

CHAPTER 2

LITERATURE REVIEW

This chapter provides a comprehensive explanation of literature review. It includes theoretical review that includes English Standardized Tests, Structure and Written Expression, and Test-taking Strategies. This chapter also provides study of relevant research.

A. Theoretical Review

1. English Standardized Tests

Standardized tests are necessary for assessing students' proficiency in English across educational contexts. According to Brown (2004) English standardized tests are intended to evaluate an individual's English language proficiency. The primary aim of these tests is to assess a test-taker's ability to use English in academic or professional settings. Brown (2004) states that standardized tests such as TOEIC, IELTS, and TOEFL are designed to measure overall English language proficiency. Each test has different objectives, structures, and target groups, and is often used in various educational and professional contexts. In summary, standardized tests such as the TOEIC, IELTS, and TOEFL are essential for assessing English language proficiency.

Among the most well-known English proficiency tests are TOEIC, IELTS, and TOEFL. These tests have gained worldwide recognition because many institutions, companies, and universities require proof of English ability from their applicants. As mentioned by Brown (2004), each of these tests has a different purpose, a different structure, and is intended for a specific group of test takers. For example, TOEIC is commonly used in professional and workplace settings, IELTS is often required for study and migration purposes, while TOEFL is primarily designed for academic admission in universities. The test format also varies, ranging from listening and speaking to reading and writing sections, depending on the goals of the examination. Therefore, understanding the characteristics and functions of each test is important for test takers so that they can choose the one most suitable for

their needs. The explanation of English standardized tests are below:

1. Test of English for International Communication (TOEIC)

This test is used to measure everyday English language skills used in the workplace. This test is designed for people seeking employment or development in an English-speaking workplace. The TOEIC has become a popular international examination of English competence in workplaces where English is needed for job performance (Brown, 2004). TOEIC serves numerous functions. According to ETS (2015, 2016) (as cited in Im & Cheng, 2019), the TOEIC intends to assess proficiency, qualify for job opportunities, enhance qualification, track progress, set goals, and engage employers in skill development. In short, the TOEIC mainly assesses English ability for working contexts and urges ongoing English improvement in professional settings.

2. International English Language Testing System (IELTS)

This test is designed to test non-native English language skills related to education, careers, and immigration in English-speaking countries. As stated by Peltekov (2021), this test aims to measure English language proficiency for non-native speakers who intend to study, work, or move to English-speaking countries. This test has four parts. In short, IELTS tests non-native English language proficiency and makes it an important tool for education, employment, and immigration prospects in English-speaking countries.

3. Test of English as a Foreign Language (TOEFL)

This test is a standardized language proficiency test that has become one of the most popular international language tests since it was established by the National Board for English Language Testing as a Foreign Language in the early 1960s (Sulistyo, 2009). Institutions both domestically and internationally have widely used this test for matters related to academic admission and recruitment. TOEFL is currently acknowledged as the standard for measuring an individual's ability to communicate in English as a foreign language. TOEFL was introduced as a Paper-Based Test (PBT) to measure listening, reading, structure, and writing skills. Over the past 45 years, TOEFL has evolved significantly (Salma, 2018). The test format has shifted from multiple-choice questions to performance-based

tasks focused on communication, and its format has transformed from PBT in 1964 to Computer-Based Testing (CBT in 1998, and Internet-Based Testing (iBT) in 2005 (Qian, 2010). These improvements show progress in increasing the test's effectiveness in evaluating English communication skills.

It can be summed up that standardized English tests are essential for assessing English proficiency for various purposes, as well as for academic, professional, and personal development in an English-speaking context.

a. Types of TOEFL

TOEFL has a series of tests with various versions designed to meet various assessment needs (Educational Testing Service, 2020). The next section describes these types of tests to provide a clearer picture of how TOEFL has evolved and adapted to various assessment contexts.

1) The Paper-based TOEFL (PBT)

The TOEFL PBT is the paper-based version of the TOEFL test. This type of TOEFL was the first TOEFL released by English Testing Service (Educational Testing Service, 2007). Before its official launch, the test was originally composed of five sections. However, after further research, in 1976, the test was reorganized into three sections (Educational Testing Service, 2007). In essence, the TOEFL PBT was the first TOEFL test introduced as a tool for measuring English proficiency among non-native speakers.

The TOEFL PBT that has been tested consists of four sections. According to Phillips (2001), the TOEFL PBT consists of listening comprehension, structure and written expression, reading comprehension, and written English. However, it turns out that not all implementations of this test include a written English section. According to Abdulloh et al. (2021), most test organizers and educators only include three sections and do not require the written English section. The TOEFL PBT has a total of 140 questions, 50 questions in the listening comprehension section, 40 questions in the structure and written expression section, and 50 questions in the reading comprehension section (Phillips, 2001). This total test duration is approximately two and a half hours.

With the development and evolution of the TOEFL test, this test has undergone changes. Since April 2021, the TOEFL PBT test has been discontinued and is now replaced by the TOEFL iBT test. The validity period of the TOEFL score is 2 years from the test date. Eventually, the TOEFL iBT format is more commonly used these days.

2) The Computer-based TOEFL (CBT)

The TOEFL CBT is a computer-based version. TOEFL CBT was introduced in July 1998 as a part of a long-term effort to improve assessment by incorporating electronic technology to test more complex skills (Educational Testing Service, 2007). In brief, the purpose of this test is to provide more comprehensive information than before about English proficiency, while also taking advantage of technological developments.

The TOEFL CBT consists of four sections. Phillips (2001) explains that the computer-based version of TOEFL consists of four main sections, namely listening, structure, reading, and writing. The TOEFL CBT consists of a total of 90 to 146 questions, with 30 to 50 questions in the listening section, 20 to 25 questions in the structure section, 44 to 60 questions in the reading section, and one essay question in the writing section (Phillips, 2001). The most significant difference between TOEFL PBT and TOEFL CBT is that CBT has become a more modern test. The TOEFL CBT, introduced in 1998, was the stepping stone in the modernization of the TOEFL test. These changes were part of ongoing efforts to improve the test and prepare for a more advanced test format, ultimately paving the way for the TOEFL iBT (Internet-Based Test) (Educational Testing Service, 2007). Overall, the TOEFL CBT changed the way English language proficiency is assessed with its adaptive format, serving as a bridge between TOEFL PBT and the more advanced TOEFL iBT.

This highlights that TOEFL CBT is an important development in English language proficiency testing. The paper-based format has been replaced with a computer-based system that can adjust the difficulty level of questions based on the test taker's responses. This test includes a writing section, which helps assess students' ability to produce written English. This change makes the test more

modern and relevant to technological advancements. Overall, the TOEFL CBT serves as a bridge between the older PBT format and the newer TOEFL iBT format.

3) The Internet-based TOEFL (iBT)

The Internet-based TOEFL is a new version of the test offered at secure testing centers worldwide. The TOEFL iBT replaces the computer-based (TOEFL CBT) and paper-based (TOEFL PBT) TOEFL tests (Educational Testing Service, 2007). TOEFL iBT emerged 10 years ago. Educational Testing Service (2007) reported that the TOEFL iBT was first introduced in the United States in September 2005 and began to be used globally from 2005 to 2006. The emergence of TOEFL iBT is not without reason. TOEFL iBT was refined in response to a demand by institutions to contribute a test that would measure non-native speakers' skills to communicate in English in an educational setting (Educational Testing Service, 2007). To sum up, TOEFL iBT was appeared and appointed to give a more accurate and suitable assessment of English communication skills for academic purposes, replacing older, less comprehensive testing formats.

This TOEFL consists of four sections. According to Phillips (2006), TOEFL iBT consists of reading, listening, speaking, and writing sections. TOEFL iBT now has a new section, the speaking section. This section basically evaluates the test taker's ability to speak English and contains two tasks and involves incorporating or integrating, information from more than one source (Educational Testing Service, 2007). The duration of TOEFL iBT is different from previous TOEFL. The TOEFL iBT can take around four hours to complete and all sections are taken on the same day. Therefore, TOEFL iBT evaluates English proficiency through four sections in a comprehensive four-hour testing session.

Ultimately, the TOEFL iBT serves a compelling transformation in English language assessment for educational purposes. Renewal of the CBT and PBT formats, the TOEFL emerged in the mid-2000s to give a definite measure of communicative competence, especially in the need for evaluating speaking skills.

4) Institutional Testing Program (ITP)

The Institutional Testing Program or TOEFL ITP is designed to measure the English language abilities of non-native speakers in academic contexts and serves as a standardized tool within the scope of institutional use (Educational Testing Service, 2020). This test cannot in principle replace the official TOEFL test, the results are intended for the administering institution, providing evidence of the student's English language ability and their success in language learning in the institutional context (Sukandi & Yustina, 2024). In short, this TOEFL is not issued directly by ETS however this TOEFL can be used in the context of an institution and usually for graduation requirements.

This test has a similar structure to the TOEFL PBT, overall, the TOEFL ITP consists of multiple-choice questions without a writing section (Dalimunte et al., 2023). This test consists of 140 questions divided into three sections: listening comprehension (50 questions), structure and written expression (40 questions), and reading comprehension (50 questions) (Dalimunte et al., 2023). This test format makes the TOEFL ITP a practical and effective tool for evaluating English language proficiency in educational settings.

It can be concluded that TOEFL ITP is widely used to assess English language proficiency in educational institutions. This test is not published directly by ETS, but many institutions still trust it. The test consists of multiple-choice questions and does not include a writing section. It is often used for graduation or placement purposes. Overall, TOEFL ITP is a practical tool for measuring students' English proficiency.

5) Test of English Language Proficiency

TELP is classified as a test similar to TOEFL. Although it is not administered directly by the Educational Testing Service (ETS), this test has a format similar to TOEFL. TELP is a routine English proficiency test administered by one of the state universities in Tasikmalaya. This test is a mandatory requirement for students to take the final exam, final project for the Diploma III program, thesis for the Bachelor's program, and dissertation for the Master's program. TELP is conducted using two methods, online and offline, with registration through regular

mechanisms (online/offline) or collectively (offline). The test duration is approximately 120 minutes and consists of 140 questions divided into three sessions: Listening Comprehension with 50 questions and a duration of 35 minutes, Structure and Written Expression with 40 questions and a duration of 25 minutes, and Reading Comprehension with 50 questions and a duration of 55 minutes. A 30-second break is provided between each session.

TELP consists of three parts. The first part is Listening Comprehension, designed to evaluate how well students can understand spoken English, especially in an academic context. This test includes various tasks where students will listen to conversations and then answer questions based on what they hear. Students are tested on various skills, such as understanding main ideas, recognizing the speaker's intent, following the flow of the conversation, and inferring meaning from context (Ristika et al., 2024). The second section is Structure and Written Expression, which measures grammar knowledge and writing ability in English. This section often involves questions that ask students to choose the correct form of a word, complete sentences with the appropriate grammatical elements, or rearrange parts of a sentence to form a coherent structure (Ramadhika & Riadil, 2022). The last section is Reading Comprehension, which measures students' ability to understand and interpret written texts in English, particularly academic texts. Reading texts are typically excerpts from academic journals, books, or articles, with questions requiring students to cite evidence from the text to support their answers (Karakoc, 2019). In summary, the TELP has a format similar to the TOEFL, consisting of three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension.

Taken together, the various types of TOEFL and TOEFL-like tests serve diverse purposes for assessing English language proficiency for non-native speakers. These tests highlight the evolution of English language assessment and serve a variety of needs and contexts while maintaining their essential purpose of supporting language development and academic success. This study will focus on Structure and Written Expression section of TELP. This section will be explained more in the next discussion.

4. Structure and Written Expression

Structure is the arrangement or sequence of parts in a sentence, such as subject, predicate, object, and description, which form a complete and easy-to-understand sentence. In line with a study from Rahyab and Fakor (2023), which emphasizes that structure refers to the organization of sentences, this is very important for the meaning of a sentence. Structure and grammar are actually related, but they have different focuses. Grammar is the set of rules in a language, explain how words are formed and used in sentences. In Yule's (2006) perspective (as cited in Ahmed et al., 2020), grammar is a set of rules that explain the formation of phrases and sentence structures by paying attention to the arrangement of words in a language. This means that grammar helps us understand how words are arranged to become phrases or sentences that are correct and follow the rules of the language. Structure refers to the patterns and forms of parts of language, such as how words are arranged in sentences. Grammar, on the other hand, provides formal rules that determine these patterns (Astvatsatryan & Amalyan, 2023). In other words, grammar explains what the structure should be like in a language, so that the arrangement of words or sentences can convey meaning clearly and correctly. In short, structure and grammar form the foundation for understanding and using language effectively.

In the context of the TOEFL, this section assesses the test-takers' ability to identify appropriate language in standard written English. Brown (2004) and Priyasudiarja (2019) states that the structure and written expression sections of the TOEFL test are designed to evaluate test takers' mastery of standard written English grammar and sentence construction. In brief, this section assesses test-takers' proficiency in identifying and applying proper grammar in standard written English.

The TOEFL test's structure and written expression section has several topics. Phillips (2001) classifies the structure and written expression section into the following categories. There are at least ten main topics, as shown in the table below:

Table 2.1 10 Main Topics in Structure and Written Expression of the TOEFL Test

No	Name of Topics
1	Subject-verb Agreement
2	Verb-tense Agreement

No	Name of Topics
3	Word Forms
4	Reduced Clause
5	Connectors
6	Gerund and Infinitive
7	Comparisons
8	Clause-formation
9	Parallel Structure
10	Redundancy

The explanation of the ten main topics of structure and written expression of TOEFL are below (Hajri et al., 2018):

1. Subject-Verb Agreement

It is a rule that ensures that the verb agrees with the subject in terms of number (singular or plural), person (first, second, or third), and in some cases, gender.

2. Verb-Tense Agreement

It refers to the consistency of time in the use of verbs in a sentence or paragraph. If there is no clear change in time, then all verbs must remain in one particular tense.

3. Correct Tense Use

It refers to the use of the correct tense of the verb according to the context of the sentence. For example, to describe a habit, use the simple present; for past events, use the simple past; and for plans, use the future tense.

4. Reduce Clauses

It is a short form of relative clauses that is used to simplify sentences without changing their meaning.

5. Conjunctions

It functions as a connector between parts of a sentence, be it words, phrases, or clauses.

6. Gerunds and Infinitives

It refers to two forms of the verb that function as nouns. Gerunds are verbs that end in -ing, while infinitives are the to + verb form.

7. Comparison

It refers to the use of comparative and superlative forms of adjectives or adverbs to compare two or more things.

8. Clause Formation

It is the process of forming clauses with the right elements. Clauses can be independent (can stand alone as sentences) or dependent (depend on the main clause).

9. Parallel Structure

It maintains consistency of grammatical form in elements that have the same weight or function in the sentence.

10. Redundancy

It refers to the unnecessary repetition of words or phrases that only make the sentence long and ineffective.

The section on structure and written expression includes two sorts of questions, each with its own specific orientation. These types are clarified below:

a. Structure

In this section, test-takers are requested to identify the proper answer to fill in the blank sentences. This section contains fifteen questions, each followed by four response alternatives. Test-takers must select an answer that completes the statement with proper grammar. The sentences and sample answers are provided below (Wahyudi et al., 2019).

Table 2.2 Example of Structure Question

Direction: Click on the one word or phrase that best completes the sentence.	
Vegetables are an excellent source _____ vitamins.	The correct answer is 'of', as the sentence requires a preposition to indicate the relationship between "vegetables" and "vitamins." The phrase "source" of vitamins" is a standard collocation in English.
a. Have	
b. of	
c. where	
d. contain	

Structure form questions urge test-takers to complete sentences with grammatically correct answers from four options, choosing the one that best completes the phrase as illustrated in the example.

b. Written Expression

In this section, test-takers are given the option of choosing one underlined word that must be changed to make the sentence correct. There are twenty-five questions. Two to four underlined words or phrases may appear in a single sentence. The sentences and sample answers are provided below (Priyasudiarja, 2019).

Table 2.3 Example of Written Expression Question

Direction: Click on the underlined word or phrase that needs to be changed to make the sentence correct.			
Being <u>organized</u> is <u>certainly</u> one of <u>the</u> most important <u>aspect</u> of			
A	B	C	D
being a good worker.			
The statement contains an error in subject-verb agreement. The correct statement is “Being organized is certainly one of the most important aspects of being a good worker.”			
In this line, “one of the most important aspects” refers to only one of numerous (“aspects”), hence “aspect” should be pluralized as “aspects.”			

The written expression section of the test requires test-takers to detect grammatical problems in underlined sentences to demonstrate their mastery of proper English language structure. The structure and written expression section of the TOEFL assesses a test-taker's ability to recognize and apply correct grammar in standard written English. This section includes ten essential topics. Test-takers confront two types of tasks. Together, these exercises reflect the test-taker's capacity to deal with complex grammatical structures while maintaining language accuracy, both of which are required for academic and professional success.

5. Test-taking Strategies

Test-taking strategies can significantly enhance learners' performance in language tests, particularly in competitive settings. Some students, for example, use the elimination strategy in multiple-choice questions to reduce their alternatives for answers that are less relevant or potentially incorrect (Cohen, 2006). The academic literature defines test-taking strategies from several perspectives. Cohen (2006) describes test-taking strategies as consciously determined strategies that test-takers adopt to deal with the language barriers and response requirements of the task at hand. Tunç & Şenel (2022) argued that test-taking strategies are when language

learners adopt techniques, tactics, or maneuvers to boost test performance and accuracy. This definition highlights the purposeful nature of test-taking practices in language assessment.

Test-taking in standardized and proficiency tests is carried out to improve test-taking performance. Test-taking strategies improve performance by assisting test-taking in filling knowledge gaps, especially on tests like the TOEFL, where format familiarity might be as crucial as content knowledge (Cohen, 2006; Nguyen, 2003). However, differences in the use and accessibility of these strategies may lead to variations in test results. For example, Cohen (2006) & Nguyen (2003) observes that disparities in these strategies have been connected to performance gaps between majority and minority groups in standardized testing. Research has also indicated that training in test-taking strategies can result in moderate score improvements, though the effectiveness depends on individual characteristics and test formats (Cohen, 2006; Nguyen, 2003). Thus, using test-taking strategies plays a significant role in enhancing performance in standardized tests, though their effectiveness may vary based on several factors contributing to performance gaps among different groups.

Test-taking strategies in general involve problem-solving strategies, recall, focus on planning, monitoring, and evaluating one's test performance, and using test formats or cues to boost scores without mastering all the content (Cohen, 2006; Nguyen, 2003). Test-taking strategies are further categorized into two types. Cohen (2013) defines two categories of test-taking strategies: test management strategies and test-wiseness strategies. However, there are three types of strategies that can be used while responding to language tests and tasks. The additional strategy involves language learner strategies (Cohen, 2013). The definitions of these three categories are as follows.

a. Language Learner Strategies

Language learner strategies refer to the thoughts and actions taken during a language-related test. Cohen (2013) indicated that these strategies can be utilized to complete language-related tasks efficiently. Language learner strategies are chosen to address certain tasks. This applies to receptive skills like listening and reading,

productive skills like speaking and writing, and related skills including vocabulary, grammar, and translation (Cohen, 2013). Overall, language learner strategies are the concepts and behaviors that people use to effectively perform and deal with language-related issues.

Language learner strategies (such as grammar analysis or vocabulary recall) are divided from these test-specific strategies. However, they can frequently extend along with test-management strategies. For instance, if someone attentively investigates a sentence's structure to find grammar errors in a fill-in-the-blank question, they might apply both their language knowledge (grammar and skills) and test-taking techniques (strategic question-solving) (Han, 2023). Thus, while language learning strategies are aside from test-specific approaches, they usually accompany test-management strategies, allowing to using of both linguistic knowledge and strategic problem-solving to handle assessments efficaciously.

To sum up, language learner strategies involve the thoughts and behavior used to solve language-related tasks. While they can be separate from test-specific strategies, they sometimes can be part of test-management strategies and allow learners to effectively use both language skills and test-taking techniques to handle the assessments.

b. Test Management Strategies

Test management strategies mean that the strategy for taking the test is to answer test questions effectively and responsibly. Cohen (2013) defines this test management strategy as a strategy used to respond to test questions and tasks effectively. This is a strategy that is deliberately used to help get the right response responsibly. This strategy is included in practical steps. Logistical issues such as determining the value of responding to different questions or tasks, tracking time, and choosing a place to look for answers are part of the test management strategy (Cohen, 2013). Ultimately, this strategy combines approaches that aim to answer test questions effectively and responsibly, one of which is logistical considerations.

Test management highlights the advantages of the TOEFL's characteristic design. For example, its timed sections, question template, and scoring standard (Han, 2023). Effective test management combines language proficiency and

practical test execution which can ensure learners to showcase their skills within the test's constraints.

As a result, test management strategies include careful and practical approaches to answering test questions effectively and responsibly. By incorporating language proficiency and practical test execution it can effectively handle the test's challenges and achieve the best possible results.

c. Test-wiseness Strategies

Test-wiseness strategies refer to the ability to use the characteristics of the test to achieve good scores. According to Cohen (2013), test-wiseness methods are the test-taker's knowledge of testing formats and other irrelevant data used to acquire (potentially right) responses on language tests without relying on L2 knowledge and performance. This strategy enables test-takers to use multiple-choice items. Examples include stem-option cues, similar options, and item giveaways (Cohen, 2013). To sum up, this strategy involves leveraging the format and features of a test to achieve correct answers without necessarily demonstrating the skills being evaluated.

As explained before, test-wiseness strategies can be broken down into various types, such as similar options, opposing options, and absurd options. The most popular strategies involve error avoidance, elimination of incorrect responses, and checking responses. However, test-taking strategies can be used unwisely, such as skipping reading questions and instructions or reading them partially, and choosing random answers without processing the whole question for meaning (Fraidan & Salman, 2023). It is crucial to differentiate that and not do the unwise strategies.

Overall, test-wiseness strategies include applying the characteristics and format of a test to achieve higher scores, sometimes without relying on language proficiency. While focusing on effective strategies it is equally important to avoid unwise practices to maximize the benefits from the strategies.

Broadly speaking, test-taking strategies are critical in improving performance in language tests, especially standardized tests. These strategies fall into three major types. These strategies provide a comprehensive framework for test-taking to deal with language testing shortcomings and improve their performance.

B. Study of the Relevant Research

Several studies on strategies in the context of TOEFL and structure and written expression have been reviewed to conduct this research. Then, five previous studies are described in the following order.

The first study was conducted by Heffernan (2006). This study aimed to investigate the effectiveness of specific test-taking strategies used in a TOEFL preparation program at a Japanese university. The study utilized a case study conducted at a Japanese university and focused on quantitative analysis to evaluate the effectiveness of the TOEFL preparation program. The results of the study found that the TOEFL preparation program was highly effective, with 52% of participants improving their scores by at least 50 points and 93% showing some level of improvement. The strategies used, such as keywords and contextual approaches, vocabulary development, and time-saving techniques, significantly improved their performance and improved their scores. Learner satisfaction was also high, with 95% agreeing with the teaching methods.

The second study was conducted by Rahmawati (2014). This study aimed to examine test-taking strategies used by the students in the TOEFL test. This study used descriptive statistics to examine test-taking strategies used and three problems; motivation, difficulties, and belief. Multiple regression was used in this study to test the significant relationship between test-taking strategies and test scores. The results of this study revealed that there were five commonly used strategies: knowing what to do during the test, preparing optimally, visualizing possible success, checking progress, and dressing comfortably. Test-taking requires motivation to achieve the desired score. The main challenges include spending too much time on difficult questions, being too nervous, and changing correct answers to wrong ones. Although these can happen, implementing strategies can help minimize these challenges. Finally, test-taking strategies showed a significant relationship with scores when used together but not when applied individually.

The third study was conducted by Ratrisari (2018). This study aimed to find out the problems and strategies in the TOEFL test. This study used a case study design, and qualitative data were gathered from participants through in-depth

interviews. The participants of this study were four students of EED of UMY. The findings found that there were two major problems and nine major strategies were used to overcome the problems. The internal problems were categorized into four major categories such as students' linguistic problems, students' anxiety, students' lack of concentration, and students' lack of motivation. The external problems were categorized into two major categories such as audio listening problems, and time limitations. The strategies were categorized into nine major strategies, they are understanding grammar, doing more exercise, listening to English songs, discussing with other students, guessing strategy, being more intent, being motivated, being prepared, and having good time management.

The fourth study was conducted by Bulan et al. (2023). This study aimed to explore EFL students' difficulties in the Structure and Written Expression (SWE) section of the TOEFL ITP and how they overcome these challenges. This study used a narrative inquiry design, and qualitative data were gathered from participants through questionnaires and interviews. The study found that students had difficulty with multi-clause sentences, reverse subject-verb order, prepositions, verb tenses, one-clause sentences, and subject-verb agreement in the TOEFL ITP SWE. They overcame this by reviewing tutor materials, using additional resources, studying YouTube tutorials, reviewing with skilled classmates, and practicing independently.

The fifth study was conducted by Ali (2023). This study investigates English Department students' challenges and strategies in the TOEFL test. Using qualitative methods and interviews, it was found that participants struggled with vocabulary and pronunciation in the listening section, addressing this by focusing on details during conversations. In the structure and written expression section, grammar issues led to errors in tenses, parallelism, and word classes; students practiced extensively to recognize TOEFL question patterns and save time. In the reading section, vocabulary limitations hindered comprehension, so students used skimming and scanning to grasp the main ideas.

However, those previous studies only highlighted the challenges, the strategies in all sections of TOEFL, and learning strategies in structure and written expression.

Therefore, to fill the gap, this research aim to find out test-taking strategies by English education students at a state university in Tasikmalaya who got high scores in structure and written expression of TELP.