

INVESTIGATING TOEFL iBT WRITING TASKS (A CASE STUDY OF EFL LEARNERS)

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Abstract

According to (Sharpe, Orientation to the TOEFL iBT, 2019), the TOEFL iBT assesses the test-taker's ability to understand and use English for academic purposes. The TOEFL has four sections: listening, reading, speaking, and writing, each with its own set of instructions. The writing section assesses test-takers' ability to write essays in English. They write one essay about an academic topic (integrated task) and one essay about a familiar topic during the test (independent task). The academic essay requires them to relate information from a reading passage to information from a listening passage. The researchers conducted a similar study to learn about EFL learners' challenges when taking the test to improve TOEFL iBT writing instruction strategies. This study aims to investigate the errors and to discover if there are any new findings, as diverse techniques are found in participants' writing tasks, which could provide more general information for researchers and readers. The results showed that the typical grammar errors were almost in line with the previous studies. Another comparison was that Khoshkou and Keyvanfar did not provide missed information and conclusion insertions as other typical mistakes in the integrated task. However, the other errors—plagiarism, adding one's ideas, and question-addressing—are consistent with the study's findings. It suggests the researchers, as TOEFL iBT tutors, emphasize paraphrasing techniques and for participants with weaker English proficiency need more practice time to advance.

Keywords— TOEFL iBT, Integrated Task, Independent Task, EFL Learners

Introduction

It is a fact that the most difficult skill to test is writing because it requires students to express themselves and not merely to receive and process information, writing imposes the greater cognitive load. Even when producing a single sentence, inexperienced writers may be juggling things like letter formation, spelling, word choice, and sentence structure. When asked to write at length, they need to cope with the challenges of adhering to a topic, creating smooth transitions, avoiding repetition, and ensuring that the overall organization of the piece is coherent (Wexler, 2019)

One of the forms of English test is TOEFL iBT. (Sharpe, Orientation to the TOEFL iBT, 2019) states that the TOEFL iBT examines test-takers' ability to understand and use English for academic purposes. There are four sections on the TOEFL, listening, reading, speaking, and writing, with special directions for each section. The writing section examines test takers' ability to write essays in English. During the test, they write one essay about an academic topic (integrated task) and one essay about a familiar topic (independent task). The academic essay asks them to relate the information in a reading passage to that in a listening passage.

Considering that many skills are required to complete the integrated and independent writing tasks, the researchers, as well as the TOEFL iBT tutors, intend to investigate common



errors made on the integrated and independent writing tasks of EFL participants and see if there are any new findings from the previous research which are used for researchers guidance in their teaching.

Literature Review

ETS introduced the "new generation TOEFL" in 2005. According to (Rilcy & Wyatt, 2009, p.6), this revised version of the test incorporates all four language abilities (reading, listening, speaking, and writing) and is web-based (iBT), making it more widely available worldwide. The TOEFL iBT test is divided into four sections: reading, listening, speaking, and writing. The entire test lasts approximately 3 hours, and all sections are taken on the same day. The TOEFL iBT exam assesses all four language skills necessary for effective communication, with an emphasis on the test taker's ability to use English effectively in academic settings (The TOEFL iBT Test Prep Planner, 2019)

The TOEFL Test meets ETS quality and fairness requirements, ensuring that it is a highly reliable tool for determining English proficiency. In addition to the TOEFL Test, ETS has developed a wide range of regionally and internationally recognized qualification and aptitude examinations. According to Zareva (Keyvanfar & Khoukou, 2015) the new TOEFL is not only an updated version of the previous one but also a test with new components, such as integrated speaking and writing sections that assess the test taker's ability to combine information from multiple sources and communicate about it.

(Rilcy & Wyatt, 2009) classify two types of writing tasks in TOEFL iBT, integrated (task 1) and independent (task 2). Task 1 aims to measure test-takers' ability to use to summarize and synthesize important information contained in a reading passage and a spoken lecture drawn from an academic context. It starts with a 3-minute reading passage (250-300 words) and then listens to a lecture on the same topic (1- 2 minutes). It gives you 20 minutes to write a summary of the points in two passages and explain how they are related (150-225 words long or more). Task 2 aims to test the test-takers' capability to develop an argument in writing and support it with relevant examples and detailed explanations based on their experience without listening and reading provision. It is written 300 words long with 30 minutes of preparation, writing, and revision.

(Sharpe P. J., 2016) claims that for the integrated task, test-takers must read a section of an academic passage before listening to a lecture on the same topic. Note-taking is permitted but not graded while reading and listening. The reading excerpt vanishes as test-takers listen to the lecture, but it resurfaces on the screen as they get ready to write their essays. The test-takers have 20 minutes to plan, write, and revise their response. For a good essay on the integrated topic, they typically need to write 150–225 words. While for the independent task, test-takers read a question on the screen. It usually asks for their opinion about a familiar topic. They have 30 minutes to plan, write, and revise their response. Typically, a good essay for this task requires that they write 300-350 words.

The structure of an essay is another important aspect of the independent task. An essay, according to (Goodine, 2022), comprises an introduction, a body paragraph, and a conclusion. The introduction at least has 3 sentences: background, the main point, and the transition. In the Introduction, it is suggested not to waste time on the opening line due to its insignificance, not to copy and paste from the prompt and write about 50 words. The body of the essay must consist of two paragraphs in which each of them comprising a topic sentence, the explanation, the transition, and the personal example. It is written in 150 words in each body paragraph. The last is the conclusion which is to repeat the thesis and two supporting arguments by paraphrasing them and not being allowed to introduce new arguments in it. The conclusion is about 40 words.

Typical mistakes found in integrated writing tasks are (1) incomplete content;(2) text copying, (3) remaining neutral, and (4) difficult words (Rilcy and Wyatt, 2009, p. 135). Besides, as cited in (Keyvanfar & Khoukou, 2015, p. 68-68) that the typical errors of this writing are (1) plagiarism; (2) own idea addition, and (3) question addressing.

(Rilcy & Wyatt, 2009, p. 141) mention the following typical errors in the independent task:

1. Mixed Opinion

Some test-takers mistakenly believe that the safest way to get points for this question is to defend the two options given by expressing ideas to support each of them. They are unaware that their 'no-risk' approach makes their answer confusing and may lead test raters to believe that they have not understood the purpose of the question.

2. Choosing an opinion

Test takers should remember that the goal is not to find out what their opinion is, but to assess their ability to generate and organize ideas articulately. Before selecting a position to defend, test takers try to determine whether they can generate relevant arguments to defend it.

Previously, the writing component of the TOEFL contained only one independent task, as cited in (Keyvanfar & Khouskou, 2015, p. 62). This task, however, was seriously questioned because it did not accurately reflect the genre used in real academic settings (Okhubo, 2009) Hamp-Lyons and Kroll (Cumming, Grant, Mulcahy-Ernt, & Powers, 2005) criticized and then administered the TOEFL writing component because it did not assess the types of writing students must perform in academic settings. (Cumming et al, 2005, p.2) questioned the TOEFL test's educational relevance, authenticity, and content validity.

Discussing the structure of the integrated task, (Rilcy & Wyatt, 2009, p.132), the integrated task has three main parts: introduction - starting by responding with a short paragraph stating the topic of the two passages and indicating how their main points are related; body paragraphs – including main points and key supporting ideas in the two passages by not only listing them but also synthesizing them and showing how they are related; and conclusion - covering one or two sentences paraphrasing the main points of the two passages.

(Recine, 2020) has the same template but emphasizes that conclusion is optional. However, (Goodine, How to Write a Fantastic TOEFL of Integrated Essay, 2022) says the integrated one doesn't require a conclusion.

Following (Rilcy & Wyatt, 2009, p.135) typical mistakes found in integrated writing tasks are (1) incomplete content, (2) text copying, (3) remaining neutral, and (4) difficult words. Besides, as cited in (Keyvanfar & Khouskou, 2015, p.67-68) that the typical errors of this writing are (1) plagiarism, (2) own idea addition, and (3) question addressing.

The issues in the writing tasks are investigated by identifying the errors in each task. Richards in (Khansir, 2012) classified errors in English as a second language acquisition as follows:

- a) a) Overgeneralization, which occurs when learners create a structure based on their experience with other structures in the target language;
- b) b) Ignorance of rule restriction, which occurs when learners fail to observe the restrictions or existing structures.
- c) c) Incomplete rule application, which occurs when learners fail to develop a certain structure required to produce acceptable sentences.
- d) d) False concepts hypothesized as a result of faulty distinction comprehension in the target language.

According to Erdogan in (Keyvanfar & Khouskou, 2015, p. 64), errors function as feedback in the sense that they reflect whether the teacher's teaching style is effective and what changes are still required. Errors, he adds, can identify the points and areas that require additional attention. He concludes that the error analysis study aims to investigate language learners' strategies, the reasons why language learners make errors, common difficulties in learning, and the development of remedial materials.

Research Method

This study used a descriptive qualitative method to investigate EFL learners' errors in the TOEFL iBT integrated and independent writing task. According to (Nassaji, 2015, p. 129) descriptive research aims to describe a phenomenon and its characteristics. However, qualitative research is more comprehensive and frequently involves a rich collection of data from various

sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. Qualitative research qualitatively collects data, and the analysis method is also primarily qualitative. The researchers divided the EFL learners' writing independent and integrated TOEFL iBT tasks into two categories: grammar and content mistakes.

This study was carried out for the 18 (eighteen) EFL learners of Elokuensi, an International Language Center in West Jakarta and South Tangerang, Indonesia. They had several years of English learning experience at school and Elokuensi. The research samples were drawn from all of the participants' TOEFL iBT integrated and independent writing tasks. Because the sample was specifically collected for research purposes, it was collected clinically. The table below was created using a list of factors to consider when collecting learner language samples (Ellis, 2008).

The participants took Mini Tests and Complete test of Longman Student CD-ROM for the TOEFL iBT 2nd Edition by Deborah Phillips (2008), Cambridge Preparation for the TOEFL Test, 4th Edition by Jolene Gear and Richard Gear (2007), and DELTA's Key to the TOEFL iBT. Complete Skill Practice by Nancy Gallagher (2016). As research samples, 28 samples from the independent task and 26 samples from the integrated task were collected. The participants' writing tasks were graded using ETS' TOEFL iBT writing rubrics (see Appendix A), and their scores were calculated (see Appendix B). It is reasonable to conclude that the participants' language proficiency level was intermediate-advanced. Both researchers worked on the analysis of the writing samples throughout the study. The focus of this research is on the two writing tasks. In brief, errors in independent and integrated tasks were classified into two types: grammatical and content inaccuracy.

Results and Discussion

(Keyvanfar & Khoukou, 2015) investigated the errors of the TOEFL iBT candidates' writing tasks, both integrated and independent. Furthermore, the researchers conducted the same study to find out if there was a difference in the findings or not. The analysis in this study is still concerned with the errors of integrated and independent writing tasks, which were classified into two categories: grammar and content errors.

Grammar Inaccuracy

Table 2 shows the grammar mistakes made by EFL students on their TOEFL iBT integrated and independent writing tasks. It contains grammatical definitions and error results for each identified error category. A verb, agreement, part of speech, sentence structure, article or determiner, prepositions, connectives, wrong word, and word choice are among the errors.

As Table 3 demonstrates, the researchers identified 475 errors in the integrated and independent tasks. As shown, among the grammatical error categories, agreement errors with a frequency of 150 comprise 27,6 % of the errors and seem to be a real problem for the candidates at this level—next, verb errors with 27,1%. The agreement and verb errors are the most frequent types. Wrong word errors are in the third position with 11% followed by sentence structure as the fourth most frequent position with 10.8 %. The category of part of speech, article and determiner, connectives, and word choice errors are more or less 6 % o. Preposition errors are also forming merely 2.3 % of all errors, and it is at the bottom of this frequency hierarchy

(Keyvanfar & Khoukou, 2015) showed that eight categories of grammatical errors were in the two tasks of TOEFL iBT writing. (Nurhayati & Nurdini, Error Analysis on EFL Students' Independent Writing Task of TOEFL iBT., 2019) and (Nurhayati & Nurdini, The Errors of EFL Students' TOEFL iBT Integrated Writing Task, 2020) in their previous studies focusing on one task found ten types of grammatical errors with 'parallelism' and 'word choice'. Nevertheless, this study found nine sorts of grammatical errors without parallelism as it includes sentence structure errors. This study's similarity is that the frequency of 'agreement' and 'verb' errors is the most perennial. In addition, the frequency in the two tasks in 'part of speech' and 'sentence structure' are in line with (Keyvanfar & Khoukou, 2015). However, the frequency of the sentence structure in task 1 is lower than in task 2 and it's not in line with the previous finding in which the frequency of task 1 is higher than task 2.

Table 2
Grammatical Error Categories of Integrated and Independent Tasks

No.	Grammatical Errors	Definitions	Error Result
1	Verb	Errors in passive/active, infinitive, modals, tense, gerund, modals	1. I ('d) rather ~~to~~-resigned (resign) it.... 2. I ever experienced to have ~~live~~ (lived) in from my school. 3. The professor before ~~see~~ (seeing) the red mark.... 4. The professor ~~talked~~ talks (should be in present)
2	Agreement	Errors in subject-verb, number, and pronoun agreement	1. A supervisor who ~~have-~~ (has) the tendency 2. There ~~are-~~ (is) no one 3. Every long-time-employee ~~have~~ (has) a high chance 4. Population growth that ~~lead-~~ (lead) ...
3	Part of Speech	Errors in grammatically incorrect part of speech	1. ...and how ~~persevere~~ (perseverent) they need to be to gain... 2. Finally, the last ~~criterion's~~-criterion... 3. ...the ~~disciplines~~ (disciplinary) problems that he has in elementary school. 4. ... s they can ~~expertise~~ (be experts) in certain áreas.
4	Sentence Structure	Any errors in the main & subordinating clause structure	1. The lecture makes points that ~~explaining~~ (explain) the mistakes. 2. (It is expected) Not (to be) too hard or (or) too easy. 3. All in all, literature and art subjects are not (more) important than studying science and Math as they do not help in developing students' minds. 4. The last reason is ~~because~~ (that) there will be money spent on going somewhere.
5	Article/ Determiner	Any omitted, incorrect, or unnecessary use of the article "the" and other determiners	1. I will list ~~the~~ (some) reasons and give examples on 2. And there will be ~~a~~-different ways to promote their members. 3. When a teacher gives ~~the~~ (X) students a challenging task,... 4. ...such as literature and art that does not need ~~many~~ (much) thinking (process)
6	Preposition	Any omitted unnecessary, and incorrect uses of verb & adjective prepositions	1. In the career life, we often meet people whom we could be dependent to (on). 2. It (was) very famous on (at) that time. 3. He spends most of time ~~on-~~(in) campus. 4. All ~~of~~ humans need something that is called sense of humor
7	Connectives	Any omitted, incorrect or unnecessary use of connectives words, expressing cause & effect, result	1. I do that it is better.....than ...because (of) renew (ing) ourself (ves) 2. (It is expected) Not (to be) too hard nor (or) too easy. 3. Someone who involve the community to

			help (and) improve the life of people. 4. He joins in student counselor, soccer team, violin team, ~~not only that~~ as well he also joins photography class
8	Wrong word	Incorrect spelling resulting in formation of meaningful actual English word	1. that ~~it~~ (if) the teacher could not accept it, and we had to make a new version of it. 2. But the professor ~~doubt~~ doubt ~~abp~~ 3. I think this point is ~~quit~~ -(quite) crucial and usefull (useful) ~~et~~ about... 4. The timeline of the American history ~~side~~ (site)
9	Word Choice	Sound, and meaning Any errors in selecting precise words that create meaning on your audience.	1. ...such as literature and art that does not need ~~many~~ (much) thinking <i>process(added)</i> . 2. He ~~woed went to~~ spends his time at a hospital to do... 3. There is ~~more~~ -(less) pressure in exam 4. Instead of raising their own ~~money~~ payment, the ... 4. The next plan from administrator is ~~to-rebuild the gymnasium~~ new gymnasium.

Table 3
The Frequency and Percentages of the Grammatical Errors of Integrated Task

No.	Errors	Task 1		Task 2	
		Frequency	Percentage	Frequency	Percentage
1	Verb	34	30.1	87	24.0
2	Agreement	36	31.9	114	31.5
3	Part of Speech	4	3.5	26	7.2
4	Sentence Structure	8	7.1	52	14.4
5	Article/ Determiner	4	3.5	15	4.1
6	Preposition	2	1.8	9	2.5
7	Connectives	2	1.8	24	6.6
8	Wrong word	18	15.9	22	6.1
9	Word Choice	5	4.4	13	3.6
	Total Errors	113	100%	362	100%

Content Errors

Task 1: Integrated Writing Task

At the content level, the researchers discovered some errors in the students' TOEFL iBT integrated and independent writing tasks. According to (Sharpe, Barron's TOEFL iBT 15 Edition, 2016), the integrated writing task requires test takers to read an academic passage before listening to a lecture on the same subject. While reading and listening, taking notes are allowed but not scored. While they are taking in the lecture, the reading passage disappears, but when they are ready to compose their essay, it reappears on the screen. The test-takers are given 20 minutes to plan, write, and revise their response. Typically, they must write 150–225 words for a strong essay on the integrated topic.

Another source of information is the ETS rubrics for integrated tasks (see Appendix A). The content of writing productions was investigated to see if it was properly produced and reflected the desired content.

(Rilcy & Wyatt, 2009, p. 135) mention that typical mistakes found in integrated writing tasks are (1) incomplete content, (2) text copying, (3) remaining neutral, and (4) difficult words. Also, as cited in (Keyvanfar & Khouskou, 2015, p. 67-68) that the typical errors of this writing are (1) plagiarism, (2) own idea addition, and (3) question addressing.

Based on the above guidelines, the following investigations of content errors were conducted:

1. Text copying or plagiarism:

It refers to all sentences/paragraphs taken in their entirety and without modification from the reading and/or listening passages. It was discovered in two students' underlined writing production (11, 5%) as follows:

- Both agree on the meaning of deindividualization, which states that people tend to lose their individuality when they are in a group, and the meaning of polarization, which states a like-minded people in a group tend to find an extreme decision than one might find alone. (Longman Mini Test 5)
- Dodgson college which is a small private institute of higher education just received a huge bequest from one of the former students. They quickly split the committee into two factions. One of the factions lead by the administrator and the other faction lead by the head of the faculty. (Longman Mini Test 5)
- Finally the administrators wanted to spend the rest of the bequest on pay rises for them because the campus pays was ten percent below the national average. (Longman Mini Test 3)
- Pruning is a cutting off dead or living branches of a tree to improve the tree's health, structure, or growth. (DELTA, Exercise 4.1.B)
- According to the reading, heavy pruning on top, or topping, make leaves and branches grow. (DELTA, Exercise 4.1.B)

2. Own idea addition

All sentences reflecting personal ideas and conclusions based on personal understanding rather than what the reading and listening passages reflected are examples of this type of error. The following words/sentences are the students' personal ideas.

- Second reason fraternal twins have the same DNA, while identical twins have the different DNA. (Cambridge Practice 6)
- So from the listening i already hear I know that every book with different writer has different result and volume. (Longman Mini Test 7)
- The question that pops up in our mind is how can it be true, but two of the books are slightly different. (Longman Mini Test 7)

From the illustration above, there was 11,5% of participants put their own idea in their responses.

3. Question addressing

According to (Rilcy & Wyatt, 2009, p. 135) incomplete content occurs when test takers' responses focus on one of the two passages while completely ignoring the other. According to (Keyvanfar & Khouskou, 2015, p. 68), this type of error referred to questions addressing. They stated that the questions are mostly in three formats. 1) The question necessitates summarizing the information from both the reading and the listening passages; 2) the listening passage introduces an idea or example that contradicts what was stated in the reading, thus casting doubt on the reading's point; and 3) the listening and reading are complementary in that they both support the same view, with the listening typically providing an example and/or an additional reason, point, etc.

It was discovered that two students' writing productions (Mini Test 1 and 7) ignored the reading passage in her response because one of the students was distracted by the question asking what effect the information provided in the listening passage had. Another finding was that the student was unable to synthesize the points in the reading and listening passage because he was unfamiliar with the topic. As a result, the lecture's response to his writing

(Cambridge Practice 7) provided little meaningful or relevant coherence. Finally, three participants (21 percent) did not respond to questions.

4. Missed information

This type included all the writing responses in which the test takers missed some information from reading and listening passages. The results show that two students' writing production (8%) was incomplete because of missing another part in the listening and reading passage as the key information (Complete Test 1, Longman).

5. Conclusion insertion

Based on (Rilcy & Wyatt, 2009, p. 132), the integrated task has three main parts: introduction, body paragraph, and conclusion. (Recine, 2020) emphasizes that conclusion is optional. However, (Goodine, How to Write a Fantastic TOEFL of Integrated Essay, 2022) says the integrated one does not require a conclusion.

As there are two tutors assigned to teach the EFL learners, it is found that the rules made by each teacher for writing task 1 are different. One teacher taught it by instructing the learners to write the conclusion, while another one didn't. There are twelve (12) data that are identified in writing task 1 by using the conclusion part, although it is not optional in task 1.

Here are the sample conclusion made by the participants :

- So, from the listening, I already hear that every book with different writers has different results and volumes. (Longman Mini Test 7)
- In conclusion, the reading shows the big picture of phrenology from Gall's point of view. The lecture shows approval to the initial thoughts but couldn't agree with the final statement by Gall. (Delta, Exercise 4.3.B)
- Finally, the speaker concludes that improper pruning creates more problems in contrast. He believes that when the pruning is not done according to the correct procedures, it will not only give harm the tree but also disfigure the beauty nature of it. (Delta, Exercise 4.1.B)

It can be concluded that the content errors of the students' integrated tasks were plagiarism, adding one's own idea, question addressing, and missing information and conclusion insertion. These findings were mostly consistent with the first three content errors mentioned by Khoshkou and Keyvanfar (2015).

Task 2: Independent Writing Task

The writers discovered errors in the students' TOEFL iBT independent writing at the content level. According to (Goodine, TOEFL Independent Writing Master Guide , 2022), an essay consists of an introduction, a body paragraph, and a conclusion. The introduction should include at least three sentences: background, main point, and transition. It is suggested in the introduction not to waste time on the opening line due to its insignificance, not to copy and paste from the prompt, and to write about 50 words. The body of the essay must be divided into two paragraphs, each with a topic sentence, explanation, transition, and personal example. Each body paragraph is written in 150 words. The conclusion repeats the thesis and two supporting arguments by paraphrasing them and is not allowed to introduce new arguments.

The ETS rubrics for independent tasks provide additional guidance (see Appendix A). The content of writing productions was investigated to see if it was properly produced and reflected the desired content.

Based on the guidelines provided above, the writers investigated the errors in this analysis. The mistakes are as follows:

1. Plagiarism

It referred to sentences or phrases taken primarily from the essay's question while it is supposed to be written by paraphrasing them. For examples :

Questions :

- a. Do you agree or disagree with the following statement: Good teachers set a challenging task for their students.
- b. In some classes, course grades are based solely on exam, while in other classes, grades are based more on class participation than on exams. Which type of grading do you prefer?

The students' writing productions :

- a. I agree that *good teachers set challenging tasks for their students.*
- b. For example, in some classes, *grades are based solely on exam, while in other type, grades are based more on class participation.*

From the samples above, it is clear that they use the same words in writing their responses.

3. Question Addressing

According to the ETS independent Writing Rubrics, the task of the independent writing is investigated to determine if the topic was properly elaborated and addressed and if the test-takers have produced well-organized writing showing sufficient exemplification, explanation, coherence, unity, syntactic variety, and range of vocabulary to support their viewpoint. The researchers found that there were 6 out of 42 samples of the essays which did not address the topic of the task well.

For instance, in the question of “ Sometimes an event that seems to be going bad turns out well after all. Discuss such an event in your life, using specific details to support your responses.” It found that one student elaborated on it by mentioning the factors affecting the event.

In another sample, in the question of discussing the advantages of promotions based on seniority and performance, one student responded with the disadvantages as well, while another student only focused on elaborating on the benefits of promotions based on performance.

The last sample is in the question, “ what is your approach to problem-solving, and how does it work?”. The explanation and details are sufficient enough, but the use of ‘You’ instead of ‘I’ made the essay didn’t address the question well.

To conclude, the students’ misunderstanding to comprehend the question is also crucial to be noticed as it will significantly affect the writing scoring.

4. Essay Structure

(Goodine, TOEFL Independent Writing Master Guide , 2022) defines an essay as having an introduction, a body paragraph, and a conclusion. In writing the essay, most of the errors in the structure are the conclusion part. Seven papers out of 42 are found without a conclusion. The reason for missing that part was the allocated time of 30 minutes was over. So from this practice, time management is urgent for any test-takers. Gallagher (2016) mentions that the best way to approach the independent writing task is to use your time to plan (5 minutes), write (20 minutes), and revise (5 minutes) the essay.

Another error is found in one essay in its introductory paragraph, which is not appropriate to the essay structure. As stated by (Rilcy & Wyatt, 2009, p. 139) the introductory paragraph contains (a) an opening remark or general statement on the subject of the essay, used as a lead-in to engage the reader's interest, and (b) a thesis statement that states test-takers opinion or preference and outline the points. In the question "What is your approach to problem-solving, and how does it work for you?" one student wrote the background with the details of the introduction by giving a sample. The use of sample is appropriately placed in the body.

(Keyvanfar & Khouskou, 2015) did not examine the content errors in independent tasks in-depth in their previous study. In terms of task development and idea organization, they only classified the essays into three categories: poor, medium, and strong. This research looked into the errors in greater depth.

Conclusion

The results for grammar were almost identical to the previous study by (Keyvanfar & Khouskou, 2015) when analyzing the errors of EFL students' integrated and independent writing tasks on the TOEFL iBT. Ten categories of grammatical errors were discovered in the researchers' earlier investigations that were solely focused on one task. Since "parallelism" is included in "sentence structure" errors, this study discovered nine types of grammatical errors without 'parallelism'. Although agreement and verb errors are still the most common in both studies, there were some differences in the results. They found that agreement errors are at the top of the frequency hierarchy, whereas the prior study had verb errors at the top. Additionally, this study discovered the reverse, that task 2's 'sentence structure' rate is higher than task 1's. Compared to the previous study, which placed the "wrong word" category at the bottom, this one places preposition errors at the lowest frequency.

An intriguing comparison is that (Keyvanfar & Khouskou, 2015) did not explain the specifics of the independent task's content errors. They were only concerned with how well the task development and idea organization were. According to theirs, the most common errors were plagiarism, own idea addition, and question addressing, which is consistent with this study.

Another comparison was in an integrated task in which (Keyvanfar & Khouskou, 2015) did not provide missed information and conclusion insertions as other typical mistakes. However, the other mistakes and errors correspond to this study's results: plagiarism, own idea addition, and question addressing.

This study found plagiarism in using the phrases or sentences from the question. It is expected that paraphrasing becomes the solution to this error. However, it recommends the researchers as TOEFL iBT tutors focus on paraphrasing methods. Ohkubo (Keyvanfar & Khouskou, 2015, p. 70) also writes about the importance of paraphrasing in academic settings. Furthermore, in integrated tasks, it is necessary to synthesize the points from reading and listening passages. The different methods of tutoring participants to complete the writing tasks, particularly task 1, affects the structure and content of the participants' writing production. It can be used to determine which method is more effective for the learners. Their English proficiency is another factor that influences the outcomes of their writing. Furthermore, the lower-level candidates require more practice time to improve.

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