



P-ISSN 2355-2794
E-ISSN 2461-0275

Problems With Section Two ITP TOEFL Test

Rizki Ananda*

University of Syiah Kuala, Banda Aceh, INDONESIA

Abstract

This study was designed to investigate (1) the difficulties faced by EFL university students with section two of the ITP, and (2) whether part A or part B was more difficult for them and why. A number of 26 students from two different universities, Syiah Kuala University and the State Islamic University Ar-Raniry were the samples for the test. The data was obtained from a multiple choice questionnaire test consisting of 46 questions, each with 4 answers to choose from. The results showed that inversions (12%), subject-verb agreements (10%), adverb clause connectors (7%), passives (6%), reduced adjective clauses (5%), parallel structures (5%) and use of verbs (5%) were the most difficult questions for the students. Furthermore, they felt that part B was more difficult than part A, as finding an error in a sentence was harder than completing a sentence from a multiple choice. Furthermore, the length of questions in part A did not affect the amount of time the students spent to complete part A and did not cause them to panic. Also, unfamiliar words in part A were not regarded as a problem by the students. Hence, TOEFL teachers and trainers are highly encouraged to pay more attention to doing study exercises for the seven topics with the highest percentages above in part A and also to more practice for part B.

Keywords: ITP TOEFL, structure, written expression, questionnaire, multiple choice tests.

1. INTRODUCTION

1.1 Background

The Test of English as a Foreign Language (TOEFL) is a test administered to measure the English proficiency of non-native speakers of English. As Phillips (2001, p. xiii) asserts that “the TOEFL test is a test to measure the level of English ability of

*Corresponding author, email: rizki_ananda83@gmail.com

non-native speakers of English”. Likewise, Abboud and Hussein (2011) contend that as a test of English as a foreign language, TOEFL has become a standardized test used throughout the world to measure the English proficiency of non-native English speakers. The two statements above are congruent with Sulistyo (2009) who states that, for more than half a century, TOEFL has been viewed as a standardized test widely employed all around the world in more than one hundred countries. Furthermore, TOEFL is used by many (overseas) universities for their admission processes that must be fulfilled by prospective new foreign students (Pyle & Page, 2002; Sharpe, 2004). In relation to this, Abboud and Hussein (2011, p.111) further say, “more than 5,000 colleges, universities, and licensing agencies in 90 countries accept the TOEFL scores”. From the purposes mentioned above, it can be understood that mastery of TOEFL is very important because it enables learners to show that they have a good proficiency in English and opens a great deal of access to continue study abroad and also to continue studying in Indonesia.

In Indonesia, TOEFL, particularly TOEFL ITP, is learnt by people to pursue the same purposes mentioned in the preceding paragraph. Most students study TOEFL because some of the prestigious universities in Indonesia require them to obtain a high TOEFL score as a major requirement for admission. Also, most of the universities in Indonesia urge their students, both undergraduate and graduate students, to have a fairly high score from ITP TOEFL for their graduation. Besides, most, if not all, of the major companies in this country also request that their employees obtain a fairly high ITP TOEFL score for their promotion (Hambali, 2008). From these purposes, it can be understood that Learning ITP TOEFL is a must for students if they would like to continue their study at a prominent university and if they expect to earn a university degree. Therefore, university students are expected to master the ITP TOEFL test to fulfill these purposes.

However, there is a big discrepancy between expectations and reality. There are still many EFL students who fail to get good results in the ITP test. Most of them agreed that one of their biggest hurdles is section two of the ITP test, which examines structure and written expression. To this end, a study carried out by Hambali (2008, pp. 84-85) revealed that students still have many problems in answering section two of the ITP test. Those problems included (1) identifying verbs, (2) identifying the correct word order of subject and verb in a noun clause, and (3) identifying words with derivation and function. Similarly, the findings by Abboud and Hussein (2011) confirmed that 52% of students said that the grammar questions were difficult. This study also revealed that with part A, structure, 57% of test takers said that part A, structure, is harder than part B, written expression, whereas only 43% said that part B was more difficult than part A. Moreover, Wright and Sukur (2012) strongly affirm that one big common problem for students of the ITP test is section 2, Structure and Written Expression; hence, students often feel stressed with this part. They also stated that problems with grammar were thought to prevent students from getting a high score in TOEFL which is one of the requirements for university admission either in Indonesia or in universities abroad. Similarly, Mahmud (2014) in his study found that most of his respondents encountered serious problems in answering the structure and written expression section.

Based on the explanations above, the researcher was inspired to conduct research to find out the most difficult problems faced by EFL learners in the ITP TOEFL test. It was expected that this study can be both practical and theoretical contribution for EFL teachers and learners. Practically, this study can help them find methods that they can

use to improve their ITP score. As regards the theoretical contribution, this study is expected to enrich the theories of the problems faced by students in the structure and written expression part of the ITP test so that it can be used as a reference for further studies conducted by other researchers.

1.2 Research Questions

This study was carried out to answer the following two research questions:

1. What are the difficulties faced by EFL university students in section 2 of the ITP test?
2. Which part of section two in the ITP is considered more difficult by these students, part A or part B? Why?

1.3 Research Objectives

Based on the formulation of the two research questions above, it can be understood that the objectives of this study were to find out what kind of difficulties were faced by Acehnese EFL university students in the structure and written section of the ITP TOEFL test and to figure out which part of section two was more difficult for these EFL university students, part A or part B together with the reasons why these participants found one part more difficult than the other.

LITERATURE REVIEW

2.1 Brief History of TOEFL

The Test of English as a Foreign Language (henceforth, TOEFL) is a test which is standardized to measure the English proficiency of non-native speakers of English. This test was first started by an American Council for the testing of English as a foreign language in early 1962 (Sulistyo, 2009). Since its establishment, TOEFL has developed several versions due to shifts in the views of the nature of language.

The first TOEFL was the Paper and Pencil Based TOEFL (PBT). It was developed on the basis of the belief that language comprises two layers: the layer of form and that of meaning (Sulistyo, 2009). In this version of TOEFL, good mastery of English grammar was ultimately important. It can be seen from the format of the test. The PBT had three sub-sections: (1) the listening section, (2) the structure and written expression section, and (3) the reading comprehension section. Another two tests, commonly tested separately, were the Test of Written English (TWE) and the Test of Spoken English (TSE) (Sulistyo, 2009). In the listening section, there were three parts: part A is the comprehension of fragmented sentences, part B is the comprehension of dialogues, and part C is the comprehension of texts larger than dialogs/monologs. In part A, accuracy of common grammatical points were tested (Sulistyo, 2009). In section two, structure and written expression, it was crystal clear that test takers must have an adequate knowledge of English grammar without which they would be sure to get a low score in this section. From the explanation above, we can understand that the PBT still put great emphasis on the form of language.

However, a need to assess the test takers' proficiency in using English communicatively found there were shortcomings in the PBT and the next version of TOEFL, the computer based TOEFL (CBT) was developed. In the early part of its development, however, the CBT also still included sub-sections similar to the PBT: listening, structure and written expression, and reading comprehension as well as TWE (Test of Written English) and TSE (Test of Spoken English) were both tested separately. The major difference was that while the PBT was paper based, the CBT was computer based. In the later development of the CBT, more emphasis on communication skills was prioritized. It can be seen from the tested sections which include macro skills: listening, speaking, reading and writing. In the most recent development of the CBT, the concept of language as a means of communication was viewed as highly important (TOEFL internet based test, 2007, as cited in Sulistyo, 2009).

The development of the CBT gave birth to the new version of TOEFL, so called internet based TOEFL (IBT) in 2005. Linguistically, the rationale behind IBT and CBT is the same, namely to test the students' ability to use language communicatively and functionally. The difference is that in the IBT academic settings and themes are more emphasized (Sulistyo, 2009). To summarise, the creation of the IBT has the purpose to assess the ability of the test takers' to use English for speaking, orally.

2.2 Institutional Testing Program (ITP)

Aside from the three versions of TOEFL elaborated above, there is one other version called ITP, which has become the focus of this study. Basically, ITP includes the same sub-tests as does the PBT explained above, but in the ITP, there are no TWE and TSE. In line with this, Sharpe (2004) reckons that ITP and PBT are quite similar in terms of their length, format, and level of difficulty.

In ITP there are three sections: listening, structure and written expression, and reading comprehension. The following subheadings deal with the explanation of these three sections. However, The examples of conversations, dialogue, reading passages, and questions are not given here so to have a clear look at what all these look like go to Pyle and Page (2002); Philip (2001); TOEFL ITP assessment series (2013).

2.2.1 Section One: Listening Section

The purpose of the listening section is to assess the ability to comprehend spoken English (Pyle & Page, 2002). There are three parts to the listening section: Part A, with short dialogues containing 30 questions, Part B with longer dialogues consisting of 8 questions, and part C, a lecture with 12 questions. In all parts of these sections, the conversations and dialogues are not played a second time so that test takers need to listen to the recordings very carefully and attentively. Then, they choose one out of four possible answers for each of the 50 questions. The time allotted for the listening section is 30 to 35 minutes (Pyle & Page, 2002).

2.2.2 Section Two: Structure and Written Expression

The structure and written expression section was developed to test the ability to identify appropriate language for standard written English (TOEFL ITP assessment

series, 2013). This section entails two parts: Part A, Structure, and Part B, Written Expressions. In Part A, there are 15 incomplete sentences; beneath each sentence are four words or phrases, marked (A), (B), (C), and (D). Test takers are to choose the one word or phrase that most perfectly completes the sentence. On the answer sheet, find the number of the question and fill in the corresponding blank space with the letter for the answer they have chosen (Pyle & Page, 2002). Subsequently follows Part B, which is the written expressions, with 25 questions which each having four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Test takers are to choose the one underlined word(s) or phrase that must be changed so that the sentence will be correct. This section usually lasts for 25 minutes.

2.2.3 Section Three: Reading Comprehension

The last section is reading comprehension whose purpose is to measure the ability to read and comprehend short passages which uses the same topics and styles as most universities and colleges (TOEFL ITP assessment series, 2013). There are usually four to five long passages, each of which commonly has about eight to twelve questions. Test takers are asked to answer these questions which are usually related to main ideas of the whole passage, vocabulary, detailed information, inferences and reference items. The time given for this section is 50 minutes.

2.3 Previous Related Studies

It is true that the ITP TOEFL test is still a serious challenge for students as scientifically proven by previous studies (Mahmud, 2014; Hambali, 2008). In his study, Mahmud (2014) employed semi-structured interviews and classroom observations to investigate the problems faced by students in the TOEFL tests and the nature of their difficulties. Not surprisingly, he found that the students confessed that the TOEFL test was very difficult for them to pass due to a low level of basic skills, less practice, less motivation, and individual differences amongst students such as age and family status.

Another study was carried out by Hambali (2008). Through participant observations at the Graduate School at Sriwijaya University during the TOEFL preparation class held in their language laboratory, he found that many students had problems in TOEFL, such as with identifying verbs, identifying the correct word order of subject and verb in a noun clause, and identifying words with derivations and their functions. He further went on to say that the hardest problems mainly occurred in section two of the ITP TOEFL test.

METHODOLOGY

3.1 Research Design

3.1.1 Scope of Study

This study focused only on investigating the problems that students had in section two of the ITP TOEFL, dealing with structure and written expression and the reasons why the students found one of the parts in section two of the ITP TOEFL (part A or part

B) to be more difficult than the other; as a result, problems with listening and reading comprehension were not considered. The location of this research study was in the English language Department at Syiah Kuala University.

3.1.2 The Theoretical Framework

The theoretical framework for this study was based on the grammar topics commonly tested in ITP TOEFL taken from Phillips (2001) as presented above. The topics with high frequency of errors were categorized as the most serious problems faced by English learners in section two of the ITP TOEFL.

3.1.3 The Choice of Respondents

In a bid to ensure the validity of the data, the samples chosen were 26 English students from Syiah Kuala University and from the National Islamic University Ar-Raniry who had taken the actual TOEFL test so that they could give reasons, based on their experiences, why they considered one part of section two in the ITP TOEFL test to be harder than the other part. To choose the sample, the researcher employed a random sampling procedure in which the students were chosen randomly. The reason for choosing this procedure was that by using random sampling, the result can be generalized for the entire population (Creswell, 2003).

3.2 Research Instrument and Data Collection

3.2.1 Test

The test items in this study were adopted from Phillips (2001) with some modifications. The writer used several ways to collect the data for the study. First, the researcher gave a test to the participants consisting of the topics most often tested in the actual TOEFL test in the form of multiple choice questions like the TOEFL tests. The test included 23 topics as presented above, each with two questions (the test is set out in Appendix 1). Therefore, the total number of questions was 46 questions that had to be answered within 50 minutes. This test was used to answer the first question of this study.

3.2.2 Questionnaire

The questionnaire was designed based on the findings of Abboud and Hussein (2011) with modifications to suit the study objectives. It had six questions pertaining to the reasons why each student found one of the parts in section two of the ITP TOEFL test (part A or part B) to be more difficult than the other. Accordingly, this questionnaire provided answers for the second question of this study.

3.3 Data Analysis

The data were analyzed through several stages. For the first instrument, the test, the researcher began by checking the answers given by the students. After that, he

classified the correct and incorrect answers. Next, he counted the percentage of errors in each topic by using a formula given by Sudijono (2010):

$$P = \frac{f}{N} \times 100\%$$

In which:

P = percentage of errors in each topic

f = the number of wrong answers in each topic

N = total number of all wrong answers

The topics with the highest percentage of errors became the most serious problems for the students. In addition, the data analysis for the questionnaire was conducted by classifying the proportions of the samples choosing “yes” and those choosing “no” for each item to ease the researcher in analysing and interpreting the data (Aridah, 2004).

DATA ANALYSIS AND RESULTS

4.1 Analysis of the Test

The results from the data analysis are shown in Figure 1 below.

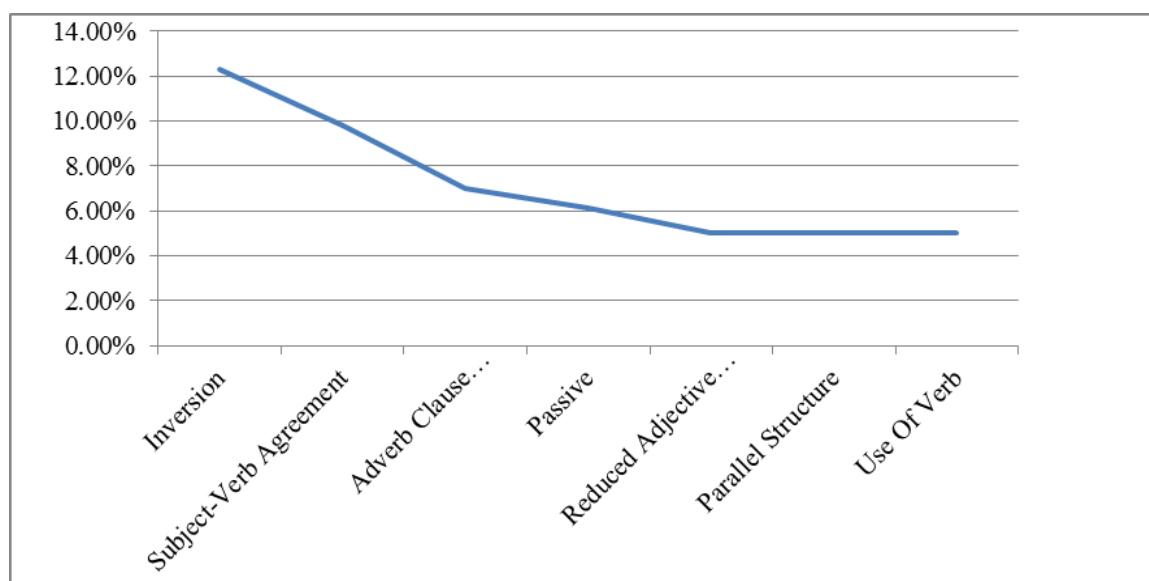


Figure 1. Seven topics with the highest frequency of errors.

As shown in Figure 1, there were seven topics that had the highest percentage of errors. The higher the percentage of errors that a topic has, the harder it is for students. The first topic with the highest percentage was “inversion” amounting to 12%, followed by “subject-verb agreement” (10%). In addition, the topic “adverb clause connectors” (7%) was the topic with the third highest percentage of errors, whereas, “passive” is the fourth topic with 6% of the total errors. Meanwhile, the other three topics were “reduced adjective clauses”, “parallel structures”, and “use of verb” or “misuse of verbs”, each of which received 5%, respectively.

4.2 Questionnaire Results

Table 1 shows the results from the questionnaire.

Table 1. Questionnaire results.

No.	Statements	Yes	No
1.	For me, part A is more difficult than part B.	12	14
2.	Part B is easier than part A because finding an error is easier than completing the sentence	7	19
3.	Part A is more difficult than part B for me because it consists of long sentences so that it takes time to read and answer it.	13	13
4.	Part A is more difficult than part B because I feel lazy to read long sentences.	7	19
5.	Part A is harder than part B because its sentences contain a lot of unfamiliar words for me.	11	15
6.	I quite often panic when I see long sentences in Part A.	7	19

From the results of the questionnaire in Table 1, when the samples were asked if part A or part B is more difficult, there were 12 samples answering “yes” and 14 “no”. It can clearly be interpreted that part A is not more difficult than part B and thus, part B is more difficult than part A. In addition, question 2 revealed that more samples (19) answered “no” if part B is easier because finding an error is easier than completing the sentence. From this response, we can understand that finding an error in sentences is harder than just completing sentences, hence part B is harder.

It was also found that the number of samples choosing “yes” and that of samples answering “no” is similar when asked whether part A is more difficult because it consists of long sentences so that it takes time to read and answer it. It can be seen that for some samples, the length of the questions makes Part A more difficult than part B because they would spend much time reading it, whereas for the others, the length of questions in part A is not a matter. Pertaining to question 5, most of the samples (19) answered “no” that part A is more difficult than part B because they feel lazy to read long sentences. This response revealed, too, that the length of sentences did not affect the attitude toward part A, making it no harder than part B in section two of the ITP TOEFL.

Moreover, there were more samples (15) answering “no” than those choosing “yes” when asked question 6 regarding whether part A is harder than part B because its sentences contain a lot of unfamiliar words for them. It can be understood that the familiarity of words was not a source of difficulty to answer part A. Finally, question 6 showed that most of the samples (19) chose “no” when asked whether they quite often panic when they see long sentences like in Part A. Thus, we can understand that the lengthy sentences in part A did not make the samples panic and lose their concentration to finish part A.

5. DISCUSSION

The results of the test have strived to answer the first question of this study. As the test results suggests, students encountered serious problems in answering (1) inversion, (2) subject-verb agreement, (3) adverb clause connectors, (4) passive, (5) reduced adjective clause, parallel structure, and use of verbs. Inversion (12%) came as the first topic with the highest percentage of errors, followed by subject-verb agreement (10%),

adverb clause connectors (7%), and passive (6%). However, the other topics of reduced adjective clause, parallel structure, and use of verb each had 5%, respectfully.

The findings from this study have both similarities and differences with prior studies. The similarity is that the result of this study was in line with the findings of some other research (Mahmud, 2014; Hambali, 2008) that Section B of the ITP test, Structure and Written Expression, was found to be difficult for the learners. Thus, it is very important for learners to enhance their ability and knowledge in structure and written expression by making some efforts, for example joining one or more TOEFL preparation classes (Hambali, 2008).

Furthermore, it is quite pivotal for students to understand that learning the TOEFL is not only to fulfill a requirement for academic purposes or the likes, but also to be regarded as self-improvement (Hambali, 2008). In addition, students also have to raise awareness toward the importance of budgeting much time to increase their TOEFL score, especially in part B. In relation to this, Brown (2000) contended students should be willing to spend their “personal time, effort, and attention” when learning a second language as these are deemed essential.

Interestingly, nevertheless, this study found something new, compared to the research carried out by Hambali (2008). In his study, he revealed that the topics that the students found problematic were: (1) identifying verbs, (2) identifying the correct word order of subject and verbs in noun clauses, (3) identifying words with derivations and functions. Meanwhile, the subjects of this study encountered hurdles in answering “inversions”, “subject-verb agreement”, “adverb clause connectors”, “passive”, “reduced adjective clauses”, “parallel structures”, and “use of verbs”.

Pertaining to the finding from the questionnaire, we can see that in section two of ITP TOEFL, part B, written expression, was considered more difficult by most of the subjects than part A, the structure part. Again, interestingly, this finding contradicted with the finding of the study undertaken by Abboud and Hussein (2011) in which in their study, they found that the subjects considered part A to be harder than part B. Accordingly, the issue on whether part A or part B is more difficult for students is still debatable and may need further research.

The reason why the students in this study said Part B is harder than part A was that they said finding errors (part B) was harder than completing sentences (part A). On the contrary, the finding of Abboud and Husein (2011) proved that finding an error in part B in section two of TOEFL is easier than completing sentences in part A. Moreover, we can also see that the length of the sentences in part A in section two of ITP TOEFL does not make it more difficult than part B for the students in this study. Also, the students acknowledged that the length of the sentences in part A did not make them lazy to read the questions and/or cause them to panic. Also, unfamiliar words found in the questions of part A were not a problem for the students. Taking all these reasons into considerations, these students found that part B was more difficult than part A of section two in the ITP TOEFL test.

6. CONCLUSION

From the results of the test and the questionnaire, it can be concluded that of all the topics commonly included in section two of the ITP TOEFL test, there were seven topics which were the most difficult for the students. They were: “inversions”, “subject-

verb agreement”, “adverb clause connectors”, “passives”, “reduced adjective clauses”, “parallel structures”, and “use of verbs”. Other studies have found that students had troubles with other topics in section two of the ITP TOEFL test. However, at least the findings of this study have much in common with other studies that also found section two of the ITP TOEFL test is still a problem for test takers. Hence, it is strongly suggested that TOEFL teachers should pay more attention to this section, especially to the topics with the highest percentages of errors when teaching TOEFL to their students so that their students can answer these questions correctly in the future.

Furthermore, although the previous study revealed that part A proved to be harder than part B, this study indicated the opposite, that part B seemed to be more problematic for the students. To summarize, teachers need to give more emphasis to teaching part B to their students to help them gain a high score in the ITP test.

Finally, the researcher fully realizes that this study still has some limitations. First, the population in this study was small and localized so that the findings from only a few students cannot be generalized to a much wider population. Furthermore, as stated in the discussion section, the findings of this study are contrary to the findings from other prior research. Finally, the number of questionnaire items used was small so that this study might only yield a few reasons for whether part A or part B is more challenging for students. Taking all these into consideration, the researcher strongly encourages other researchers to conduct further studies involving a larger number of subjects and using interviews and/or questionnaires with more items so that the findings of the next research can be more objective and applied to a wider context. Furthermore the researcher suggests doing research to see whether doing sample tests with larger number of times will make it much easier for students to get a high score in the ITP TOEFL test. In other words to what extent can more and more practices make perfect!

REFERENCES

- Abboud, Z. A. R., & Hussein, N. J. (2011). The difficulties faced by advanced Iraqi foreign learners in passing the ITP TOEFL test. *Journal of Basrah Researchers (Humanities Series)*, 36(4), 110-138.
- Aridah. (2004). Students' preferences and reactions to teacher feedback. In B. Y. Cahyono & U. Widiati (Eds.), *The tapestry of English language teaching and learning in Indonesia* (pp. 195-203). Malang: State University of Malang Press.
- Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Hambali, M. (2008). Shortcut strategies in analyzing sentence structures in TOEFL. In C. D. Diem & Kasmansyah. *Lingua: Jurnal Bahasa dan Sastra*, 9(2), 82-88.
- Mahmud, M. (2014). The EFL students' problems in answering the Test of English as a Foreign Language (TOEFL): A study in Indonesian context. *Theory and Practice in Language Studies*, 4(12), 2581-2587.
- Phillips, D. (2001). *Longman complete course for the TOEFL test: Preparation for computer and paper test*. White Plains, N. Y.: Longman.
- Pyle, M. A., & Page, M. E. N. (2002). *TOEFL preparation guide: Test of English as a foreign language*. New Delhi: Wiley Dreamtech India (P) Ltd.

- Sharpe, P. J. (2004). *How to prepare for the TOEFL: Test of English as a foreign language*. New York: Barron's Educational Series, Inc.
- Sulistyo, G. H. (2009). TOEFL in a brief historical overview from PBT to IBT. *Bahasa dan Seni*, 37(2), 116-127.
- Sudijono, A. (2006). *Pengantar statistik pendidikan*. Jakarta: PT Raja Grafindo.
- Wright, S. W., & Sukur, S. G. (2012). *Soal-soal grammar TOEFL*. Yogyakarta: Kalarana Press.
- The TOEFL ITP Assessment Series. (2013). *Test taker handbook*. Princeton, N. J.: ETS.

APPENDIX 1

Please answer the following questions by choosing a letter of the word or group of words that best completes the sentence. Your participation is highly appreciated.

Name :
Semester :
University/Department :

- A. Choose the letter of the word or group of words that best completes the sentence
- _____ heated by solar energy have special collectors on the roofs to trap sunlight. (SVA)
(A) A home is (C) A home
(B) Homes are (D) Homes
 - A pride of lions _____ up to forty lions, including one to three males, several females, and cubs. (OP)
(A) can contain (C) contain
(B) it contains (D) containing
 - The tetracyclines, _____ a family of antibiotics, are used to treat infection. (AP)
(A) are a family of (C) a family of
(B) being a family (D) their family is
 - Experiments _____ represent a giant step into the medicine of the future. (PP)
(A) using gene therapy (C) they use
(B) use gene therapy (D) gene therapy uses
 - Rubber _____ from vulcanized silicones with a high molecular weight is difficult to distinguish from natural rubber. (PsP)
(A) is produced (C) that produces
(B) producing (D) produced
 - Case studies are the target of much scepticism in the scientific community, _____ used extensively by numerous researchers. (CC)
(A) they are (C) yet they
(B) are (D) yet they are
 - The prisoners were prevented from speaking to reporters because _____
(A) not wanting the story in the papers
(B) the story in the papers the superintendents did not want

- (C) the public to hear the story
(D) the superintendent did not want the story in the papers
8. Scientists are now beginning to conduct experiments on _____ trigger different sorts of health risk. (NCC)
(A) noise pollution can (C) how noise pollution
(B) that noise pollution (D) how noise pollution can
9. The gift _____ selected for the bride was rather expensive. (ACN)
(A) because (C) since
(B) was (D) which we
10. _____ on several different television programs, the witness gave conflicting accounts of what had happened. (RAC)
(A) He appeared (C) Appearing
(B) Who appeared (D) Appears
11. When _____, you are free to leave. (RADC)
(A) the finished report (C) the report
(B) finished with the report (D) is the report finished
12. On the second level of the parking lot _____. (INV)
(A) is empty (C) some empty stalls are
(B) are empty (D) are some empty stalls
13. Vitamin C is necessary for the prevention and _____ of scurvy. (PrS)
(A) it cures (C) cure
(B) cures (D) for curing
14. The speed of light is _____ the speed of sound. (ComSup)
(A) faster (C) the fastest
(B) much faster than (D) as fast
15. *Alice in wonderland*, first published in 1865, has since _____ translated into thirty languages. (Form of verb)
(A) been (C) be
(B) being (D) are
16. Paul did not say when he _____ the project. (Use of verb)
(A) will finish (C) will finishing
(B) would finished (D) would finish
17. _____ discussed by the board of directors when it was proposed again by the supervisors. (Psv)
(A) The problem had already (C) The problem had already been
(B) The problem is already (D) The problem has already
18. Presidential _____ held every four years on the first Tuesday after the first Monday in November. (Nn)
(A) electing (C) is elected
(B) elections are (D) elected and
19. If she borrows your coat, then you should be able to borrow _____. (Prn)
(A) hers (C) she
(B) her (D) herself
20. The car was not _____ at 3:00. (Adj & Adv)
(A) complete ready (C) completely readily
(B) completeness ready (D) completely ready
21. He took _____ from his wallet to pay for the sweater (art)

- (A) a money (C) money
(B) an money (D) the money
22. In any matter, heat tends to flow _____ to the cooler parts. (Prep)
(A) hotter parts (C) from the hotter parts
(B) there are hotter parts (D) toward the hotter parts
23. No matter what job she has, she always _____ her best. (Usg)
(A) do (C) makes
(B) does (D) make
24. Among bees _____ a highly elaborate form of communication. (SVA)
(A) occur (C) it occurs
(B) occurs (D) they occur
25. With his friend _____ found the movie theater. (OP)
(A) has (C) later
(B) he (D) when
26. _____, George, is attending the lecture. (AP)
(A) Right now (C) Because of the time
(B) Happily (D) My friend
27. The child _____ playing in the yard is my son (PP)
(A) now (C) he
(B) is (D) was
28. The package _____ mailed at the post office will arrive Monday. (PsP)
(A) have (C) them
(B) were (D) just
29. A power failure occurred, _____ the lamps went out. (CC)
(A) then (C) later
(B) so (D) next
30. _____ was late, I missed the appointment. (ACC)
(A) I (C) The train
(B) Because (D) Since he
31. The fact _____ the most important ratings period is about to begin has caused all the networks to shore up their schedules.
(A) is that (C) that
(B) of (D) what
32. The Apollo 11 astronauts, _____ of the Earth's inhabitants witnessed on the famous first moonwalk on July 20, 1969, were Neil Armstrong and Buzz Aldrin. (ACN)
(A) whom (C) were some
(B) whom millions (D) whom some were
33. In 1870, Calvin, along with Adirondack hunter Alvah Dunning, made the first known ascent of Seward Mountain, _____ far from roads and trails. (RAC)
(A) a remote peak (C) a remote peak is
(B) it is a remote peak (D) which a remote peak
34. When _____ nests during spring nesting season, Canadian geese are fiercely territorial. (RADC)
(A) building (C) built
(B) are building (D) are built
35. Only for a short period of time _____ run at top speed.(INV)

- (A) cheetahs (C) that a cheetah can
(B) do cheetahs (D) can
36. Truman Capote's *In Cold Blood* is neither joournalistically accurate _____. (PrS)
(A) a piece of fiction (C) or written in a fictitious way
(B) nor a fictitious work (D) nor completely fictitious
37. The use of detail is _____ method of developing a controlling idea, and almost all students employ this method. (ComSup)
(A) more common (C) most common
(B) common (D) the most common
38. Linus Pauling has _____ two Nobel Prizes: the 1954 Nobel Prize in Chemistry and the 1962 Nobel Peace Price. (Form of verb)
(A) won (C) been win
(B) winning (D) win
39. After last week's meeting, the advertising department quickly realized that the product _____ a new slogan. (The use of verb)
(A) would need (C) need
(B) will need (D) needs
40. The x-ray tratments _____ up to the time that he was dismissed from the hospital. (Psv)
(A) gave daily (C) basically have given
(B) were given daily (D) daily had been given
41. As a compilation of useful details, a weekly magazine commends itself in several _____. (Nn)
(A) respect (C) respected
(B) respects (D) respecting
42. Superman made _____ comic debut in 1938 in *Action Comics*. (Prn)
(A) its (C) their
(B) his (D) them
43. Do you want to go to the early movie or the _____ movie? (Adj & Adv)
(A) lately (C) lateness
(B) late (D) being late
44. The scholarship that Wilson received to study history at Cambridge presented _____ (Art)
(A) an unique opportunity (C) unique opportunity
(B) a unique opportunities (D) a unique opportunity
45. I just don't approve _____ your cheating on the exam. (Prep)
(A) of (C) in
(B) on (D) out
46. The buffolo and the bison are _____ except for the size and the shape of the head and shoulders. (Usg)
(A) like (C) different
(B) alike (D) similar to

THE AUTHOR

Rizki Ananda was born in Banda Aceh, in 1992. He completed his Bachelor's degree in the Study Program of English Education at the Faculty of Teacher Training and Education at Syiah Kuala University in 2013. He has taught English with Private English Fast Course to secondary school students in Banda Aceh. He is currently a Master's student at the University of New South Wales, Australia, majoring in Applied Linguistics. His study is funded by the Indonesia Endowment Fund for Education (LPDP).