

CHAPTER IV

RESULT OF THE STUDY

This chapter discussed the result of study. After the researcher analyzes the data, the writer has got result from writing texts. The writer analyzes the writing using constituent structure rule that suitable with data analysis procedure. The writer analyzed writing texts of students. The writer describes the data writing text by the students. All of the writing texts were analyzes of nominal sentences of present tense in descriptive text.

A. Data Finding

1. The Analysis of Nominal Sentences of Simple Present Tense Used in Descriptive Text

In this chapter, the writer analyzed of written result by the use of the errors of nominal sentence of simple present tense in writing descriptive text or structure. The data were found from the students' assignment, which was collected on Monday, May 21th, 2012.

After collecting and analyzing the data, the writer found that were 13 students errors making in using nominal sentences of simple present tense in descriptive text.

Table 4.1
The Analysis of Nominal Sentence of Simple Present Tense in Descriptive Text

No.	Code	Analysis of Nominal Sentence of Simple Present Tense in Writing Descriptive Text	Revised
1.	PR	<p>Item no 1:</p> <p>Faridatul Husna is a winner olimpiade English, from Jember. Now she a student school SMKN Nahdalatul Thalaban Jember.</p> <p>Farida is the first daughter of Mr. Yusuf Arifin and Mrs. Naili Hidayah. Farida is swetty-black skinned. She is 17 years old. Farida has long hair, pointed nose, and rather big ears. Her face is oval.</p> <p>She likes red color and green colour. She like dress busana muslim. Her hobbies <i>is</i> cooking, reading book story, listening music, and singing.</p>	<p>Now she <i>is</i> a student school SMKN Nahdalatul Thalaban Jember.</p> <p>Her hobbies <i>are</i> cooking, reading book story, listening music, and singing.</p>
2.	SYI	<p>Item no 2:</p> <p>Dewi is a student from MA Muslimat NU in the street Jati. She is a student smart in the school. Dewi is the first Mr. Erwin and Putri.</p> <p>Dewi is white-skinned. She is tall and slender. She is 16 years old. Dewi has wavy, short, black hair, and rather big ears. Her face is oval and her cheeks are dimpled when she smiles.</p> <p>Dewi is an attractive girl. Her favorite animal <i>are</i> cat. Her hobbies are cooking, reading comik, and listening music.</p>	<p>Her favorite animal <i>is</i> cat.</p>
3.	NJH	<p>Item no 3:</p> <p>Fina is a student Pondok An-Nur in the Kalimantan Selatan. She is a Famous in the Pondok, because she smart, beautiful.</p> <p>She is 17 years old. She hobbies reading.</p>	<p>because she <i>is</i> smart and beautiful. Her hobby <i>is</i> reading.</p>

4	SK	<p>Item no 4:</p> <p>My Family</p> <p>My name is Anton. I am 13 years old. I am from Palangka Raya. I am a student MA Muslimat NU Palngka Raya. In the future, I want to be a teacher.</p> <p>My mother is a nurse in a small hospital. My father is a teacher. I have two sisters Ratna and Rini. Ratna is 10 years old and Rini 6 years old.</p> <p>They <i>is</i> students in the elementary school Muslimat NU Palangka Raya. Ratna want to be a doctor and Rini want to be a teacher.</p>	<p>They <i>are</i> students in the elementary school Muslimat NU Palangka Raya.</p>
5	BR	<p>Item no 5:</p> <p>Azilla Nur Azizah is a ustadzah in the Ponpes Istiqamah. She is live street Perwana Number II. She ia 21 years old.</p> <p>Azilla has wavy, short, headgear. Her face is oval and beautiful. She is very smart reading Al-Qur'an, and she very famous in the territory Kalimantan Tengah. Her hobbies are cooking, and reading Al-Qur'an.</p>	<p>She lives on the street Perwana No. II.</p> <p>and she <i>is</i> very famous in Kalimantan Tengah.</p>
6	PR	<p>Item no 6:</p> <p>Farah is brown-skinned. She is tall and slender. She is 17 years old. Farah has wavy, short, black hair and pink, pointed nose, and rather big ears. Her face is oval and her cheeks are dimpled whe she smiles.</p> <p>Farah is cheerful and friendly girl. Everybody likes her because she is a homorous and creative girl. She gets on well with other people and she never forces her opinions on others.</p> <p>But sometimes Farah is</p>	<p>Her hobby <i>is</i> singing.</p>

		short-tempered. My hobi singing.	
7	M.E	<p>Item no 7:</p> <p>My name is Randi. I am a student MA Muslimat NU Palangka Raya. I live on Jl. Hiu Putih. My father is a teacher. My mother is a teacher.</p> <p>My parents have three children. Ely, eldest. Wulan my sister. We students.</p>	Wulan <i>is</i> my sister. We <i>are</i> students.
8	HM	<p>Item no 8:</p> <p>Andi is a student of state senior high school 62 Banjarmasin. Andi is the first daughter of Mr. Wardani and Mrs. Anita.</p> <p>Andi is black-skinned. He is tall. He is 15 years old. Andi has wavy, black hair, and a pointed nose. Her face is oval and her cheeks are dimpled when he smiles.</p> <p>Andi is a cheerful and frindly boy. Her hobby is cooking American food and shopping. Andi her a handsome voice and her favourite singer is Rizky Adity.</p>	His hobbies <i>are</i> cooking American food and shopping. Andi has a beautiful voice and his favourite singer is Rizky Adity.
9	HDI	<p>Item 9:</p> <p>Today is my unforgettable 11th birthday party. Lots of people are coming. They are my friends and my family. They give me some presents and they are doing thing that I like.</p> <p>Rahman is playing guitar and Rahmi is standing next to Rahman. She is playing the violin. They are plaing my favourite music.</p> <p>Everibody is singing Wali song dancing a beautiful dance. It is great. Aunt Ully is serving all the guest a glass of coke. My parents are chatting. I really this party.</p>	

			This text use present contionus tense and this text to describe what is happening.
10	LK	<p>Item 10:</p> <p>Ahamadi Family</p> <p>Mr. Ahmadi is a teacher. He teaching English. He has handsome face. All of students like him.</p> <p>His wife is a writer. They have one son and one daughter, their name is Andiand Mila. Andi <i>is</i> SMP student and Mila is SMA student.</p> <p>Their children go to school everyday together with Mr. Ahmadi as a teacher.</p>	It should be, their name <i>are</i> Andi and Mila.
11	RA	<p>Item 11:</p> <p>Zirra Arizka is a Ballerina. Zirra is the first daughter of Mr. Andi Pratama and Mrs. Shinta Arizka. Arizka the old 17 yeras old. Now she is a student of University Canada. Zirra became a famous Ballerina when she the old 15 years. Now she living with daughter her in Jerman.</p> <p>Zirra Arizka is white-skinned. Shei is tall and slender. She has black hair, wavy, long, and short pointed nose. Her face is oval and her cheeks <i>is</i> dimpled when she smiles.</p> <p>Zirra is an attractive girl in her gown ballet. She likes colored pink and white. She always wants to swimming, shopping and dancing together with her friends in free time.</p> <p>Zirra is a friendly girl. She likes singing. Her favourite singer is Rosa.</p>	<p>She is 17 years old.</p> <p>Her face is oval and her cheeks <i>are</i> dimpled when she smiles.</p>
12	LS	<p>Item no 12:</p> <p>My Bag</p> <p>I have my bag. It a birthday gift from my boloved mother. Ilike this bag very much. It a</p>	It is a hand bag.

		<p>hand bag.</p> <p>It made of leather. It a big, strong and pretty. It a long strap and four pocket. It colour black.</p> <p>Almost everything in my bag is black, a black pencil, a black ball point, a black ruler. Anyway, my bag has a long strap.</p>	<p>It is made of leather. It <i>is</i> a long strap and four pockets. Its colour is black.</p>
13	DR	<p>Item no 13:</p> <p>I want to tell about my friend. Mayang Sari is my best friend. Mayang is a student MA Muslimat NU Palangka Raya. Mayang is the forts daughter Mr. Ahmad and Mrs. Sari. She is 15 yeras old.</p> <p>Mayang is brown-skinned. She is tall and slender. She is very beautiful. She is a little shy. She <i>is</i> long black hair and a round face. Mmm... She <i>is</i> a mole on her neck. She likes wearing jacket and T-shirt.</p> <p>Her hobbies are shopping, singing, listening to music, and watching movie. Mayang has a beautiful voice and her favourite singer is Sean.</p>	<p>She <i>has</i> long black hair and a round face. Mmm... She <i>has</i> a mole on her neck.</p>

Based on the table above, there were many students failed in determining the form of nominal sentence of simple present tense in descriptive text. It was because they did not know the rules form nominal sentences; most of the students were careless in writing the form nominal sentences in simple present tense. They still confused to use nominal sentences of simple present tense in written descriptive text. It was because they did not know about form of nominal sentences in simple present tense.

2. The Factors Difficulties of Usage Nominal Sentence of Simple Present Tense in Writing Descriptive Text

After seeing the written achieved by the tenth grade students on writing nominal sentences of simple present tense in descriptive text, the writer divided them into two groups, they still made errors use nominal sentence of simple present tense in writing descriptive text. Then the writer interviewed to the students.

In order to do know the causes of difficulties on writing nominal sentence of simple present tense in descriptive text made by the students, the writer interviewed to the students who confused form of be in nominal sentence. The interview was done on Saturday, June 2nd, 2012. The time allocation was 120 minutes. There were thirteen students for interview. The following were the result of interview:

Table 4.2
The Causes of Difficulties of Nominal Sentence of Simple Present Tense in Writing Descriptive Text Made by the Students

No.	Code	The causes of difficulties when write a descriptive text	The causes of difficulties parts or form nominal sentence of present tense in descriptive text
1.	PR	Less vocabulary.	Still confused to determine the form of be.
2.	SYI	Less vocabulary.	Still confused to determine the form of be.
3.	NJH	Less vocabulary and difficulties to translate into English.	Still confused cause cannot memorize form of present.
4.	SK	Less vocabulary.	Cannot determine to the form of be.
5.	BR	Less vocabulary.	Still confused to determine the form of be.

6.	PR	Confusing in getting idea because less vocabularies.	Still confused to determine the form of be.
7.	M.E	Confusing in getting idea because less vocabularies.	Still confused to determine the form of be.
8.	HM	Less vocabulary	Still confused to determine the form of be.
9.	HDI	Less vocabulary. Difficulties to arranging the sentence. Still confused the meaning of the descriptive text.	Forget the form of be.
10.	LK	Less vocabulary.	Still confused to determine the form of be.
11.	RA	Difficulties to arranging the sentence.	Still confused to determine the form of be.
12.	LS	Less vocabulary.	Forget the form of be.
13.	DR	Less vocabulary.	Still confused to determine the form of be.

Based on the table above, it can be seen that the causes of difficulty on writing nominal sentence were 12 students less vocabulary when write a descriptive text, 3 students still confused when write a descriptive text, 2 students difficulties to arrange the sentence, 10 students confused determine the present form of be, 1 student difficulties to translate to English, and 2 students forget form of nominal sentence.

To make it clear, let us see the result of interview below:

a. PR

Kurang kosa kata.

The first student is PR, she said that she had less vocabulary.

So, it is caused difficulty in writing when a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, she failed to determine the form of be in simple present tense.

b. SYI

Kurang kosa kata.

The second student is SYI, she said that she had less vocabulary. So, it is caused difficulty in writing when a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, she failed to determine the form of be in simple present tense.

c. NJH

Kurang kosa kata dan kesulitan menterjemahkan ke dalam Bahasa Inggris.s

The third student is NJH she said that she had less vocabulary and difficulty to translate in English. So, it is caused difficulty in writing when a descriptive text.

Bingung karena tidak menghafal bentuk dari present tense.

For the nominal sentence, she said that she was confused because cannot memorize form of present tense.

a. SK

Kurang kosa kata.

The fourth student is SK, she said that she had less vocabulary. So, it is caused difficulty in writing when a descriptive text.

Bingung menentukan bentuk to be nya dari simple present tense.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, she failed to determine the form of be in simple present tense.

b. BR

Kurang kosa kata.

The fifth student is BR, she said that he had less vocabulary. So, it is caused difficulty in writing when a descriptive text.

Bingung menentukan bentuk to be nya.

For the nominal sentence, she said that she was confused to determine form of be. On the other hand, she failed to determine the form of be in simple present tense. She often made mistake in determining the subject and the form of be.

f. PR

Bingung menulis apa karena kurang kosa kata.

The sixth student is PR, she said that he had confusing in getting idea because less vocabularies. So, it is caused difficulty in writing when a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that she was confused to determine form of be. On the other hand, he failed to determine the

form of be in simple present tense. He often made mistake in determining the subject and the form of be.

g. M.E

Bingung menulis apa karena kurang kosa kata.

The seventh student is M.E she said that he confusing in getting idea because less vocabulary. So, it is caused difficulty in writing when a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that he was confused to determine the form of be. On the other hand, she failed to determine the form of be in simple present tense. She often made mistake in determining the subject and the form of be.

h. HM

Kurang kosa kata.

The eight students is HM, he said that she had less vocabulary. So, it is caused difficulty in writing when a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, he failed to determine the form of be in simple present tense.

i. HDI

Kurang kosa kata, kesulitan menyusun kalimat, and bingung maksud dari descriptive text.

The ninth student is HDI, she said that she had less vocabulary, difficult to arrange the sentence, still confuses the meaning of the descriptive text. So, it is caused difficulties in writing when a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that she was confused to determine form of be. On the other hand, she Forget the form of be in simple present tense.

j. LK

Kurang kosa kata.

The tenth student is LK, she said that she had less vocabularies. So, it is caused difficulties in writing when a descriptive text.

Bingung meneentuka to be nya.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, she failed to determine the form of be in simple present tense.

k. RA

Kesulitan menyusun kalimat.

The eleventh student is RA, she said that she had difficult to arrange the sentence. So, it is caused difficulties when writing a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, she Still confused to determine form of be in present tense.

1. LS

Kurang kosa kata.

The twelfth student is LS, she said that she had less vocabularies. So, it is caused difficulties in when writing a descriptive text.

Lupa bentuk to be nya.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, she forget form of be in simple present tense.

m. DR

Kurang kosa kata.

The thirteenth student is DR, she said that she had less vocabulary. So, it is caused difficulties in writing a descriptive text.

Bingung menentukan to be nya.

For the nominal sentence, she said that she was confused to determine the form of be. On the other hand, she Still confused to determine the form of be in present tense.

B. Discussion

Based on the result of the data analysis, that the students which stressed on using nominal sentence still had difficulties to differ nominal

sentence for the tenth grade students of MA Muslimat NU Palangka Raya. The difficulties that the students got were, less vocabularies write a descriptive text, difficulties in arranging the sentence, confusing to determine the form of nominal sentence, confusing whe write a descripttive text, and forgetting form of nominal sentence.

The explanations above supported by Muhibbin Syah on his book '*Psikologi Pendidikan Dengan Pendekatan Baru*' as it is written in chapter 2 page (25: 173) if the students learning difficulty consists of two kinds. They are students' internal factor and exsternal factor.

From the students difficulties above could be understood not only from students internal factor which among others less of intellectual capacity or students inelegancy, for examples; the conducted on the result of the data analyzed which among the students got were less vocabularies write a descriptive text, confused when write a descriptive text, difficulties in arranging the sentence, confusing to determine the form of nominal sentence, difficulties to translate into English, and forgetting form of nominal sentence but also from students external factor which among other less family life and low learning instrument quality.

In addition, the writer found that were 13 students errors making in using nominal sentences of simple present tense in descriptive text. The errors that the students got were, she students school Nahdhalatul Thalaban Jember, her hobbies is cooking food, reading story, listening music and

singing, her favorite animal are cat, she smart and beautiful, they is students in elementary school Muslimat NU, she very famous in the territory Kalimantan Tengah, my hobi singing, Wulan my sister, her hobby is cooking food and shopping, (item 9) confused the meaning of the descriptive text, their name is Andi and Mita, she the old is years, her cheek is dimpled when she smiles, it a birthday gift from my beloved friend, it a big, strong, and pretty bag, it a long strap and four focket, it color black, she is long black hair and a round face, she is a mole on her neck.

In line with this, problems in the study of SLA: the problem of the; the cognitive structure and abilities that underlie L2 use, the relevant linguistic input, and the capacity for language acquisition, also supported on his book *'Alternative Approaches to Second Acquisition'* by Dwight Atkinson as stated in chapter 2 page (29:1-3).¹

The conducted on the result of the data analyzed of theories; the cognitive structure and abilities that underlie L2 use which among other less vocabularies write a descriptive text, confused when write a descriptive text, difficulties in arranging the sentence, still confusing to determine the form of nominal sentence, difficulties to translate into English, and forgetting form of nominal sentence. Next, the relevant linguistic input which among other when the students write the descriptive text in using nominal sentence, although there were the students had some difficulties. And next, the capacity for language acquisition which among other less vocabularies write

¹Dwight Atkinson, *Alternative Approaches to Second Acquisition*, London and New York, 2011, p. 1-3.

a descriptive text, confusing write a descriptive text, confusing to determine the form of nominal sentence, difficulties to translate into English, and forgetting form of nominal sentence when the students write a descriptive text.