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**ANALYSIS STUDENTS' DIFFICULTIES IN WRITING
DESCRIPTIVE TEXT OF SINGULAR AND PLURAL NOUN**

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Abstract

This research focus in analysing the difficulties in applying singular and plural noun of descriptive text made by the students at the tenth grade of SMA Negeri 2 Tanjungbalai in academic year 2020/2021. The objective of this research was to find out the difficulties faced by the tenth grade students in writing descriptive text. Having analyse and understood the errors and the reason behind the difficulties. The instrument of the research was writing test which analysis design. There were three aspects in scoring. They were linguistic difficulty, physiology difficulty, and cognitive difficulty. So it was concluded that the result of this research found linguistic difficulty as the most difficult part for the students in applying singular and plural noun of writing descriptive text with 71%. The other difficulty was in cognitive difficulty with 28%. The last difficulty was find in physiology difficulty with 1%. So clearly, the students need to learn more about the rules in applying singular and plural noun in writing.

Key words: Difficulties in Writing, Descriptive text, Singular and plural noun.

Abstrak

Penelitian ini berfokus pada analisis kesulitan dalam menerapkan kata benda tunggal dan jamak dalam teks deskriptif yang dibuat oleh siswa kelas X SMA Negeri 2 Tanjungbalai tahun ajaran 2020/2021. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan yang dihadapi siswa kelas X dalam menulis teks deskriptif. Setelah menganalisis dan memahami kesalahan dan alasan di balik kesulitan tersebut. Instrumen penelitian berupa tes tulis dengan desain analisis. Ada tiga aspek dalam penilaian. Mereka adalah kesulitan linguistik, kesulitan fisiologi, dan kesulitan kognitif. Maka disimpulkan bahwa hasil penelitian ini menemukan kesulitan linguistik sebagai bagian yang paling sulit bagi siswa dalam menerapkan kata benda tunggal dan jamak dalam menulis teks deskriptif dengan persentase 71%. Kesulitan lainnya adalah kesulitan kognitif dengan 28%. Kesulitan terakhir ditemukan pada kesulitan fisiologi dengan 1%. Jadi jelas, para siswa perlu belajar lebih banyak tentang aturan dalam penggunaan kata benda tunggal dan jamak dalam tulisan.

Kata Kunci: Kesulitan menulis, Teks Deskriptif, Singular dan Plural

INTRODUCTION

Known as one of the international language, English is the language that use of the most people in this world, English has an important part in development of technology, science, and culture. Therefore nowadays English Is one of essential subjects in school. To be the master of English should be having four basic English skills. The basic skills are reading, listening speaking and writing. So all of the basic skill are so important to help students to understanding English well.

Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also the grammatical correct in order to be comprehensible besides other writing's rules. In paragraph writing is also known as an activity that write interaction to convey the ideas. For the English language learner they must be the mastered of English skill in writing. Because of writing include as one of the four basic skill in learning English. Based on curriculum of the Senior High School Competence the Senior High School students must be competence in both of English they are oral and written form.

In Senior High School students, especially in tenth grade students, writing skill is focus on genre text. The objective of writing test on syllabus of English subject in Senior High School tells that the students to be able to write genre text as the requirement to pass National Examination. Because of that, in every learning English the teachers are always make a grammar test in the form of writing task.

According to the syllabus of Indonesia's Ministry of Education and Culture, there are at least three genre text that have to be learned by the tenth grade students in Senior High School or Vocation High School students. They are Narrative Text, Descriptive Text, and Recount Text.

Descriptive Text is a text that tells and pictures about what the writer want to tell. Which Description is used to describe the particular of place, the particular of things, the particular of object or the particular of someone/person and the particular that tell in the text is as the topic or the subject of the Text.

Many students find the difficulties in learning descriptive paragraph. Students are still confused how to write descriptive paragraph. One of the difficulties which are face by the students in learning descriptive paragraph is lack of knowledge of the text structure and grammar. Nevertheless, the students usually face difficulty in English grammar that is in arranging words into correct utterances or sentences. Furthermore, grammar is one of the most important parts of English to communicate with others. When we communicate, both in written and spoken ways with other people, we should not only have vocabulary but also correct grammar. Therefore, without grammar it is hard for people to understanding what we say or write because grammar makes a string of words or utterances meaningful.

There are many rules in grammar that can not be ignored such as articles, part of speech, sentence pattern, tenses and applying noun. Part of the grammar that is considered to be the most difficult to learn for Indonesian students is applying noun. When doing the third inter ship in SMA Negeri 2 Tannungbalai, this research found that most of the students are not correct in applying Noun in

sentence and some other grammatical rules, when this research gave them a task to write their personal favourite things for a descriptive text. This research thought that the students' mistakes are caused by some factors, first they translated their ideas in Indonesian sentence by word by word into English sentences and it often makes their sentences read unusual and wrong in English way. For example when students describe about flower by their own words, they make sentence like “the leafs of the rose are green”. Which the students do not know how to change leaf as singular to plural noun in writing descriptive text. Even sometimes the students change word by word for example “the leaf leaf of the rose are green” like Indonesian in Bahasa.

The other factor is the students' knowledge. Probably they don't know the correct changing form of verb tense. They write in their written and they are confused to put to be in the non-verbal or verbal sentence they wrote. It can be caused by the inference of the students' first language or their deficiency competence that reflect on how much the student had learnt the grammatical rules of the target language.

METHOD

The setting of this research will be at SMA Negeri 2 Tanjungbalai. It is located on Jl. Jendral Sudirman. This research have been conducted in second semester of X grade students of SMA Negeri 2 Tanjungbalai on June 2021.

Arikunto (in Affifatul 2016 : 33) stated that descriptive qualitative research can answer the students problem in writing. This research can be named as a descriptive qualitative research because the data will be described using word that tell its condition.

Thus, this research wants to analyze and describe the students' difficulties in applying singular and plural noun and the factors of students' difficulties in applying singular and plural noun ' in writing descriptive text at the tenth grade of SMA Negeri 2 Tanjungbalai in academic year of 2020/2021.

The data sources are from interview, observation and documentation.

In this research there are two sources of collecting data, they are

1. Observation

This research have conducted observation directly to SMA Negeri 2 Tanjungbalai toward situation of /the school and the students that enable research to complete the data.

2. Documentation

In this research have used a test to know the students' difficulties in applying singular and plural noun that appear in descriptive text writing made by the students at SMA Negeri 2 Tanjungbalai. Conducting research needs process or some steps. This research have done some procedures to conduct research as a process. The procedures have been elaborated bellow :

1. This research have prepared the instrument of the test
2. This research have collected the students' writing test and checking it, and analyzed the writing test to find students' difficulties in applying singular and plural noun.

3. This research have explained the problem by using the students' writing test focused on the singular and plural noun.
4. This research have interpreted all the data described. Then make a conclusion by using the linguistic difficulty, physiology difficulty, cognitive difficulty.

This research is about analyzing of students' difficulty in sentence writing of singular and plural noun. It will be taken from the students' work and after that, it will analyze through these following steps :

- a. Collecting the data based in the writing task result of the students works.
- b. Checking the students' work, this research will analyze the students' difficulties in writing applying singular and plural noun.
- c. Identifying the students' works by classifying the factors of students' difficulties.
- d. Counting the total number of problem made by the students.
- e. Counting the percentage of mistake for each type, by this formula

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

P : The percentage of difficulty

F : The total number of each category

N : The total number of problem

RESULT AND DISCUSSION

After collecting the students' task to make descriptive text, this research presented the result of analysing, from this data the writer identified there were 118 problems relate applying singular and plural noun.

There were so many errors that this research found after the test but as stated in the preceding chapter that this research is focused on the difficulties in applying singular and plural noun by the tenth grade students of SMA Negeri 2 Tanjungbalai in writing descriptive text. There are 33 students as the sample of grade X. This research tested the students to write descriptive text.

My House

My house is in Jl. Sei Dua. My house is a small house with comfortable place in my live. It is because in my house I live with my lovely family.

In front of my house there are a tree of mango. And in my house consist of a living room in front side, two **bed room** after the living room, and the kitchen where my mom cook. In the kitchen we have a table and **four chair**. Which my family use every lunch together. Every day we have so many **mangos** on the table it is from the tree that my father planted formally.

Student AS wrote three problems. There were two problem caused of linguistic difficulty. Which the student wrote "two bed room after the living room". It should be two bed rooms after the living room. And student wrote "we have a table and four chair" it should be and we have a table and four chairs. And

a problem caused of cognitive difficulty. The student wrote “we have so many mangos on the table”. It should be we have so many mangoes on the table.

My School

I school at SMA Negeri 2 Tanjungblai. It is located on Jl. Sudirman. My school known wiyh the smart student. My school is the second of the best school in my city after SMA Negeri1 Tanjungbalai. There are sixty teachers at my school. Every subject is touch by two teachers. There are twenty one **classes**. Seven **classes** of tenth grade, seven **classes** of eleventh grade, and seven **classes** of twelfth grade. A post of security in the first door of our school. Our school have two **secutityes**.

Student FA wrote 5 problems. And all the problem caused of the cognitive difficulties. Student wrote “There are twenty one classes. Seven classes of tenth grade, seven classes of eleventh grade, and seven classes of twelfth grade”.It should be There are twenty one classes. Seven classes of tenth grade, seven classes of eleventh grade, and seven classes of twelfth grade. And student wrote “our school have two securityes”. It should be our school have two securities.

My Friend

I have a friend name is Akbar. She is my class mate. We are **student** in tenth grade of science three in SMA Negeri 2 Tanjungbalai.

We are so naughty. All of the **teacher** in our school hate us. I and Akbar don't like some **subject** at school. We just like English it is because we can speaking English a little bit. All of my **class mate** also hate us. Akbar is a handsome man. He have two **monkey**. Akbar is so kind to me. his favorite **drink** are milk and coffee. He also never forget me. I'm so happy to known him.

Student LAP wrote 6 problems. All of the problems are caused of linguistic difficulty. student wrote “We are student in tenth grade of science three in SMA Negeri 2 Tanjungbalai”. it should be We are students in tenth grade of science three in SMA Negeri 2 Tanjungbalai and student wrote “All of the teacher in our school hate us. I and Akbar don't like some subject at school”. It should be All of the teachers in our school hate us. I and Akbar don't like some subjects at school. And student also wrote “All of my class mate also hate us. Akbar is a handsome man. He have two monkey. Akbar is so kind to me. his favorite drink are milk and coffee”. It should be All of my class mates also hate us. Akbar is a handsome man. He have two monkeys. Akbar is so kind to me. his favorite drinks are milk and coffee.

My School

I school in SMA Negeri 2 Tanjungblai. My school is in Jl. Sudirman. My school known as ADIWIYATA school at senior high school.

My school have so many teachers and students. my school have two **secutityes**. And a canteen. In my school so many big trees. The **leafes** of the tree are be the rubbish that always dirty my class.

Student MAA wrote two problems. The problems are caused of cognitive difficulty. Student wrote “my school have two securityes”. It should be my school have two securities. And student wrote “The leafes of the tree are be the rubbish that always dirty my class. It should be The leaves of the tree are be the rubbish that always dirty my class.

My School

I school in SMA Negeri 2 Tanjungbalai. my school have a post of security, Two **yard**. First yard is for parking lot and the second yard is for students' activity. Then there are three rooms for teacher. Twenty one **class room**, a canteen and two **security**.

Student MH wrote three problems. All of the problems are linguistic difficulty. Student wrote “I school in SMA Negeri 2 Tanjungbalai. my school have a post of security, Two yard”. It should be I school in SMA Negeri 2 Tanjungbalai. my school have a post of security, Two yards. And student wrote “Twenty one class room, a canteen and two security”. It should be Twenty one class rooms, a canteen and two securities.

My House

My house is in Jl. Ahmad yani. My house is a small house. My house is green. In my house there are a living room, a kitchen, a small garden beside of my house and two **bed room**. the small garden are planted so many **flower** by my mother. We only have a table and four chair in living room.

Student MY wrote two problems in describing his house. The problems are caused of linguistic difficulty. Student wrote “In my house there are a living room, a kitchen, a small garden beside of my house and two bed room”. It should be In my house there are a living room, a kitchen, a small garden beside of my house and two bed rooms. And student wrote “the small garden are planted so many flower by my mother”. It should be the small garden are planted so many flowers by my mother.

My House

My house is in Jl. Pasar baru. In my house I live with my parents and my brother. my house near of SMA Negeri 5 Tanjungbalai.

My house is pink and white. The color of the windows are white and the wall are pink. Beside of my house are so many **bushies**. My house consist of living room with a television, two bed rooms, my parents' room and my bed room. And beside of my **rooms** is the kitchen.

Student SFS wrote 2 problems. One of the problem is caused of linguistic difficulty. Student wrote “beside of my rooms is the kitchen”. It should be beside of my room is the kitchen. And one of the problem is caused of cognitive difficulty. Student wrote “Beside of my house are so many bushies”. It should be Beside of my house are so many bushes.

My Friend

Rina is my best friend. She is a beautiful girl. She live beside of my house. She school at SMA Negeri 7 Tanjungbalai.

Rina is known as the beautiful girl at my village. We are known since we are still young. Rina’s favorite **thing** are lipstick and perfume. Her favorite **color** are grey and white. She have curly **hairs**, and white skin.

Student SA wrote 3 problem. All of the problems are caused of linguistic difficulty. Student wrote “Rina’s favorite thing are lipstick and perfume. Her favorite color are grey and white. She have curly hairs, and white skin”. It should be Rina’s favorite things are lipstick and perfume. Her favorite colors are grey and white. She has curly hair, and white skin.

My Friend

My best friend are Yuyun. She is my classmate in Tenth grade of science three of SMA Negeri 2 Tanjungbalai.

Yuyun **hobbyes** are reading novel and collecting perfume. She have so many **novel**. And there are two kinds of her favorite **perfume**. she is so clever, kind and friendly. Yuyun is her nickname. Her name is Nurul Hasanah.

Student TA wrote 3 problems. Two of her problems are caused of linguistic difficulty. Student wrote “She have so many novel. And there are two kinds of her favorite perfume”. it should be She have so many novels. And there are two kinds of her favorite perfumes. And one of the problem are caused cognitive difficulty student wrote “Yuyun hobbyes are reading novel and collecting perfume”. it should be Yuyun hobbies are reading novel and collecting perfume.

My Friend

Riri is my best friend. She is student in SMA Negeri 1 Tanjungbalai. her house is in Jl. Pahlawan.

She is my best friend since we are in junior high school. Her favorite **drink** are boba and thai tea. We meet two **daies** a week. Her favorite **food** are meatball and noodle. She always brings meatball when meet me.

Student TAK wrote 3 problems. Two of the problems are caused of linguistic difficulty. Student wrote “Her favorite drink are boba and thai tea”. It should be Her favorite drinks are boba and thai tea. And student wrote “Her favorite food are meatball and noodle”. It should be Her favorite foods are meatball and noodle. And one of the problem is caused of cognitive difficulty. Student wrote “We meet two daies a week”. It should be We meet two days a week.

Based on the data analysis of this research finding. It could be seen that the dominant difficulties was linguistic difficulty with 71%. This research conclude that the most difficulty is the students when change the singular noun into plural noun. It happen because students do not know the rules of plural noun so well. It also can be the students’ problem in grammar of writing. In addition, when the students constructing a sentence which the sentence use the singular noun, then they change the singular into plural they do not add some rules in plural form. For example, the student write “banana and apple are my favourite fruit”. The student should add “s” of the fruit. Because the noun have change into plural noun. So it can say as the students’ difficulties in applying plural in writing.

The second common difficulty is cognitive difficulty with 28%. It is happen because the student have known the rules to change singular to plural noun but they do not know the best spelling of each words. For example, “swimming and dancing are my hobbyes”. The students know that the plural of hobby should add “es” but the students do not know the right spelling. Which it should be write “hobbies”. It is because there are some rules of plural noun ask the word to change in written.

The third difficulties are physiology difficulty with only 1%. It is happen when the students have problem in writing about the contain of the writing. For example the student write “my house” as the title of his written but in the contain the students describing about her family. It can happen because the student have no feedback from the reader when he is writing.

Based on the phenomena. It was indicated that the students still need more understanding about how to change singular into plural forms, by using the rules of plural forms. Thus, the phenomena must be remedied and they may not be done again.

COCNLUSION

After finishing this study which entitled “An Analysis of Students’ difficulties in Writing Descriptive Text of Singular and Plural Noun in writing descriptive text at tenth grade of SMA Negeri 2 Tanjungbalai in academic year of 2020/2021.

There are three types of difficulties in writing descriptive text that occurs in applying singular and plural noun written by the grade X students of SMA Negeri

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2 Tanjungbalai. There are linguistic difficulty, physiology difficulty, and cognitive difficulty. Based on the research finding in chapter four, it shows that the students made enough many problem in writing.

The most dominant difficulty that students made is linguistic difficulty. This type has the highest total than half of the total of difficulties made by the students. Linguistic difficulty related to the use of the wrong form of changing singular noun into plural. Most of the students forgot to add “s/es” in applying plural noun in writing. Which the students just make the same word in plural noun and singular noun.

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