, including the correct use of adjectives and adverbs in different contexts. Three key skills are essential for students to improve their performance in this area: (1) understanding when to use adjectives versus adverbs, (2) using adjectives correctly after linking verbs, and (3) positioning adjectives and adverbs properly in sentences. Additionally, common issues students face with adjectives include recognizing adjectives ending in "-ly", using predicate adjectives correctly, and distinguishing between the correct forms of adjectives (e.g., -ed vs. -ing adjectives). These are the areas that frequently appear in the TOEFL test.

One of the main issues is understanding the difference between adjectives and adverbs. Adjectives only describe nouns or pronouns, while adverbs modify verbs, adjectives, or other adverbs. Proper mastery of these distinctions is crucial for improving performance in the TOEFL Written Expression section.

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions

Scientists at universities are often more involved in theoretical research

A B C

than in practically research. (Test, no. 20)

D

In this sentence, the right answer (D). the word of practically is wrong. We need to change it to be adjective practical so it can modify the noun research. Most of students do not really know the rules of adjective and adverb in the sentences.

The second is the use -ED and -ING adjective correctly. Verb which is ended by -ed and -ing can be used as adjective. An -ing suffix functioned as adjective is used to modify noun describes an action. An -ed suffix functioned as adjective is used as passive sentence to modify noun.

The 1983 Nobel Prize in Medicine was awarded to Barbara McClintok

A

for her experiments with maize and her discoveries regardless

B C D

the nature of DNA. (Test, no. 36)

In this sentence, the correct answer is (D), the word of regardless is the wrong choice, we need to change to be regarding. The function of regarding in the sentence is as Adjective therefore.

The written expression test focus on analyzing grammatical use of suffix -ing and -ed adjective in a sentence. The student will identify the wrong use of suffix -ing or suffix -ed adjective. Question number 36 is more difficult for the students than question no. 20 in adjective and adverb topic. Question no. 36 is answered incorrectly by 13 students while question no 20 is incorrectly answered by 10 students.

In question no 36, the students who incorrectly answer (A) are lack of knowledge in identifying the use of predicate in the sentence, while incorrectly answer (B) and (C) are lack of knowledge in identifying the first object in the sentence.

Next, Comparison degree topic is the second difficulty faced by the students. There are three types of comparison degree. They are form comparative and superlative correctly, use comparative and superlative correctly, and use the irregular -er,-er structure correctly. In the TOEFL test, only one number of one type appears that is form comparative and superlative correctly. the comparative is formed with either -er, more, less and than. Comparative -er is used when the adjective is less than three syllables such as: cheap, pretty and more is used when the adjective contains three syllables or more such as: more expensive than. Superlative the ... -est is used when the adjective is less than three syllables such as: the cheapest and most is used when the adjective contains three syllables such as: the most expensive.

Example no 35:

Ice is less denser than the liquid from which it is formed. (Test, no. 35)

A B C D

The correct answer is (A). In this case dense does not need to ad less because this comparison just consists of one syllable where it does not use less.

The students incorrectly answer (B) in the sentence explain that they fail to apply the correct rule of one syllable comparison while incorrectly answer (C) explain that they fail to identify the use of conjunction before a clause, and incorrectly answer (D) explain the students fail to identify the use of subject after conjunction in a dependent clause.

Thus, Problem with Preposition is in the third position. Preposition can be used in two ways: in a literal way and in an idiomatic way. In the literal use, the preposition means exactly what you expect. Besides, in the idiomatic use, the preposition's meaning in this expression has nothing to do with literal meaning (Phillips, 2001). There are two topics of connector that appear in the TOEFL structure. Recognize incorrect prepositions and Recognize when prepositions have been omitted. Only one type of 3 numbers that appear in TOEFL test. It is recognize incorrect prepositions. Sometimes an incorrect preposition is given in a sentence in the Written Expression section of the TOEFL test.

In 1866 to 1883, the bison population in North America was reduced from

A B

an estimated 13 million to a few hundred. (Test, no. 37)

C D

the answer is (A). In is not the right preposition in the sentence, it should be change to be from. To indicate a span of time between two dates, we need to pair from and to.

Chemical research provides information that is useful when the textile

A B C

industry in the development of new fabrics. (Test, no. 31)

D

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions

In this example, answer (D) is the correct answer because when is the wrong word choice for or another appropriate preposition must be used after useful.

Animation is a technique for creativity the illusion of life in inanimate

A

B

C

things (Test, no. 24)

D

The correct answer in this sentence is (B) creativity. In general rule of preposition for in the sentence is the form of -ing therefore it should be creating. There are 13 wrong answers for no 37, 12 wrong answers for no 31, and 7 wrong answers for 24 in answering recognize incorrect prepositions, The 13 wrong answers are incorrectly answered by students through 4 students answered (B), 6 students answered (C), and 3 students answered (D). In giving wrong answer (B), the students are lack of knowledge about the use of predicate in the sentence. In giving wrong answer (D) and (B), the students are lack of knowledge about the use of singular and plural in the sentence.

The three topics are categorized as the most difficult topic in written expression from 10 topics. The first is the difficulty with Adjective and Adverb. The average difficulty found in this topic is 11 in each number of this topic. The difficulties refer to the students' lack of knowledge in identifying the function of adjective to modify noun, and the function adverb to modify verb in a sentence. The second, the difficulties refer to the students' failure to analyze the function of verb with -ing suffix and verb with -ed suffix which function as adjectives in sentences. However, Rikal (2017) found that in adjective and adverb topic, there were 45 out of 132 incorrectly answered by the students but, His item about Problem with Adjective and Adverb is similar with this research, both are using -ing suffix which function as adjective. In this case his item is in number 3, it means that it appears in structure section. However, in this research, it appears in written expression.

Next, the second topic is Comparisons. This topic was identified 11 incorrect answers in each question. In this topic, the students did not know the way to apply the rules of comparison and superlative degrees in sentences. This finding is similar with what Ubaedillah (2020) revealed that from 12 students who answered comparison questions, 85% of the students failed to give correct answers. Additionally, Yosintha et al. (2021) found that the first most difficult test was double comparative test. Only 3 out of 35 students were correct in answering this question. However, Akmal et al., (2020) found that from 10 main topics in structure and written expression, comparison was not included as difficult topic. From previous researches and this research about comparison are similar with this research. they used comparative too and they are similar result that stated comparison is one of the difficult one in the test except from Akmal who found comparison is the easy one in each topic.

The third topic is Problem with Preposition. This topic was identified 11 incorrect answers in each question. In this topic, the students did not recognize the right preposition that they use in the sentence. This finding is in line with the research done by Rikal (2017) who found that Preposition is the one of the difficult topics but it is not the most one. From 136 students, 93 students did not receive any accurate answers. His item about Problem with preposition is similar with this research that the questions are identified by putting the appropriate preposition so it has the right meaning in the sentence.

CONCLUSIONS

In conclusion, the exam results showed that Reduce was the most difficult for the students to understand in Structure. It had had 11 wrong answers in each question and for written expression, Problem with Adjective and Adverb had the most difficult that has 12 wrong answers in each question, this can be concluded that the two materials as mentioned above are the most difficult faced by students in completing the structure and written expression section of TOEFL test.

To address the challenges students face in responding to Section 2 of the TOEFL, the recommendations of the study are; first, students thoroughly identify and understand each grammatical element in the structure and written expression component of the TOEFL to achieve a high score. Additionally, students should focus on areas such as inversion, reduction, issues with adjectives and adverbs, and preposition usage, as this study identified these as some of the most challenging aspects of the TOEFL's structure and written expression section.

REFERENCES

- 1) Agustina Sari, Y., Latief, S., & Al Faruq Hasyim, U. A. (2021). Investigasi Kesulitan Mahasiswa pada Structure and Written Expression Section of TOEFL di Perguruan Tinggi Kota Metro. *Curricula: Journal of Teaching and Learning*, 6(1), 2021. <https://doi.org/10.22216/jcc.2021.v6i1.122>
- 2) Akmal, S., Rasyid, M. N. A., Masna, Y., & Soraya, C. N. (2020). Efl Learners' Difficulties in the Structure and Written Expression Section of Toefl Test in an Indonesian University. *Englisia: Journal of Language, Education, and Humanities*, 7(2), 164. <https://doi.org/10.22373/ej.v7i2.6472>
- 3) Apple, M. T., Falout, J., & Hill, G. (2020). The Relationship between Future Career Self Images and English Achievement Test Scores of Japanese STEM Students. *IEEE Transactions on Professional Communication*, 63(4), 372–

An Analysis of Graduate Students' Challenges in Answering TOEFL Structure and Writing Questions

385. <https://doi.org/10.1109/TPC.2020.3029662>

- 4) Asmawi Zainul, N. N. (1997). *Penilaian Hasil Belajar* (D. J. P. T. D. P. dan K. Pusat Antar Universitas (ed.)).
- 5) Etika, I. (2020). Investigating the Difficulties Faced By English Department Students in Structure and Written Expression Section of Toefl At Bung Hatta University. *LINGUA LITERA : Journal of English Linguistics and Literature*, 5(1), 42–69. <https://doi.org/10.55345/stba1.v5i1.46>
- 6) Hajri, T., Jufrizal, & Wahyuni, D. (2018). An analysis of difficulties in answering structure and written expression of TOEFL made by English students of Universitas Negeri Padang. *Journal of English Language Teaching*, 7(1), 93–105. <http://ejournal.unp.ac.id/index.php/jelt/article/view/8957/7219>
- 7) Hampp, P. L., Kumayas, T. A., & Lengkoan, F. (2021). Synthesizing Grammar and Structure Problems Faced by Indonesian TOEFL Participants. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(1), 64. <https://doi.org/10.23887/jpbi.v9i1.33811>
- 8) Hayati, F., & Kurniawan, E. H. (2022). the Implementation of Teaching Listening Toefl At Test English School. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 4(1), 22. <https://doi.org/10.32503/proficiency.v4i1.2245>
- 9) Phillips, D. (2001). *Longman_Complete_Course_for_the_Toefl_Te.pdf* (L. Hellegers (ed.)). Library of Congress.
- 10) Rikal, M. (2017). *The structure and grammar competence of second semester students of English study program of IAIN palopo academic year 2016/2017* (Issue 121630019). Institute Agama Islam Negeri (IAIN).
- 11) Syahrin, A. (2020). *Error Analysis in Completing Structure Section of TOEFL Test*. https://repository.ar-raniry.ac.id/id/eprint/13307/%0Ahttps://repository.ar-raniry.ac.id/id/eprint/13307/1/Alfi_Syahrin%2C_160203127%2C_FTK%2C_PBI%2C_082240803068.pdf
- 12) Ubaedillah. (2020). Structure and Written Expression Section on Paper-Based Toefl: Perceived Difficulties By Managements' Students of Universitas Muhadi Setiabudi. *Jurnal Pendidikan Bahasa Inggris*, 8(1), 1–18.
- 13) Yosintha, R., Yuniarti, S. S., & Ramadhika, B. (2021). Structure and Written Expressions of the TOEFL: Linguistic and Non-Linguistic Constraints. *NOBEL: Journal of Literature and Language Teaching*, 12(1), 70–90. <https://doi.org/10.15642/nobel.2021.12.1.70-90>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.