



## The Students' Difficulties in Writing Verbal and Nominal Sentence at the Second Semester of STKIP Insan Madani Airmolek

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### ABSTRACT

Writing in English can make students very enthusiastic about learning because writing requires a lot of things so that writing can be accepted academically. Not all students can write correctly. So, this is the author's motivation to find out the ability and the factors that influence of student difficulty in writing verbal and nominal sentence. The subjects of this research were 24 students. The method used in this research is descriptive research with qualitative and quantitative analysis techniques. The score of the quiz result were categorized fair good. Afterwards, the internal factors shown that the students were bad mood to learn English, not ready to learn English, they claimed English language is bored and they felt sleepy while learned English. Finally, the external factors shown that they didn't like make a group discussion because couldn't be focus on materials, the teacher not explained well and they confused the methods used

## **INTRODUCTION**

Education is a place where someone learns who can increase their knowledge, this is in line with changes in the world of education. So that, the enactment of the National Education System Law Number 20 of 2003 which gives authority to early, primary, secondary, and tertiary education institutions to develop curricula according to school needs or better known as educational decentralization. English is one of the study programs in STKIP English program that produces professional English teacher candidates, carries out three main functions in education, namely developing intelligence potential, cultivating values, and developing basic abilities / skills, including English language skills.

Afterwards, The ability to write verbal and nominal sentences is needed in the Intensive English I class. Verbal Sentence or is a sentence which the predicate is in the form of a verb. Meanwhile, Nominal Sentence is a sentence which the predicate is not a verb, but consists of a noun, adjective and adverb. Writing in English can make students very enthusiastic about learning because writing requires a lot of things so that writing can be accepted academically. Not all students can write correctly.

## **METHODS**

In this research the researcher will use descriptive analysis method. Descriptive research was research that was directed to provide symptoms, facts, or events in a systematic and accurate manner regarding the characteristics of a particular population or area. In descriptive research, there tends to be no need to find or explain mutual relationships and test hypotheses. And data analysis in research is an activity that was very important and requires precision and criticality from researchers. The analysis pattern to be taken was also a consideration for researchers, whether statistical or non-statistical analysis. Statistical analysis was processed from quantitative data, while non-statistical analysis was carried out on qualitative data. The purpose of this research descriptive analysis method was to obtain more in-depth data about "THE FACTORS THAT INFLUENCE STUDENTS' DIFFICULTIES IN WRITING VERBAL AND NOMINAL SENTENCE AT THE SECOND SEMESTER OF STKIP INSAN MADANI AIRMOLEK"

Then, researchers have been observe the teaching and learning process in the classroom. After that, the author will give a test and give a questionnaire to each student and conclude the results of the questionnaire.

### **Research Location**

At the researcher have been research the STKIP Insan Madani Air Molek campus, the address on St. General Sudirman, Po Box Tel. (0769) 41024, Airmolek, Pasir Penyu, Indragiri Hulu district, Riau.

### **Research Subject and Object**

The subject in this research were students of second semester of the STKIP Insan Madani Airmolek, totaling 24 people.

The Object in this research were the factors that influence students' difficulties in writing verbal and nominal sentence at second semester of STKIP Insan Madani Airmolek.

**A. Data Collection Technique**

**1. Observation**

Observation was the process of systematic observation and recording of learned symptoms. According to Notoatmodjo, it was explained that observation was an active and caring soul to manifest stimuli. Observation was a method of collecting data by observing or studying carefully and directly at the research location to determine conditions that occur or to prove the correctness of a research design. **Questionnaires**

Questionnaires were very effective for measuring aspects or variables related to personality or other psychological or sociological aspects. The types of questionnaire are divided into two, namely a closed-question questionnaire (limiting the respondent's choice of answers) and an open-ended questionnaire (giving respondents freedom).

**2. Documentation**

Documentations were records of events that occur. This technique creates a document from a series of activities that have been given to students.

**B. Data Analysis Techniques**

At this stage, the researcher collected data that had been collected in steps such as field notes, questionnaires, and interview transcripts. Because this research was a descriptive study, the data analysis technique used was a qualitative descriptive technique. The data analysis technique of this research is presentation technique. The formulations was:<sup>1</sup>

$$P = \frac{F}{N} \times 100\%$$

Explanation:

- F = Frequency
- N = Total Overall
- P = Presentation
- 100% = Percent

The main objective is to reduce the large amount of data that has been collected into categories that are more manageable. The main objective was to present data, interpret, and explain it. Creative thinking was needed to teach and develop the data that has been obtained. Presenting the research account includes discussion of questions, explaining context, research, describing findings, interpreting findings and suggesting project feedback. Data obtained from observation, given tests and questionnaires. The activities involved in data analysis are: data reduction, data display, and conclusions.

Table 1. Result of the Analysis Will Be Obtained Through Score

No.	Score	Category
1.	80 - 100	Excellent
2.	70 - 79	Good
3.	60 - 69	Fair Good
4.	50 - 59	Fair
5.	0 - 49	Less

Table 2. Explanation Score

No.	Category	Latter Score
1.	Excellent	A
2.	Good	B
3.	Fair good	C
4.	Fair	D
5.	Less	E

## FINDINGS AND DISCUSSION

This chapter would be presented the result of research that has been conducted under the title “the factors that influence students' difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek”. The result is obtained from using observation, questionnaire, and documentation to get the data.

The researcher had done the research and had gotten the complete data from all the research instruments. The researcher has conducted the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of what were the Internal and External factors that influence difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek.

To gain the objectives of the research, the researcher analyzed the data systematically and accurately. Then the data was analyzed in order to draw conclusion about the objective of the study. The research had been conducted 20<sup>th</sup> April 2021 for the 24 students of second semester at STKIP Insan Madani Airmolek.

Table 3. Data from the Lecturer of Intensive English I Class Result of Test

No	Name of Students	Score of Test
1	Student 1	60
2	Student 2	68
3	Student 3	64
4	Student 4	72
5	Student 5	70
6	Student 6	60
7	Student 7	60
8	Student 8	68
9	Student 9	74
10	Student 10	68
11	Student 11	64
12	Student 12	60
13	Student 13	74

14	Student 14	60
15	Student 15	62
16	Student 16	78
17	Student 17	64
18	Student 18	64
19	Student 19	68
20	Student 20	60
21	Student 21	60
22	Student 22	68
23	Student 23	66
24	Student 24	62

Table 4. The Students' Ability

No	Name of Students	Score of Test	Latter Score	Predicate
1	Student 1	60	C	Fair good
2	Student 2	68	C	Fair good
3	Student 3	64	C	Fair good
4	Student 4	72	B	Good
5	Student 5	70	B	Good
6	Student 6	60	C	Fair good
7	Student 7	60	C	Fair good
8	Student 8	68	C	Fair good
9	Student 9	74	B	Good
10	Student 10	68	C	Fair good
11	Student 11	64	C	Fair good
12	Student 12	60	C	Fair good
13	Student 13	74	B	Good
14	Student 14	60	C	Fair good
15	Student 15	62	C	Fair good
16	Student 16	78	B	Good
17	Student 17	64	C	Fair good
18	Student 18	64	C	Fair good
19	Student 19	68	C	Fair good
20	Student 20	60	C	Fair good
21	Student 21	60	C	Fair good
22	Student 22	68	C	Fair good
23	Student 23	66	C	Fair good
24	Student 24	62	C	Fair good

Based on the table above, it can be conclude at the second semester of STKIP Insan Madani Airmolek in the Academic year 2020/2021 is fair good. From the 24 samples of the research, there were 5 students who are good criterion and 19 student got fair good criterion in Intensive English I class quiz about verbal and nominal sentence. From the table above could be seen if no one student got excellent, fair and less criterion.

Table 5. The Students' Average Score

	The Students' Score Quiz in Intensive English I				
	Excellent	Good	Fair Good	Fair	Less
Score	0	72 70 74 74 78	60 68 64 60 60 68 68 64 60 60 62 64 64 68 60 60 68 66 62	0	0
Total Score	0	369	1.206	0	0
Number of Students'	0	5	19	0	0
Mean	0	73,6	63,4	0	0

Based on the table above, the average value students got good criterion was 73,6 and the average value students got fair good was 63,4. And based on the table above, the highest score was 78 and the lowest score was 60.

This research was conducted to find out the factors that influence the students' difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek. Then after analyzing the score of the students in writing verbal and nominal sentence by using percentage score of students at the second semester of STKIP Insan Madani Airmolek, The researcher used the technique for calculating the ability of all students in students' writing verbal and nominal sentence test by using the formula below:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{1575}{24} \times 100\% \\
 &= 65,5\%
 \end{aligned}$$

Based on the table result of the data test above can be seen there, that the ability of students at the second semester of STKIP Insan Madani Airmolek on verbal and nominal sentence got fair good criterion is 65,5 %. It can be said that the students at the second semester of STKIP Insan Madani Airmolek are fair good on verbal and nominal sentence.

### 1. The Ability of the Students in Writing Verbal and Nominal Sentence at Intensive English I Class at the Second Semester of STKIP Insan Madani Airmolek Based on Observation and Score from Quiz of Writing Verbal And Nominal Sentence.

The first research questions, how was the ability of second semester of STKIP Insan Madani Airmolek in writing verbal and nominal sentence based on observation, data of the quiz from lecturer and indicators of verbal and nominal sentence. This result was based on observation checklist and data from lecturer.

Table 6. Observation Checklist of Students' Activity

No	Students' Activities	Yes	No	Notes
1	The students focus when lecturer explains the lesson.		√	Some of student played smartphone.
2	The students are still embarrassed to write in front of the class?	√		Some of student must be appointed by lecture to write in front of the class.
3	The students have limited vocabularies.		√	Because still confused to write in front of the class, and did not have ideas to write.
4	The students were difficult to verbal and nominal sentence.	√		Because some of student still confused use to be
5	The some of students make noise in the classroom.	√		Some of student talk to another student went lectur explain the material.
6	The students have difficulty in develop ideas to write.	√		Because some of students still confused about grammaricaly,

Based on the table above, the researcher found some problems occur at the second semester student in writing verbal and nominal sentence. The first problem was student played smartphone make students not focus when lecturer explains the material in this problem make student difficulties to understand in writing verbal and nominal sentence. The second problem, the students must be appointed by lecturer to come of front of the class in this problem make difficulties student to improve their self in writing verbal and nominal sentence. The third problem was the student still confused to write a sentence about verbal and nominal some of student does not idea to write, it means at the second semester of STKIP Insan Madani do not have limited vocabularies.

The fourth problem was students were confused about verbal and nominal sentence exp: *are they not clever?* But the student write "*they are not cleaver?*" and then exp : *I do not walk to school.* But the student write "*do I not walk to school.*" it means the students have difficulties in arranging grammar verbal and nominal. The fifth problems were the students talk to another student its mean in this problem it make a student difficulties to understand about verbal and nominal. Finally, the students have difficulties build the ideas because some of student still confused about grammar and vocabulary. Its mean in this problem grammar and vocabulary so important to understand.

**2. The Factors that Influence Students' Difficulties in Writing Verbal and Nominal Sentence at the Second Semester of STKIP Insan Madani Airmolek Based on Interview Question.**

The second research questionnaires, what were the factor that influence the students difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek based on internal and external factors in questionnaires. The researcher gave questionnaires sheet for the students, and got conclusion from their answer.

**a. The Percentage of Data Questionnaire About the Factor that Influence Students' Difficulties in Writing Verbal and Nominal Sentence at the Second Semester Of STKIP Insan Madani Airmolek**

Table 7. The Percentage of Internal Factors Based on Questionnaire

No	Internal Factors	Questions	Yes	No	Remark
1.	Talent	a. Do you feel happy to learn english language?	13	11	Some ofstudents' feel happy learn english
		b. Do you think english language is easy to understand?	7	17	Some of students are think english language is difficult to understand
		c. Have you ever learnt about verbal and nominal sentence before?	18	6	Some of students claimed that they have been ever learnt about verbal and nominal sentence before.
	Total P = $\frac{f}{n} \times 100\%$		53%	47%	It could be seen that 84% the students' difficulties from telent.
2.	Maturity	a. Are you ready to learn english language?	22	2	Some of students ready to learn english language.

		b. Do you think writing skill is difficult?	15	9	Some of students have problem in writing skill.
		c. Are you able to get something new about verbal and nominal sentence?	16	8	Some of students' claimed they get something new about verbal and nominal sentence.
	Total P = $\frac{f}{n} \times 100\%$		74%	26%	It could be seen that 74% the students' difficulties from maturity
3.	Fatigue	a. Do you feel sleepy while you are learning english language?	19	5	Some of students feel bored while learning english language
		b. Do you feel interested to learn writing skill?	11	13	Some of students don't interested to learn writing skill.
		c. Do you feel dizzy while you are learning about verbal and nominal sencece?	16	8	Some of students Some of students feel confused to learning about verbal and nominal sentence.
	Total P = $\frac{f}{n} \times 100\%$		64%	36%	It could be seen that 64% the students' difficulties from fatigue.

Based on the questionnaires table internal factors in appendix 3 are include telent, maturity , and fatigue factors, the researcher found there were some of the factors that influence students difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek. From the table questionnaire about internal factors above, the researcher found there were Internal factors that influence students' difficulties in writing verbal and nominal sentence based on students' answer the questionnaire and activities. In internal factors that are talent, maturity and fatigue. Talent got 53%, maturity got 64% and fatigue74%. The most factors that influence students' difficultiesin writing verbal and nominal sentence at second semester isfatigue. There were 74% less fatigue.

Table 8. The Percentage of External Factors Based on Questionnaire

No	External factors	Questions	Yes	No	Remark
1.	Relationship student by student	a. Does your teacher make you into a group while you are learning english language?	18	6	Most of students feel their teacher always make a group discussion when they learning english language.
		b. Do you like to learn writing skill in a group discussion?	10	14	Most of student dislike learn writing skill in a group discussion.
		c. Does the group discussion help you to understand the material of verbal and nominal sentence more effectively?	8	16	There were 8 students' understand the material of verbal and nominal sentence in a group discussion.
	$\text{Total } P = \frac{f}{n} \times 100\%$		50%	50%	It could be seen that 50% the students' difficulties from students

					who have less Relationship student by student.
2.	Standard lessons above size	a. Do you like the way your teacher teaches?	21	3	Most of student like the way their teacher teaches
		b. Does your teacher explain the material of writing skill well?	11	13	Most of student difficulties understand the material of writing skill well.
		c. Does your teacher explain about the material of verbal and nominal sentence correctly?	17	7	Most of students uderstand about their teacher teaches in material verbal and nominal sentence.
			68%	32%	It could be seen that 68% the students' difficulties from students who have less Standard lessons above size.
3.	Learning methods	a. Do you have enough time to take a rise after studying?	11	13	Most of student do not have time to learn at home

		b. Can you understand the material of writing skill by using the method your teacher uses?	10	14	Most of students do not understand in material writing skill using the methods grup discussion.
		c. Do you think the material of verbal and nominal sentence is boring?	17	7	Most of students feel boring when learn verbal and nominal sentence
	Total P = $\frac{f}{n} \times 100\%$		53%	47%	It could be seen that 53% the students' difficulties from students who have less learning methods

Based on the questionnaires table external factors in appendix 3 are include relationship student by student, standard lessons above size, and learning methods, the researcher found there were some of the factors that influence students' difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek. Based on students' answers and activities researcher knows about the external factors have relationship student by student, Standard lessons above size and the last learning methods indicator. Relationship student by student got 50% , standard lessons above size got 32%, and learning methods got 47%. The most factor that influence students' in writing verbal and nominal sentence is relationship student by student because they confused learning writing skill make a group discussion.

**a. The Factors that Influence Students' Difficulties in Writing Verbal and Nominal Sentence at the Second Semester of STKIP Insan Madani Airmolek**

**1. Talent**

The first of internal factors internal is talent. First question, some of student does not happy to learned English language because student II feel bad mood to learn English language, the second question, some of student think English language difficulties to learn grammar and English language not use in daily activities said student V, the third question some of student have been ever learned before but the student III still confused about the material.

## **2. Maturity**

The second of internal factor is maturity, the first question, student I do not ready to learn English the student said English language is boring. The second question some of students claimed writing skill is difficult to learn, they are confused in grammar and student I said must know about vocabulary. The third question, student IV said the student did not get new because the student not understood about the material.

## **3. Fatigue**

The finally of internal factor is fatigue. The first question, some of student feel sleepy while there were learned English language, the student III said the English language is boring to learn. The second question, most of student not interested to learning writing skill, the student III claimed the material writing skill is difficult and grammar so hard. Some of student feel dizzy while they are learning about verbal and nominal sentence, the student III claim hard to memorize "to be" its mean they got difficulties to understand about the material.

## **4. Relationship Student by Student**

The first of external factor relationship student by student, the first question, Most of students claim the teacher always make a group discussion when they learning English language, and student IV said feel boring for student if always making group discussion when learned English language, the second question some of students did not like make a group discussion while learned writing skill because in group discussion difficult to understand about the material and the students can not be focus at material said student III, the third question, the students II feel difficulties when they must make a group discussion when learned verbal and nominal sentence, that make the student do not understand about the material, in this factor relationship student by student make a group discussion is not good when learn writing skill.

## **5. Standard Lesson Above Size**

The second of external factor is standard lessons above size, the first question most of student did not like way teacher teaches English language, because made student IV boring and made student III feel difficulties to understand. The second question, some of student said the teacher not explain the material writing skill well because student I still not understood about the material, the third question, most of student claimed the teacher not explain the material verbal and nominal correctly, and the students II said don't understand about material.

## **6. Learning Methods**

Then finally of external factor is learning methods, the first questions, most of student does not have time ever to learn at home, because at home the student many activities, the second question some of student difficulties about methods this teacher use in material writing skill, because the student III confused about methods the teachers use. The last question Some of students boring and made the student I lazy to learn about the material verbal and nominal, its mean the students difficulties about methods the teacher use and make them boring to learning about material verbal and nominal sentence.

## CONCLUSION

Based on the research finding and the Presentation of data Analysis, the researcher has conclusion about abilities and the factors that influence students' difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Air molek based on quiz from lecturer, observation check list and difficulties internal and external factors, The researcher can finally conclude the result of this research the followings:

1. The ability of the students in writing verbal and nominal sentence at Intensive English I class second semester of STKIP Insan Madani Airmolek. Based on observation and score of quiz in writing verbal and nominal sentence. The researcher obtained the score of the quiz result were 65,5% it was categorized fair good. Based on observation checklist, the ability of the students were some of student played smartphone, some of student must be appointed by lecturer to come of front of the class in this problem make difficulties student to improve their self in writing verbal and nominal sentence, some of student confused write front of the class because does not ideas to write because of student do not have limited vocabulary, some of student confused about to be, some of student make noise in the class, and some of student difficulties build the ideas.
2. The factors that influence students' difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek. Based on questionnaires. Some of students at the second semester of STKIP Insan Madani Airmolek is bored in writing skill, the most of student do not have any time to take a rise at home and the most of student dislike to make a group discussion.

That is all problems caused by the factors that influence students' difficulties in writing verbal and nominal sentence at the second semester of STKIP Insan Madani Airmolek are internal and external factors. The internal factors terms talent, maturity, and fatigue factors. While the external factors terms relationship student by student, standard lessons above size, and learning methods factors.

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