

THE STRATEGIES APPLIED BY EFL LEARNERS TO OVERCOME MORPHO-SYNTACTIC DEVIATION IN SECTION 2 OF TOEFL TEST IN A PESANTREN-BASED UNIVERSITY

Abdur Rofik

Universitas Sains Alqur'an Wonosobo

abdur.rofik32@yahoo.com

ABSTRACT The study aims at revealing the morphological and syntactical deviations patterned by EFL students, and their strategies to respond structure and written expression of TOEFL-Like Test. 70 students participated in this study. The students who were from study programs of English Literature, Technical Information, and Political Sciences of Universitas Sains Alqur'an were involved in this study. Their feedback were analyzed based on a qualitative approach. The findings exposed that 70 test-takers constructed 1.711 morpho-syntactic deviations. The most six morpho-syntactic problematic queries based on EFL students' responses are epithet in parallel structure, subject-verb needs, object needs in noun phrase forms, quantifier-noun agreement, inversion of negative expression, connector subject pronoun in the adjective clause. Concerning strategies adopted by the students, they revealed that paying to the object of the preposition, focusing on past participles, making in mind that verbs of the sentence agree to the subject in cases of prepositional phrases, making in mind verbs agreement on an expression of quantity cases, and focusing on the present participle questions need to be put in. Furthermore, this study suggested that the EFL students are encouraged to take into consideration those six most morpho-syntactic deviations.

Keywords: Problems of TOEFL, Structure and written expression, Morpho-syntactic deviation, Strategies in TOEFL, Pesantren-based university

A. INTRODUCTION

Based on the previous research findings conducted by Rofik, Christina, & Hidayah (2020), students of UNSIQ experienced section 2 of TOEFL-Like as the most challenging skill. Furthermore, they found that of 2811 respondents, most of them were categorized as basic users. However, the study still showed a general finding. Therefore, the current research stands in need to be conducted to deliver more definitive results. Furthermore, EFL learners are called for realizing what skills they acknowledge enough and what skills they need to improve so that they can achieve significant levels in answering section 2 of the TOEFL-Like Test. Again, Handayani (2019) stated that lack of strategies in conducting TOEFL test caused students to gain problems in section 2.

Even though the study of section 2 of the TOEFL Test had been conducted by some researchers, such as Ananda, 2016 & Handayani, 2019, this research proposed different contexts. Ananda studied undergraduate students in the state university of Syiah Kuala, and then Handayani proposed the study in Poltekes Solok. However, this study is designed to unveil the problems in section 2 of the TOEFL-Like Test in a developing Islamic university

that is not mostly uncovered yet. Many universities have a similar characteristic to UNSIQ as a developing Pesantren-based University in Indonesia.

Also, the study of English proficiency test that presents a new normal in the pandemic era is rarely found. Moreover, the class is held by proposing an online manner. Therefore, the EFL students of undergraduate levels run into new experiences. As the consequence, they are inclined to have distinct experiences. As found by Subekti (2020), she stated that online learning model experienced inadequate infrastructures, teacher's limited pedagogical competencies, and the lack of communication of students-teachers, and teachers-students. Therefore, the learning achievement may be not maximal. Moreover, the TOEFL-Like Test adopted in this study proposes a Test from Home (TFH). Similar findings are also resulted by Rahman (2020).

Because the TOEFL study in covid-19 period still remains uncovered, the study of section 2 of TOEFL-Like Test that the EFL students of Pesantren-based university follow the class virtually is considered important to be conducted. Since the section 2 consists of structure and written expression, therefore morpho-syntactic study is appropriate in this research.

Following up on the background of the study, the researcher proposed two research questions. (1) What morpho-syntactic deviation is made by the students?, and (2) How do the students analyze morpho-syntactic deviation tested in section 2 of TOEFL?. Based on those research questions, this study provides two objectives of the study. They are (1) to know morpho-syntactic deviation conducted by the students, and (2) to know the strategies applied by the students to analyze morpho-syntactic problems tested in TOEFL section 2.

B. REVIEW OF LITERATURE

Morphology

Morphology is defined as the study of the smallest segments of a language. Morphology therefore studies morphemes. O'dwyer (2000: 19) stated that a morpheme is the minimum different parts of grammar. Furthermore, he affirmed that the parts usually mean little or nothing for the beginning of speakers. In line with O'dwyer, Broderick (1975: 26), Brinton & Brinton (2010: 82) declared that morphemes are abstract meaning labels that are attached to the smallest meaningful units of utterances in a language.

Following morphemes, they are divided into two, namely bound morphemes (BMs) and free morphemes (FMs). BMs cannot stand by themselves because they need second morphemes either combined with FMs or another BM. For example, the

word **encourages** that contains a prefix **en** and a suffix **s** as BMs are combined with **courage** as FMs. Meanwhile, the affix **en** is different from **s**. The prefix **en** is a derivational verb, whilst the affix **s** is an inflectional form. The inflection **s** is used to sign a particular tense. Commonly, inflectional **s** occurs when a subject of a sentence has a third person singular, such as she, he, or it. Furthermore, the word **courage** is distinct from **en** and **s**. This is FMs, therefore the part can stand by its self as an adjective (Adj). Table 1 gives us an illustration of the morpheme **encourages**.

Table 1. Morphemes of *encourages*

Morphemes	FMs	BMs	Prefixes	Infixes	Suffixes	Derivation	Inflection	Meaningful
En		√	√			√		
Courage	√							√
S		√			√		√	

As illustrated in the table above, the morpheme combination can create a clear meaning. A writer can shape the meaning of an utterance when he or she arranges a phrase, a sentence, or a clause. To have meaning BMs need to be attached to either with FMs or BMs. It is different from FMs that can express meaning alone because they are identical to words, O'dwyer (2000: 19).

Furthermore, the upper construction of morphemes is a word. A word is a building-block out of that phrases and sentences are formed, Carstairs-Mccarthy (2002: 5). Furthermore, a word is divided into two lexical classes: closed and open, Booij (2007: 51). Then, he explained that open lexical classes means that the word may be extended through word-formation.

Syntax

Syntax studies the construction of how a word is placed together to create a phrase, then how a phrase is placed together to build a bigger phrase or a clause, and how a clause is put together to construct a sentence (Miller, 2002). Furthermore, he stated syntax as a neutral study concerning correct and incorrect language.

Table 2. Standard (S) and Non-Standard (NS) English Samples

No	Utterances	Morpho-syntactically correct (S)	Morpho-syntactically incorrect (NS)	Tenses
1	There are too many advertisements during television shows (Pyle & Munos, 1991: 43)		√	Simple present
2	The thousands whom the tidal wave killed lived on the island of Java (Wishon & Burks, 1980: 165)	√		Simple past

3	A heavy snowfall has blocked the mountain passes (Greenbourn & Nelson, 2009: 9)	√	Present perfect
---	--	---	-----------------

Those three utterance samples involve simple and complex sentences. Traditionally, a sentence involves two prime constituents. Those are a subject and a predicate. Furthermore, English is divided into two types, namely standard and non-standard, (Miller, 2002).

Morpho-syntactic Deviation

Linguistic levels of the deviation are divided into 8. Leech (1968) declared those 8 deviation types as follows; lexical, grammatical, phonological, graphological, semantic, dialectical, register, and historical period deviation. Particularly, Leech (1968: 44) pointed out that to differentiate the types of grammatical deviation, it is suggested to start traditionally between morphology (the grammar of words) and syntax (the grammar of word structures within sentences). Therefore, it can be concluded that the words and the word structures within sentences in deviation have their own lines.

C. RESEARCH METHOD

This was a qualitative study that involves seventy participants. Furthermore, the participants consisted of students from various study programs, namely English Literature, Political Sciences, and Technical Information. The participants were randomly taken in 3 from 21 strata one study programs in Universitas Sains Alqur’an Wonosobo. Besides, the study also invited male and female participants as the respondents.

The data were grasped from section two of the TOEFL-Like Test that consists of 40 questions. The provided questions were designed to figure out the structure and written students’ competency. Therefore morpho-syntactic deviation could be analyzed. Furthermore, the students' responses were analyzed to maintain the most problematic questions as reflected in their answer sheets. By analyzing their answers, it can measure test-takers’ English competency. Therefore, the EFL learners perceive morpho-syntactic aspects that they require to master more.

Following up, questionnaires were given to the respondents to unveil the most common strategies adopted by the students dealing with section two of TOEFL. The items of questionnaires were referred to Phillip (2001). In addition, In this study, the students were provided with TOEFL training before they responded to the questionnaires. They were facilitated by having a TOEFL class in 12 hours. Therefore, it was believed that they could share questionnaire responses appropriately. The class was held in a manner of online to respond new normal situation in Covid 19 outbreak.

The questionnaire was distributed through the Google form application. This technique was administrated to adopt a new normal situation. 52 respondents responded to the questionnaire. The data of questionnaires were collected in the 24th-28th of November 2020.

To drive to the first answer of the objective of the study, the data were then conducted based on particular steps, namely analyzing questions in structure and written expression number per number carefully, analyzing test-takers responses, counting each mistake committed by the test takers, determining types of mistakes conducted by examinees. Then, displaying in the percentage was interpreted to present the prominent problems on the TOEFL prediction test. Lastly, the questionnaire responses were calculated to know the most common strategies applied by the participants in conducting TOEFL Preparation section 2. While, the second objective of the study was obtained by analyzing questionnaires that involved four-point scales. Those scales were interpreted as (1): always, (2): often, (3): sometimes, and (4): never.

D. FINDINGS AND DISCUSSION

With respect to morpho-syntactic deviation, this study concerns to explore the deviation made by EFL students in structure and written expression of TOEFL prediction. Therefore, the study provides the problematic patterns of displaying Standard English as reflected in students' answer sheets.

Structure and written expression are considered essential for EFL learners. The learners need to require sufficient knowledge to be able to analyze correct and incorrect morpho-syntactic elements in the test of TOEFL section 2. The EFL learners need to raise their awareness regarding mastering morpho-syntactic aspects to succeed in the test of TOEFL. Concerning structure and written expression, It is helpful to know appropriate strategies and the most common EFL learners difficulties in TOEFL.

As the objectives of this research are to reveal the morpho-syntactic deviation conducted by the EFL learners and the most common strategies applied by them to encounter the deviation in expression of structure and writing in TOEFL, therefore the discussion is separated into two parts.

Findings

The Most common morpho-syntactic deviation made by the EFL learners

The following table represents the data grasped from section 2 of TOEFL-Like Test.

Table 3. Prominent morpho-syntactic problems of Written Expression

No	Tested Items	Number of	Percent
----	--------------	-----------	---------

		Mistakes	(%)
1	Noun phrases (subjective complement)	35	2
2	Passive voice [negative forms]	48	3
3	Adverbial clauses (AVC of contrast)	48	3
4	Subject verb needs	54	3
5	Adjective clause (Connector pronoun for thing)	40	2
6	Subject-verb agreement [simple sentences]	43	2
7	Adverbial clauses (the need of verb in AVC of time)	40	2
8	Inversion of there verb subject	33	2
9	Object needs (to infinitive of purposes)	50	3
10	Inversion of negative expression (seldom)	53	3
11	Adjective clauses (reduced AC in active meaning)	33	2
12	Object needs (Noun phrases formed from <i>noun of noun</i> structure)	54	3
13	Appositive	50	3
14	Adjective clauses (thing)	47	3
15	Degree of comparison (more-than)	39	2
16	Preposition (for thing)	19	1
17	Superlative (the-est)	31	2
18	Noun phrases (other usage)	38	2
19	Adverb vs. adjective (Adverb needs)	46	3
20	Pronoun cases (possessive adjective)	38	2
21	Adjective clauses (verb needs)	33	2
22	Adverb (position of Adverb in relation to verb position)	29	2
23	Quantifier noun agreement (a little vs. a few)	47	3
24	Noun clauses (connectors of noun clauses)	39	2
25	Noun phrases (article needs)	41	2
26	Preposition (bound preposition/close to)	33	2
27	Verb forms after modal auxiliary	40	2
28	Epithet in parallel structure	55	3
29	Adjective clauses (Connectors in AC)	40	2
30	To infinitive of purposes	43	2
31	Adjective vs. adverb needs	43	2
32	Noun phrases (noun needs)	40	2
33	Noun phrases (noun needs)	51	3
34	Parallel structure (present participle)	52	3
35	Noun phrases (zero article)	41	2
36	Adjective clauses (reduced AC in active meaning)	47	3
37	Quantifier-noun agreement (a number of plural noun)	54	3
38	Noun phrases (epithet /classifier)	48	3
39	AC (Pronoun subject connectors in AC)	53	3
40	Redundancy	43	2
Total		1771	100

Based on table 3 above, it is revealed that the most problematic tested skill is epithet in parallel structure. 55 of 70 (78%) participants answer the question incorrectly. The second most problematic skills are subject-verb needs, quantifier-noun agreement and object needs in

Following the quantifier-noun agreement above, the correct answer is D. The phrase **a number of** is a certain expression of quantifiers that implicates to its noun to be in countable plural forms. Therefore, **theory** as head of the noun phrase should be changed to be **theories** to agree its modifier.

Pronoun subject connectors of AC

Contemporary film directors, some of them write the scripts for, act in, and even

A

B

produce their own motion pictures, are thereby assuming ever more control of their act.

C

D

With regard to an adjective clause case as the item tested above, the correct answer is A. The verb *write* in the question needs conjunction subject pronoun instead of pronoun object. Therefore, the pronoun, *them*, should be replaced by the conjunction *who*.

Subject-verb needs

Typically, in meadows or damp woods and bloom in the spring.

- (A) wild violets grow
- (B) wild violets growth
- (C) growing wild violets
- (D) the growth of wild violets

EFL learners in higher education contexts also face difficulty in subject-verb needs as in the question above. The sentence begins with an adverb of manner *typically* and ends with the prepositional phrase in adverbial function *in the spring*. Therefore, the question needs the subject and verb of the sentence. The destructor options look confusing for EFL learners because they should have identified the parts of the speech firstly. Then they can determine those parts of speech in the position of subject and verb correctly. As it is a kind of subject-verb needs, the correct answer for that question is A. Furthermore, the verb *grow* is parallel to the verb *bloom*.

As stated by Frank (1972: 220), the sentence should involve a subject and predicate with a finite verb. Therefore, the arrangement of the question above should be *Adv. of Manner + S + V (Intransitive) + Prepositional Phrase in Adverbial Function + Coordinate Connector + V (intransitive) + Prepositional Phrase in Adverbial Function*.

Object needs in noun phrase forms

Jet propulsion involves of air and fuel, which forms a powerful exhaust.

- (A) a mixture is ignited
- (B) to ignite a mixture
- (C) a mixture of igniting
- (D) the ignition of mixture

The correct answer to the question above is D. The reason is the sentence needs the object of the verb *involves* which is categorized as a transitive verb. The option, such as A, B, and C are incorrect because of inappropriate structure. Then, D is a noun phrase that is modified from the noun of noun structure as the object of the verb.

Inversion

Seldom games been of practical use in playing real games.

- (A) theories of mathematics
- (B) theorized as mathematics
- (C) has the mathematical theory of
- (D) the mathematical theory has

Inversion occurs in Standard English when a certain expression lies on the initial of a sentence. One of those expressions is negative expression as a case in the previous question. Therefore, the answer is C because A, B, and D does not correspond to inversion structure correctly.

Discussion

As revealed in the earlier data (table 3), there were three most deviation occurrences in terms of morpho-syntactic deviations. Those three appearances involved six skills of morpho-syntactic deviation. These difficulties were experienced by seventy participants. Those six are presented in table 5.

Table 5. The most morpho-syntactic deviation occurrences in TOEFL section 2

No	Skills	Number of mistakes
28	Epithet in parallel structure	55
4	Subject verb needs	54
12	Object needs (Noun phrases formed from <i>noun of noun</i> structure)	54
37	Quantifier-noun agreement (a number of plural noun)	54
10	Inverted subject verb because of negative expression	53
39	AC (Pronoun subject connectors in AC)	53

Based on table 5, it is uncovered that the most problematic skills are the skills that are involved in questions number 28, 4, 12, 37, 10, and 39 respectively. The findings would likely

strengthen Handayani’s study (2019) that stated that difficult skills in section 2 of TOEFL faced by EFL learners in higher education involved parallel structure, word order, missing and extra words, singular and plural nouns, etc. Furthermore, she stated that the difficulties faced by the students were due to some factors, such as lack of practice, unfamiliarity with the TOEFL Test, and lack of grammatical competencies. In another research, Ananda (2016) also found that EFL students from state universities had problems in ITP TOEFL section 2. The problems involved inversions, subject-verb agreement, passive, AVC connectors, reduced AC, use of verbs, and parallel structures.

As the previous researches revealed, about morpho-syntactic deviation, the students seemed to assemble inappropriate structures in EFL contexts. Their English writing competence was sometimes grammatically incorrect. The study proposed by Ramadhan, Fauziati, & Suparno (2015) revealed that EFL students viewed overgeneralization. In another research, Rahmanu, Kariati, & Shisido (2020) uncovered that students of Bali State Polytechnic had a very low level of grammatical judgment. The research findings were similar to Rofik’s (2020) that revealed that in sense of the EFL context, students of higher education still faced accuracy of grammar. Besides, Kamiasi & Nokas (2017) found that EFL learners conducted the errors of verb, noun, pronoun, adjective, adverb, conjunction, and preposition.

The most common strategies applied dealing with section 2 of TOEFL-like

The following table represents the strategies used to deal with section 2 of the TOEFL-Like Test by EFL students of the pesantren-based university.

Table 4. Strategies implemented by EFL students dealing with morpho-syntactic problems

No	Statements	Responses			
		1	2	3	4
1	I pay attention to the subject-verb agreement of the sentence	17,2%	31%	48,3%	3,4%
2	I pay attention to the object of preposition cases.	22,4%	55,2%	19%	3,4%
3	I concern to the appositive cases.	17,2%	36,2%	39,7%	6,9%
4	I try to focus the present participle cases while reading the question.	29,3%	37,9%	27,6%	5,2%
5	I am in focus to answer past participle questions	19%	44,8%	32,8%	3,4%
6	I identify the use of adverb clause connectors correctly	10,3%	19%	69%	1,7%
7	I identify the use of noun connectors	8,6%	29,3%	55,2%	6,9%

	appropriately				
8	I identify adjective clause connector usage correctly	6,9%	22,4%	58,6%	12,1%
9	I focus on the reduced adjective clause cases	1,7%	37,9%	51,7%	8,6%
10	I try to analyze reduced adverb clause questions	5,2%	24,1%	63,8%	6,9%
11	I analyze inverted subject verb in interrogative forms.	12,1%	25,9%	56,9%	5,2%
12	I make in mind that verbs of the sentence agree to the subject in cases of verbs agreement after prepositional phrases	8,6%	44,8%	41,4%	5,2%
13	I make in mind that verbs agree after expression of quantity	12,1%	41,4%	39,7%	6,9%
14	I make inverted verbs agree to the subjects	10,3%	37,9%	50%	1,7%
15	I focus on parallel structure cases	8,6%	32,8%	55,2%	3,4%
16	I make degree of comparison expression correctly	5,2%	27,6%	60,3%	6,9%
17	I use superlative correctly	1,7%	25,9%	70,7%	1,7%
18	I use verbs with time expressions correctly in cases of tenses.	8,6%	31%	55,2%	5,2%
19	I put bare infinitive for verb forms after modal auxiliary	8,6%	24,1%	63,8%	3,4%
20	I know how to make passive sentences	6,9%	27,6%	56,9%	8,6%
21	I recognize plural nouns	19%	34,5%	41,4%	5,2%
22	I recognize the use of adverb correctly	10,3%	27,6%	53,4%	8,6%

1: Always, 2: Often, 3: Sometimes, 4: Never

As revealed in table 4, the data show that the first number of the questionnaire reveals that 48,3% of the students admit that sometimes they concern about the subject-verb agreement. The second questionnaire uncovers that 55,2% of all of the participants often pay attention to the object of the preposition. Then, 39,7% of participants sometimes concern about appositive cases. The data also reveal that 37,9% of students often focus on the cases of present participles. In another statement, 44,8% of them often focus on past participle questions. However, fewer students identify adverbial clause connector usage appropriately. It is proven by 69% of students who sometimes use this strategy. Following up on the use of

connectors, 55,2% of students sometimes identify the use of noun clause connectors correctly. Then, 58,6% of test-takers sometimes agree to identify adjective clause connector usage.

Regarding statement number nine, the data uncovers that 51,7% of participants sometimes apply the strategy of identifying the reduced adjective clauses. Then, students who sometimes identify the reduced adverb clauses are 63,9%. With regard to inverted subject-verb in interrogative sentence cases, 56,9% of students sometimes agree to use this strategy. Next, 44,8% of students often use the strategy of identifying agreement of a verb that is separated by a prepositional phrase to its subject. 41,4% of students also often pay attention to the agreement of verbs to their subjects after quantity expressions. It is also revealed that 50% of students concern to make an inverted verb agrees to its subject. Then, 55,2% of participants focus on parallel structure cases. 60,3% of students admit that they sometimes make correct forms of the degree of comparison. Following this similar case, 70,7% of students sometimes conduct superlative cases appropriately.

Statement number 18 shows that 55,2% of students use the strategy of verb-time expression agreement to tense cases. 63,8% of students also admit that they sometimes put base/bare infinitive (infinitive without to) after modal auxiliary. The students perceive that they need to know how to construct passive sentences. However, mostly (56,9%) admit that they use this strategy sometimes. Then, it is assumed by 41,4% of students that they sometimes need to recognize plural nouns. Last, the data uncovered that the students sometimes recognize the use of adverbs correctly. It is stated by 53,4% of students who point this matter.

The previous data presented that students applied various strategies. The data of strategy items reflected that each student selected a different statement however only five strategies were often used by the respondents. Those were statements number 2, 4, 5, 12, and 13. In this statement, students stated that they often used the strategies involved in those numbers to overcome questions of morpho-syntactic deviation in the TOEFL-Like Test.

Proposing strategies to overcome the TOEFL-Like Test section two are highly required to encourage the students to know further key elements in dealing with the section. This study likely strengthens Handayani's research (2019) revealing that unfamiliar with the TOEFL test presented awkwardness for the test takers of TOEFL. Moreover, Rofik, Christina, & Atinia (2020) revealed that EFL students endured section two as the hardest one in the TOEFL-Like Test.

E. CONCLUSION

TOEFL administrated as a tool of measurement to know the proficiency level is commonly tested for the university students. Since TOEFL is perceived as very important, students need to know their problems. Therefore, they know what morpho-syntactic elements they need to master to achieve an appropriate English proficiency level. Furthermore, this research found the common morpho-syntactic deviation made in the TOEFL-Like Test. As revealed in the finding, the most common problems faced were epithet in parallel structure, subject-verb needs, object needs in noun phrase forms, quantifier-noun agreement, inversion of negative expression, connector subject pronoun in AC.

To sum up the second objective of the study, the findings also found that the strategies applied by the students were varied. Furthermore, there were five strategies that EFL learners often would likely to apply. Those were concerning objects of preposition cases, present participle problems, past participle questions, subject-verb agreement in cases of prepositional phrases, and subject-verb agreement in a case of quantity expression.

Following up the research findings, this study would likely give a beneficial suggestion for succeeding researchers who want to research the TOEFL. The research could take similar topics with different focuses, such as the relationship between the strategies applied by the test takers toward the results of the TOEFL Test. Such kind of research is believed could give further findings that are limited in this study. Concerning EFL learners, they could be more careful to face section two of the TOEFL-Like Test.

REFERENCES

- Ananda, R. (2016). Problems with section two ITP TOEFL test. *SIELLE: Studies in English Language and Education*. 3(1). 35-49. Retrieved from: <http://jurnal.unsyiah.ac.id/SIELE/article/view/3387>
- Booij, G. (2007). *The grammar of words: An introduction of morphology 2nd edition*. Oxford: Oxford University Press.
- Brinton, L. J., & Brinton, D. M. (2010). *The linguistics structure of modern English*. Philadelphia: John Benjamins Publishing Company.
- Broderick, J., P. (1975). *Modern English linguistics: A structural and transformational grammar*. New York: Thomas Y. Crowell Company.
- Carstairs-McCarthy, A. (2002). *An introduction to English morphology: Words and their structure*. Edinburgh: Edinburgh University Press.
- Frank, M. (1972). *Modern English: A practical reference guide*. New Jersey: Prentice-Hall, Inc.

- Greenbaum, S. & Nelson, G. (2009). *An introduction to English grammar 3rd edition*. New York: Routledge Taylor & Francis Group.
- Handayani, F. (2019). Structure and Written Expression Section on Paper-Based TOEFL : Perceived Difficulties by Nursing Students of Poltekkes Solok, West Sumatera. *Jurnal Educative: Journal of Educational Studies*. 4(2). 135-149. Retrieved from: <https://ejournal.iainbukittinggi.ac.id/index.php/educative/article/view/2393>
- Miller, J. (2002). *An introduction of English syntax*. Edinburg: Edinburg University Press.
- Kamlasi, I., & Nokas, D. N. (2017). Grammatical errors in writing of the second class students of SMA Kristen 1 Soe. *Methabatesis Journal*. 1(1). 130-140. Retrieved from: <https://jurnal.untidar.ac.id/index.php/metathesis/article/view/238>
- Leech, G. N. (1968). *A Linguistic guide to English poetry*. Harlow: Longman.
- O'dwyer, B., T. (2000). *Modern English structure: Forms, function, and position*. Canada: Broadviews Press, Ltd.
- Phillips, D. (2001). *Longman complete course for the TOEFL test: Preparation for the computer and paper tests*. New York: Addison-Wesley Longman, Inc.
- Pyle, M. A. & Munoz, M. E. (1991). *Cliffs TOEFL preparation guide*. Singapore: John Wiley & Sons (SAE) Pte. Ltd.
- Rahmanu, I. W. E. D., Kariati, N. M., & Shishido, K. (2020). Learners' subject-verb agreement and simple past defect analysis on written text in learning English as a foreign language (EFL). *Soshum: Jurnal Sosial Dan Humaniora*, 10(2), 212-224. DOI: <http://dx.doi.org/10.31940/soshum.v10i2.1806>
- Ramadhan, B. N., Fauziati, E., & Suparno. (2018). A morpho-syntactic error analysis of Indonesian EFL students' writing. *International Journal of Scientific Engineering and Research (IJSER)*. 6(8), 45-49. Retrieved from: <https://www.ijser.in/archives/v6i8/IJSER1833.pdf>.
- Rahman, K. (2020). Learning amid crisis: EFL students' perception on online learning during covid-19 outbreak. *Eternal: English, Teaching, Learning, and Research Journal*. 6(2). 179-194. Retrieved from: <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/13555>
- Rofik, A. (2020). Grammatical accuracy of Indonesian-English translation. *Journal Of Applied Studies In Language*, 4(2), 321-330. DOI: <http://dx.doi.org/10.31940/jasl.v4i2.2173>
- Rofik, A., Christina, C. & Hidayah, A. (2020). An English proficiency study on students of developing Islamic higher education. *Linguists: Journal of Linguistics and Language Teaching*. 6(2). 86-97. Retrieved from: <https://ejournal.iainbengkulu.ac.id/index.php/linguists/article/view/3008>
- Staples, S., Biber, D. E., & Reppen, R. (2018). (Accepted/In press). Using Corpus-Based Register Analysis to Explore the Authenticity of High-Stakes Language Exams: A

Register Comparison of TOEFL iBT and Disciplinary Writing Tasks. *Modern Language Journal*. Retrieved from: <https://doi.org/10.1111/modl.12465>

Subekti, A. S., (2020). Covid-19-Trigerred online learning implementation: Pre-servis English teachers' beliefs. *Metathesis: Journal of English Language Literature and Teaching*. 4(3). 232-248. Retrieved from: <https://jurnal.untidar.ac.id/index.php/metathesis/article/view/2591/1731>

Wishon, G. E. & Burks, J. M. (1980). *Let's write English revised edition*. New York: Litton Educational Publishing International.