

INVESTIGATING THE CHALLENGES ENCOUNTERED BY NON-ENGLISH STUDENTS IN THE STRUCTURE AND WRITTEN EXPRESSION SECTION OF TOEFL

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Abstract

The Test of English as a Foreign Language (TOEFL) has become a compulsory requirement for university graduation in Indonesia, serving as a standardized measure of students' English language proficiency. This study investigates non-English major students' performance in the Structure and Written Expression (SWE) section of the TOEFL, identifies the specific item types that pose difficulties, and examines the underlying factors contributing to these challenges. Employing a survey research design, 21 participants were selected through cluster random sampling. Data were gathered through a TOEFL test and a questionnaire. The test results were converted using the official TOEFL conversion table, while questionnaire responses were analyzed manually. The findings revealed that participants demonstrated a lower-intermediate proficiency level, with an average SWE score of 386. Eighteen item types were found to contribute to students' difficulties, particularly those related to the use of nouns, pronouns, tenses, adjectives, adverbs, comparatives, conditional sentences, subject-verb agreement, adjective clauses, conjunctions, noun phrases, causatives, prepositions, word choice, compound sentences, embedded questions, parallel structures, and direct objects. Factors influencing these difficulties were both internal and external. Internal factors included limited grammatical competence and low confidence in applying grammatical rules, whereas external factors encompassed time constraints, negative perceptions of the SWE section's difficulty compared to other sections, and greater challenges in answering Written Expression items.

Keywords: English Proficiency Test, Challenges, Non-English Students, SWE Section, TOEFL

INTRODUCTION

The demand of mastering English is very crucial in this digital age, in which it is primarily functioning as a tool for communication globally. The functions of English as a major tool for communication have been widely known. It is even one of compulsory subjects for school students, including

students at higher learning institution. English becomes the choice as a foreign language learnt in many universities in Indonesia. Higher education students live as a member of global society; therefore, they are demanded to be able to communicate in English as a tool for communication.

Furthermore, mastering English is not easy, someone must study hard as well as spend his time to master it. Moreover, the credits weigh of English teaching in higher education is only 2 credits (BSNP, 2010). It is not enough to make the students graduate with proficient in English. The problem becomes worse when the policymakers of some domestic universities in Indonesia determine TOEFL score as the graduation standard requirement for students (Trisnawati & Netta, 2020). This policy will be a serious matter for the university students to fulfill the university requirement as English subject only weighs 2 credits.

Similarly, in the University of Mataram, TOEFL score is also used as the requirement part for undergraduate thesis examination in all faculties for all students studying at UNRAM. The students are obliged to pass 400 as the minimum score of graduation, except for international relation students and English Education students. It is assumed that the score requirement is too high for them as the non-English students since they only had 3 credits for the English subject when they were in the first year and those will not be sufficient for them to achieve the passing grade. It was shown by their experiences when they tried to take the TOEFL test for the first time. Consequently, they totally failed to fulfill the standardized grade ruled by the University and most of them still got lower than 350 grades. Moreover, SWE section is designed to measure the test takers' ability to recognize language that is appropriate for standard written English and most of them agreed that one their biggest obstacle that is section two of the TOEFL.

Wright and Sukur (2012) argue that one big common problem for students of the test is section two, Structure and Written Expression; hence, students often fell stressed with this part. Similarly, Mahmud (2014) in his study found that most of his respondents faced serious problems in answering SWE section. Therefore, if someone wants to take TOEFL test, he or she must master English grammar first because it is one of the keys to answer TOEFL. Based on the explanation above, the researchers intended to research on the non-English students' ability in answering SWE section of TOEFL and to find out the factors that may contribute to their difficulties when answering the SWE Section of the TOEFL test.

According to Ellis (2019), Grammar is divided into two categories: descriptive grammar and prescriptive grammar. Prescriptive grammar refers to linguistic norms that are expressed explicitly in grammar books and that

are implied to be unusable in everyday contexts. In other words, descriptive grammar refers to contextualised grammar that is utilised in everyday contexts, while prescriptive grammar concentrates on what should be spoken and written in accordance with English standards (Dale et al., 2018; Dielemans & Coppen, 2020). To put it another way, morality is always contextualized.

Similarly, Larsen-Freeman (2011) defines pedagogical grammar as the most effective technique to teach and learn grammar in the second language classroom. Meanwhile, Purpura (2004) describes grammar as having four dimensions: grammatical knowledge, grammatical competence, grammatical performance, and metalinguistic understanding. Based on the explanations above, grammar is defined in several ways, but the

The ability of the language learner in learning any language must be proven by taking a language proficiency test to measure their ability (Dale et al., 2018; Dielemans & Coppen, 2020). TOEFL is one of the international standardized language proficiency tests which has been known by many people in this world (Loewen et al., 2020). Thus, if the learner wants to measure their ability in learning English, he or she should prove it by doing the TOEFL Test. Recently, in Indonesia there is only one type of TOEFL organized by ETS. At first, this test is only done in writing otherwise known as paper-based test (PBT). In 1995 following a computer-based test was introduced. Then, in 2006, it began to use the internet-based test.

Paper-Based Test (PBT) is very common type of TOEFL taken by people in Indonesia. Each participant who takes this test only requires paper and pencil to answer any given question. This test is basically intended to measure the ability of the test takers to use and understand English in a classroom setting at the college level. TOEFL PBT test is divided into three sections: they are Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Listening comprehension section consists of three parts, each of which contains a specific type of comprehension task. The first part consists of several short conversations between two speakers, each followed by a single spoken question. In the second and third parts of this section, the examinee hears conversations and short talks of up to two minutes. The conversations and short talks are about a variety of subjects, and the factual content is general in nature the Structure and Written Expression (SWE) in TOEFL is designed to measure the test takers' ability to recognize language that is appropriate for standard written English. It has two parts: the first part is called Structure, and the second one is called Written Expression. Structure consists of fifteen items. In this part, the test takers must choose the correct answer from the four given Options.

Meanwhile, written expression has twenty-five items in which the test takers should choose the wrong option from the four given answers. The third section measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. The test takers read a variety of short passages on academic subjects and answer several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passage. Therefore, in this section, the test is about the passages that must be answered by the test taker.

METHOD

The research approach used in this study was a survey using descriptive- qualitative method. It was chosen because this research examined the characteristic of the population by using a combination of some data collection techniques. It combined testing and questionnaire in collecting the data as well as the perceptions from the non-English students.

The population of this research was the non-English students of Faculty of Food and Agroindustry of the University of Mataram who joined the FATEPA English community and were in the 4th semester, and above. The total number of the population was 105 people. It used "Cluster Random Sampling Technique. Since the total of population was 105 people, the researcher only took 20% of the total population. This is following Arikunto (2013) that if the number of the subject is more than 100 people, so the sample can be 10-15 % or 20-25% of the total population. Therefore, there were only 21 non-English students as the result of calculation that was taken as the samples of this study.

Regarding the instrumentation, there were two types of instruments used in this research. They were test, and questionnaire. The test item in this research was taken from Pyle and Page (Cliffs TOEFL guide preparation book 2002). It means that the test was valid enough to know the items of SWE Section that perform difficulty of the non-English students. All the respondents were given the equal chance to answer the SWE sections of TOEFL. The questionnaire was divided into several major parts pertaining to the opinion of the non-English students about themselves in terms of grammar, their perceptions about grammar, their classmates, their English lecturers, and SWE Section of TOEFL. The questionnaire used was closed-ended questions so that the respondents answered the questions by using the provided answers.

The data was collected through two ways by combining testing and questionnaire technique. By using testing technique, the non-English students were given SWE TOEFL-Paper Based Test. In the process of conducting the test, they were given the SWE TOEFL-Paper Based Test as the instrument and were made the same with TOEFL test. Next, the result of the test was analyzed to know which items of the SWE section of TOEFL that were answered correctly by the non-English students, and which were not. Finally, only the wrong answers of their answers sheet that were analyzed to know what types of items that contribute to the difficulties for them.

The second was questionnaire. It was used to know the factors that cause the non-English students' difficulties in SWE section of TOEFL. The non-English students were given some questions based on the difficulties faced by them in SWE section.

The data were then analyzed using four steps as follows:

First, Scoring the score of SWE Section by using Longman TOEFL scoring system which is adopted from Philips (2001). The test takers would receive the overall score between 20-68 which are multiplied by 10.

Second, Analyzing the students' score of items in SWE Section. In this activity, the researcher would analyze the answer sheets of the test takers of each of the item in SWE section. Then, the researcher would score and identify the wrong answers that were made by the non-English students to know which aspect or item in SWE section contribute to difficulties for them. After that, the researcher would calculate all the incorrect answers to find out how many of non-English students answered the same item incorrectly.

Next, Tabulating and analyzing the result of the questionnaire. Each item of the questionnaire was analyzed by computing the amount of those who agree and disagree in each item of the questionnaire. After that, the researcher made a conclusion by concluding the answers of the non-English students. The last is drawing the conclusion of the finding.

FINDINGS AND DISCUSSION

There were 21 non-English students chosen as the sample of this research. After having the test, the non-English students' answer sheets were scored by using Longman TOEFL scoring system chart from Philips (2001). The table below shows the non-English students' result of SWE section of TOEFL.

Table 1. Non-English Students' Result of SWE Section of TOEFL

Item No.	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
1	15	71.42	6	28.57
2	7	33.33	14	66.66
3	14	66.66	7	33.33
4	10	47.61	11	52.38
5	14	66.66	7	33.33
6	4	19.04	17	80.95
7	5	23.80	16	76.19
8	5	23.80	16	76.19
9	9	42.85	12	57.14
10	10	47.61	11	52.38
11	4	19.04	17	80.95
12	8	38.09	13	61.90
13	7	33.33	14	66.66
14	7	33.33	14	66.66
15	12	57.14	9	42.85
Total	131	41.58%	184	58.40%

Table 1 shows the results of non-English students test in the structure and written expression section in part A. The highest percentage of incorrect answers can be shown in the item number 6 and 11 with 80.95 %, item number 7 and 8 with 76.19 %, followed by item number 2, 13, and 14 with 66.66 %, then item number 12 with 61.90% and item number 9 and 10 with 57.14% and 52.38%. The medium percentage of incorrect answer can be seen in the item number 15 with 42.85%. Furthermore, the lowest percentage of incorrect answers is seen from item number 1 with 28.57% and continue in item number 3 and 5 with 33.33%.

Table 2. Non-English Students' Result of SWE Section of TOEFL in Part B

Item No.	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
16	13	61.90	8	38.09
17	7	33.33	14	66.66
18	4	19.04	17	80.95
19	6	28.57	15	71.42
20	7	33.33	14	66.66
21	10	47.61	11	52.38
22	4	19.04	17	80.95
23	11	52.38	10	47.61
24	4	19.04	17	80.95
25	12	57.14	9	42.85
26	4	19.04	17	80.95

27	14	66.66	7	33.33
28	8	38.09	13	61.90
29	2	9.52	19	90.47
30	7	33.33	14	66.66
31	4	19.04	17	80.95
32	3	14.28	18	85.71
33	6	28.57	15	71.42
34	9	42.85	12	57.14
35	6	28.57	15	71.42
36	4	19.04	17	80.95
37	7	33.33	14	66.66
38	12	57.14	9	42.85
39	6	28.57	15	71.42
40	8	38.09	13	61.90
Total	178	33.9%	347	66.09%

Table 2 shows the results of non-English students test in SWE section of TOEFL in part B. In this part, the highest percentage of non-English students' incorrect answers are in item number 29 with 90.47% which are followed by item number 18, 22, 24, 26, 31, 32 and 36 with 80.95%, then item number 19, 33, 35 and 39 with 71.42 % also questions item number 17, 20, 30, 37 with 66.66 %, and item number 28 and 40 with 61.90%. The medium percentage of non-English students' incorrect answers are shown in the number 16 with 38.9% also item number 25 and 38 with 42.85 %. In addition, the lowest percentage of the non- English students' score can be seen in item number 27 with 33.33 %.

Table 3. Non-English Students' TOEFL Score Range in SWE Section

No	Score Range	Level: Category	Frequency	Percentage
1	210 - 240	False beginner: non-user	0	0.00
2	250 - 300	Basic: minimal user	0	0.00
3	310 - 360	Elementary: very limited user	4	19.04
4	370 - 400	Lower-intermediate: limited user	11	52.38
5	410 - 440	Intermediate: adequate user	6	28.57
6	450 - 480	Post Intermediate: independent user	0	0.00
7	490 - 520	Pre-Advanced: competent user	0	0.00
8	530 - 560	Advanced: proficient user	0	0,00
9	570 - 620	Professional User: highly proficient user	0	0,00
10	630 - 680	Near-Native Speaker: expert user	0	0,00
TOTAL			21	100%
AVERAGE			386	

Table 3 shows the non-English students' TOEFL Scores range in SWE section. Based on the data above, there are 4 (19.04%) of the non-English students who achieved the TOEFL score between 310-360 range. Next, there are 11 (52.38%) of them who achieved the overall score between 370-400 range. Finally, only 6 (28.57%) of the non-English students who have received the TOEFL score between 410-440 range. Whereas the average score of the non-English students is 386 range. It means that the overall scores of the non-English students are still categorized in Lower-intermediate or limited user. Thus, we can sum up that there are only 47.61% (10 students) of them who have already passed the standard score of faculties' requirements for having thesis examination.

Table 4. Difficult Items to Answer by the Non-English Students

TOPIC/GRAMMAR	TOTAL				TOTAL
POINTS	ITEMS	ITEM NO.	INCORRECT	%	%
Adjectives	2	2	6	28.57	47.61
		20	14	66.66	
		7	16	76.19	
Adverbs	3	12	13	61.90	68.25
		14	14	66.66	
		18	17	80.95	
Pronouns	4	24	17	80.95	78.56
		30	14	66.66	
		32	18	85.71	
Agreement	3	28	13	61.90	74.59
		29	19	90.47	
		39	15	71.42	
		19	15	71.42	
		21	11	52.38	
		22	17	80.95	

		26	17	80.95	
Tenses	4				71.42
Nouns	1	40	13	61.90	61.90
Word Choices		31	17	80.95	
	2				76.18
		33	15	71.42	

Table 4 delineates that -English students still have many problems in the grammatical aspect of English particularly in SWE section of TOEFL. From twenty-two topics that are tested in SWE section of TOEFL, 18 Grammar topics became the difficulties for the students. They are related to the use of nouns, pronouns, tenses, adjectives, adverbs, comparatives, conditional sentence, S-V agreement, Adjective clause, Conjunctions, Noun phrase, Causative, Prepositions, word choices, compound sentences, embedded question, Parallel Structure and direct object.

The factors that contribute to the difficulties in SWE section of TOEFL were obtained from the questionnaire. The questionnaire was distributed to the non- English students after having the test. It consisted of 24 closed questions. Those are related to the students' internal and external problems towards their experiences in terms of preparing for the TOEFL. They are identified from the non-English students' opinion about themselves in terms of grammar; otherwise, the external factors are known from their opinion about grammar, their classmates, their English lecturers, and SWE Section of TOEFL.

Table 5 Non- English Students' Perspective Related to Themselves in Terms of Grammar

No	Aspects	Options (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree

5	I feel shy and worry if I make mistakes in using Grammar in communicating both spoken and written.	33.3	38.1	28.6	0
6	I do not have a good educational background related to Grammar	9.5	71.4	14.3	4.8
7	I seldom practice (using) my Grammar knowledge in communicating.	38.1	52.4	9.5	0
8	I use strategy in learning Grammar, such as making my own formula based on the material explained, learning Grammar from Internet, Understanding the use of Prepositions through pictures and so on.	0	47.6	47.6	4.8
9	I often carelessly use my Grammar knowledge in communication.	14.3	57.1	23.8	4.8

Based on the questionnaire above, they are 38.1 % of the respondents agree and 33.3% strongly agree that they feel shy and worry if they make some mistakes while using Grammar in communication both spoken and written. Next, 9.5% strongly agree and 71.4% agree that they do not have a good educational background in Grammar. Then, 52.4% agree as well as 38.1% strongly agree that the non- English students while communicating. Furthermore, 47.6% of them agree and disagree that they use strategy in learning grammar. Next, 57.1% of them agree that they often carelessly use their grammar knowledge in communication and only 23.8% of them who disagree that they usually carelessly use their grammar knowledge. From the descriptions above, we can see that the possible sources of the non-English students' problem in learning and using Grammar are because they feel shy and worry about the mistakes that occurred in both oral and written communication, they also do not have a good background knowledge of Grammar and they are lack in using Grammar though some of them use strategy in learning Grammar.

Table 6. Non-English Students' perception related to Grammar

No	Aspects	Options (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Grammar is a tedious subject to learn	0	28.6	47.6	23.8
2	Grammar is not an important subject in both spoken and written communication	0	4.8	33.3	61.9
3	Grammar lesson is not appealing to me	0	4.8	66.7	28.6
4	Grammar helps me in writing but not in speaking	9.5	23.8	57.1	9.5

The table 6 shows the non-English students' perceptions about Grammar. 47.6% disagree and even 23.8% strongly disagree that Grammar is a boring subject, and only 28.6% of them agree that Grammar is a boring subject to learn. This perspective is strengthened by their opinions in the next items. 61.9% strongly disagree and 33.3% disagree that Grammar is not important for either oral or written communication. Next, 66.7% disagree and 28.6% strongly disagree that Grammar is not interesting for them. And there are only 4.8% agree about that opinion. Then, 57.1% of the non-English students disagree and 9.5% strongly disagree that Grammar do not help them in speaking or writing. There are only 9.5% strongly agree and 23.8% agree about that opinion.

Table 7 Non-English Students' opinion related to their classmates

No	Aspects	Options (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
10	My classmates frequently help me in learning Grammar.	0	19	66.7	14.3
11	I often practice my Grammar knowledge with my classmates in English in order that it trains me in mastering Grammar	0	42.9	47.6	9.5

	My classmates usually correct my Grammar				
12	if I make mistakes, both in oral and written communication	4.8	23.8	57.1	14.3

Table 7 shows that 66.7% disagree and 14.3% of the non- English students strongly disagree if their classmates help them in learning Grammar, and only 19% agree that their classmates really do. Next, there are 47.6% agree and 9.5% strongly disagree that the non-English usually practice their Grammar with their classmates to master Grammar. The rest of them (42.9%) agree that their classmates contribute in helping them learning Grammar. Furthermore, 14.3% disagree and 57.1% strongly disagree that their classmates do not correct their grammar when they make some mistakes and there are only 23.8% agree and 4.8% strongly agree that their classmates correct them if they make Grammar errors.

Table 8. Non-English Students' opinion related to their English lecturer

No	Aspects	Options (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
13	My English lecturers rarely attend all lecture schedules	4.8	9.5	57.1	28.6
14	My English lecturers barely give explanation about Grammar.	4.8	19	61.9	14.3
15	My English lecturers have presented all lectures materials based on the syllabus.	14.3	57.1	28.6	0
16	My English lecturers present all lectures material well which encourage us to learn the materials presented.	19	33.3	47.6	0
17	I understand easier to the Grammar subject with my English lecturers rather than learning by my own	9.5	57.1	33.3	0
18	I prefer if my English lectures explain the materials first, then give me an exercise	52.4	47.6	0	0

19	My English lecturers often give us exercises with the same level of difficulty with TOEFL	0	9.5	76.2	14.3
20	My English lecturers frequently give us exercises with fairly a short time, same or nearly the time limit on SWE of TOEFL	4.8	14.3	66.7	14.3

Table 8 depicts that their English lecturers rarely attend all lecture schedules with 57.1% disagree and 28.6% strongly disagree. Meanwhile, only 9.5% of them agree and 4.8% strongly agree that their English lecturers rarely attend their class. Then, there are 61.9% disagree and 14.3% strongly disagree that their English lecturers barely give explanation about Grammar, and only 19% and 4.8% of them agree and strongly agree with that opinion. Also, 57.1% agree and 14.3% strongly agree that their English lecturers have presented all lectures materials based on the syllabus. Furthermore, 47.6% disagree if their English lecturers present all lectures material well which encourage them to learn the materials presented. Only 19% strongly agree and 33.3% strongly agree with that opinion. Next, 57.1% agree and 9.5% strongly agree that the non-English students understand easier to the Grammar subject with their English lecturers rather than learning by their own one. Next, 52.4% strongly agree and 47.6% agree if they prefer to be given the explanation about the material first, then the lecturers give them exercises. Then, most of them disagree (76.2%) that their English lecturers often give an exercise with the same level of difficulty with TOEFL.

In addition, 66.7% disagree and 14.3% strongly disagree that their English lecturers frequently give an exercise with fairly a short time, same or nearly the time limit on the TOEFL SWE.

Table 9. Non-English Students' Opinion Related to SWE Section of the TOEFL

No	Aspects	Options (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
21	Time allocated for the TOEFL test is enough for answering SWE items.	0	47.6	33.3	19

22	Items in SWE TOEFL Sections are difficult for me.	28.6	66.7	4.8	0
23	The number of items in SWE Sections of TOEFL is accordance with the time provided.	4.8	47.6	42.9	4.8
24	Written Expression Section is more difficult rather than the structure one	9.5	33.3	42.9	14.3

The questionnaire portrays that the non-English students' perception about SWE Section of TOEFL. There are 47.6% agree that the time allocated for the TOEFL test is enough for answering SWE items followed by 33.3% disagree and 19% strongly disagree about that opinion. Next, 66.7% agree and 28.6% strongly agree that Items in SWE TOEFL Sections are difficult for them. Then, there are 47.6% of the non-English students agree about several items in SWE section of TOEFL is accordance with the time provided and 42.9% of them which do not. Last, half of them (42.9%) disagree and 14.3% strongly disagree that Written Expression Section is more difficult rather than the structure. Only 33.3% agree and 9.5% strongly agree that Written Expression Section is more difficult rather than the structure one.

The result which was shown in the findings based on the data obtained from the non-English students' test result that most of the non-English students are in the lower-intermediate level with (52.38%) of them achieved the overall score between 370-400 range. Furthermore, there are 4 (19.04%) of the non-English students who received the scores between 310-360 range which are classified as in the elementary or very limited user. Finally, only 6 (28.57%) of the non-English students which are categorized as an intermediate or adequate user with the scores range between 410-440. Meanwhile, the non-English students' average TOEFL scores are 386. It shows that most of them are still categorized as in the lower-intermediate level. In other words, they still have barriers in communicating with others particularly in any situations that they do not know before. As a result, the number of the non-English students who have already passed the faculty requirement as the standard grade in taking the thesis exam are 47.61%.

The finding also shows that the non-English students of Faculty of Food Science and Agroindustry of the University of Mataram still have many difficulties in TOEFL SWE Section. Those were identified through their SWE Section TOEFL test result as well as from their questionnaire. It clearly shows that the non-English students' difficulties in SWE Section of the TOEFL still exist in some cases. Those problems varied from the most difficult topics to the easiest one. From 40 items tested in SWE Section of TOEFL, the non-English students found 18 types of topics which were difficult for them to answer. They were about the use of nouns, pronouns, tenses, adjectives, adverbs, comparatives, conditional sentence, S-V agreement, Adjective clause, Conjunctions, Noun phrase, Causative, Prepositions, word choices, compound sentences, embedded question, Parallel Structure and direct object.

This is relevant to the research finding of Sujana et. al. (2003) as mentioned previously in Related Study that they state that the students' problems are related to the students' understanding about the use of Verb as Complement (such as the use of gerund, infinitive, bare infinitive, present and past participle), Word Choice (such as the use of prepositional phrase, troublesome words, word form), Inversion, Complex Sentences (main clauses and subordinate clauses), in fact, there were still a few students who failed in answering items related to Subject-Verb Agreement, Degrees of Comparison, Parallel Structure and Verb Tense and Modal. In addition, Mahmud (2013) also stated that the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basics skills, less practice, less motivation, and students' individual differences such as age and social status. The result of the questionnaire shows that the factors that contribute to those difficulties faced by the non-English students in SWE Section of TOEFL are due to their internal and external factors as mentioned previously. This finding aligns with previous studies showing similar trends, yet contrasts in specific contexts and participant responses, suggesting differing influences and methodological approaches that shape the outcomes uniquely.

From the internal factors, the difficulties occurred because of their confidence level in using Grammar, their educational background knowledge of Grammar, and they seldom practice about their grammar knowledge. When they practice their Grammar knowledge both in spoken or written communication, they still have shy and worry feeling if they make some mistakes. And this problem can disrupt their Grammar improvement. This kind of feeling can be a dilemma for them, they might prefer to remain silent rather than to speak or to write. When this kind of thing occur, they will be afraid of practicing their Grammar knowledge and will never know the proper Grammar to be used. This problem became worse when the non-English students had lack of educational background knowledge of Grammar as mentioned in the finding where most of them agree that they do not have a good knowledge of Grammar itself. As a result, they are still doubts in using which correct pattern of Grammar that they should use. Whereas from the external factors, it is assumed that the problems occurred because of their perceptions regarding to SWE Section of TOEFL. As described previously in the questionnaire result, most of them agree that the time allocated is very limited which result that they found it difficult for them to answer the questions well. It showed that they still have major problems regarding to SWE topics tested. Besides, some of them also conveyed that Written Expression part of TOEFL is more difficult than the structure one. They claimed that finding the incorrect answer is more difficult than finding the correct one like in structure section. It also becomes the problem since the Written part of SWE take 63% of the total items of SWE Section. As a result, the number of items in Written part is more than the structure part that made the non- English students got lower score from the second part of SWE of TOEFL.

CONCLUSION

This study is aimed at finding out the non-English students' ability in SWE Section, types of items in SWE Section that create difficulties for the non-English students, and the factors cause the difficulties. It can be

concluded that the ability of non-English students of Faculty of Food Science and Agroindustry of The University of Mataram in SWE section of TOEFL is still categorized as in the lower-intermediate level with score ranging from 370-400. There are only 10 (47.61%) of the non-English students who have passed the faculty requirement as the standard in taking the thesis exam.

The non-English students also still faced many difficulties in SWE Section related to 18 types of topics which are about the use of nouns, pronouns, tenses, adjectives, adverbs, comparatives, conditional sentence, S-V agreement, Adjective clause, Conjunctions, Noun phrase, Causative, Prepositions, word choices, compound sentences, embedded question, Parallel Structure and direct object. The factors which are causing the difficulties are from their internal and external factors. From the internal factors, the difficulties occur due to their low confidence level in using their English Grammar in written or oral communication, their lack of educational background about Grammar. Meanwhile from the external factors, those difficulties happen because of their perspective about SWE Section perspective about TOEFL SWE Section is more difficult rather than the other sections, and Written Expression is harder than the structure one.

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