

NURSING STUDENTS' WRITING AND GRAMMAR SKILL: ANALYSIS DESCRIPTIVE TEXT ASSIGNMENT

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ABSTRAK

The goal of this study was to ascertain how well higher-level nursing students could employ possessive adjectives in their descriptive papers. This approach to research is quantitative descriptive. The instrument used to gather the research data was a written test. The population of this study consisted of all second-graders enrolled in a bachelor's degree in nursing. The sample for this study consisted of 34 students from the A class semester. Purposive sampling was used to take the samples. 34 students were tested, and 22 (or 64.70%) received the very good category, 3 (8.80%) received the good category, and 4 (11.80%) received the medium category. There are 5 students, or 14.70%, who receive the less category, while no students receive the failed category. According to the study's findings, students at University of Bina Sehat PPNI Mojokerto scored an average of 85 on their ability to employ possessive adjectives in descriptive texts. This figure is derived from the scores of all students, which are divided by the total number of students that make up the study's sample. In conclusion, the University of Bina Sehat PPNI Mojokerto students' proficiency with possessive adjectives in composing descriptive writings is very high.

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1. PENDAHULUAN

Language is an essential tool for engagement and communication with others in this world. According (Giraldo, 2018), a language is a system that a particular group uses to communicate with one another and that uses vocal sound as a symbol. Language is a set of arbitrary verbal symbols that any members of a society or outsiders who have studied that culture can use to engage or communicate (Francisco et al., 2019). In addition, a language is a communication system made up of sounds, words, and grammar (Baraldi, 2017). Knowing a language makes it simple for you to communicate with those who speak it. Every nation in the globe has its own language that is used for communication. When a language is accepted by numerous nations, it is referred to as a global language. English is a language that is spoken in many nations. Around 1.5 billion people will speak English either as a first language or a second language globally in 2022 (Jafarova, 2021). English is a universal language that plays a significant

role in society. Understanding English well helps its users succeed in their careers, studies, businesses, and social networks. It was broadcast on television all across the world. Everywhere we go, we see English signs and advertisements. When we visit a hotel or restaurant in a foreign city, the staff will be able to speak English and an English menu will be available (Han, 2018).

If we want to master English, we should be knowledgeable in four key areas. These include speaking, writing, reading, and listening. Along with these abilities, language components like vocabulary, pronunciation, and grammar are also important. It is crucial for us to develop all of these abilities and elements in order to speak English fluently. The most difficult English skill, according to (Robertson & Nunn, 2010), is writing. Writing is a procedure that results in a sentence or paragraph after the writer has developed an idea (Engeness & Mørch, 2016). According to (Dumitrescu, (Moldovan), & Nuțu, 2015), writing conveys information differently than

speaking directly. Via other words, it is a useful skill for communicating indirectly in writing. Writing is regarded as the most challenging skill because ideas are tough to develop in it. Speech is expressed when cognition is active. The pupils need to be grammar, vocabulary, punctuation, and other writing skill masters in order to grasp how to write successfully. (Zhou, 2018) asserted that grammar is the rule governing how words are combined, put together, or altered to demonstrate particular types of meaning. Many students struggle with grammar since Indonesian grammar structures are very different from English grammar structures and have a lot of rules (Vann, Leech, & Svartvik, 1995). People will have trouble understanding us if we frequently use poor grammar in our conversation. Words, groups of words, and utterances in natural languages are classified as "parts of speech" or alternatively, "grammar components." According to (Pan & Zhou, 2018), a word's parts of speech indicate how it will be used in a sentence. In this study, a word type that is employed to create a phrase with many purposes is referred to as a part of speech. According to (Bezzazi, 2019), the component of speech that explains a word's function in a phrase. As a result, one must first understand and be proficient with the components of speech in order to grasp a phrase. Nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections are examples of speech components (Ji & Liu, 2018). The author of this study concentrated on discussing pronouns, particularly possessive adjectives. Since pronouns typically cannot coexist with determiners like the definite article or recodification, they should rather replace complete noun phrases.

For efficiency, pronouns are utilized. Pronouns are often used by writers, particularly those who write articles, to avoid using the same word twice and to save time and effort. Subject pronouns, objective pronouns, possessive pronouns, possessive adjectives, and reflexive pronouns are the five types of pronouns used in English (Wu, 2021). Since the 1960s, possessive adjectives have been referred to as possessive determiners (Lowe, 2016). Both words continue to be widely used. The phrase "possessive adjective" is being used more frequently than "possessive determiner," though not significantly more. These words are known as possessive determiners or possessive adjectives: "my," "your," "her," "his," "its," "our," and "their" (Witkoś, 2021). Adjective used to indicate possession of something. They must precede the noun, according to this. A possessive adjective identifies the person or thing that owns the noun or noun phrase that comes before it in a sentence. Possessive adjectival was the choice for the researcher because: First, because it is a fundamental component of grammar, the possessive adjective is very significant. Typically, pronouns are used in writing and conversation (Witkoś, 2021). Second, the possessive adjectival form is fascinating.

Indonesian pronouns are completely different from those used in English. In Indonesian, pronouns are not based on gender. While in English, pronouns are employed according to the gender of the subject or object (OSHIMA-TAKANE, 1995). The researcher saw firsthand how certain students had difficulty using pronouns, particularly with possessive adjectives, during teaching practice. Students, for instance, mispronounced "Her task" as "She task." They were unsure of when to employ one another. They were unsure about when to employ each one in a sentence or conversation. Due to the disparity in linguistic systems between their mother tongue and the target language, they encountered several issues (Taylor, 1989).

Writing is one of the linguistic skills that pupils should improve. Students can write about themselves and express themselves. One of the texts that the students study is a descriptive text. One of the text types that the students study is descriptive text. A text that describes or represents the findings of a classmate interview is referred to as a descriptive text. It is also known as a sensory experience and refers to how something feels, looks, tastes, and sounds. The reader experiences the text as if they were viewing an image by simply reading the description (Castillo-Martínez & Ramírez-Montoya, 2021). It can be claimed that descriptive text plays a crucial part in learning to write because it is taught in English classes at schools. When we describe something, we discuss all the accessories that go with it. When we describe someone or something, we also describe all the belongings connected to them. such as how it seems physically. Use of a possessive adjective is used to indicate ownership of a person. There is a paragraph that tells and describes a person, an animal, or something in a descriptive text. This indicates that possessive adjectives are frequently used in descriptive texts. It also relies on a linguistic characteristic known as descriptive linking verbs (belong to), which are used to categorize and describe the participant's appearance, features, and body parts or functions (Hernández-Campos, Jaimez-González, & García-Mendoza, 2020). When writing a descriptive narrative, students must be careful to employ possessive adjectives so that the word arrangements are seamless. The researcher was therefore interested in learning how well the students could employ possessive adjectives in their descriptive writing.

2. RESEARCH DESIGN

The ability of university student use possessive adjectives when writing descriptive texts was examined using the descriptive quantitative approach in this study. The use of numerical data to evaluate something that will eventually be comprehended and known is known as quantitative research descriptive, according to (Reinders & Benson, 2017). Descriptive research, according to (Heath, 2021), is the gathering and analysis of numerical data to characterize, explain,

forecast, or regulate interesting phenomena. This study examined how well students could use possessive adjectives when crafting descriptive texts. The subjects of this study are necessary to gather the necessary data. The third semester University of Bina Sehat PPNI Mojokerto students in the second grade were the subject of the study. The purposive sampling strategy was used in this study. Using a strategy known as "purposeful sampling," the researcher chooses the sample by identifying particular traits that are relevant to the goals of the study. Due to the 35 students in Class A's previous semesters of writing instruction, the researcher chose them as the research subject for this study. The researcher wants to back up the teacher's claim that class A students were of superior caliber. The teacher also made this claim.

In this study, there are two variables: independent variable (X) and dependent variable (Y) a. The variable that is independent (X) The independent variable in this study is pupils' proficiency with possessive adjectives. c. The reason being assessed is the dependent variable (Y). The causes were the dependent variable (Y), which was measured. Independent variables may have an impact on dependent variables. Writing descriptive text is the dependent variable in this study. The researcher employed a writing test in this study. Students were required to write a descriptive prose using a possessive adjective for the study. Topics concerning describing objects for personal interviews were offered by the researcher. The kids selected the topic based on what they were interested in. The possessive adverb is one of the response choices the researcher offers in a column to the students. Only the right response was taken into account for the score. Writing tests were utilized by the researcher as the tool for data collection. The researcher instructed the students to write a descriptive prose using possessive pronouns in order to collect data. Students were instructed to write a descriptive narrative using possessive adjectives by the researcher. Two themes on characterizing objects were offered by the researcher (my family and my best friend). The students selected the subject matter based on their areas of interest. The possessive adverb is provided by the researcher in a column as an answer choice for the students. The pupils had 90 minutes to complete the writing test, according to the researcher. Following completion of the exercise, the researcher gathered the information and examined the students' responses to determine the analysis's findings. After the students completed and turned in the assignment, the researcher reviewed their responses, marking the proper responses with a mark. (X) a wrong response. In the final step, the researcher used the five categories of student ability to categorize the students' abilities.

3. RESEARCH FINDINGS AND DISCUSSION

Research Findings

Table 4.1 Students' Ability to Use Possessive Adjective in Writing Descriptive Text

Students' Ability	Mean Score	Ability Level
adjective in Writing Descriptive Text	85	Excellent

Based on the table 4.1 above, the students' ability to use possessive adjective in writing descriptive text of second grade student of bachelor nursing program semester 3 of University bina sehat PPNI Mojokerto was 85 in mean score and it was categorized into excellent level. As mentioned in the previous chapter, to get the data, the researcher conducted the research by giving writing test about used possessive adjective in writing descriptive text. This research conducted on March 23, 2022. The researcher accompanied by an English teacher at University bina sehat PPNI Mojokerto. The sample was the students in Class A at University bina sehat PPNI Mojokerto. After obtaining all data, the researcher analyzed the data to know the students' ability to use Possessive adjective in writing descriptive text towards students at University bina sehat PPNI Mojokerto. Based on the results, the researcher found that the students' ability to used possessive adjective in writing descriptive text were excellent, this can be seen in the table below:

Table 4.2 Data of the Students' Ability to Use Possessive Adjective in Writing Descriptive Text

Classification	Ability Level	Number	Percentage
80- 100	Excellent	22 Students	64.70 %
66-79	Good	3 Students	8.80 %
56-65	Average	4 Students	11.80%
30-55	Poor	5 Students	14.70%
0-29	Fail	0 Students	0%
Total		34 Students	100%

Based on the table above, It can be seen that students' ability to used possessive adjective in writing descriptive text have variety levels , there were 22 or (64.70 %) students who got excellent category with a range score of 80-100, there were 3 or (8.80 %) students who got a good category with a range score of 66-79, there were 4 or (11. 80 %) students who enters the average category with a range score of 56-65, then there were 5 or (14.70 %) students who got a poor category with a range score of 30-55 and finally there was no student who got into the fail category with the percentage 0 % and range score of ≤ 29 .

The Students' individually Score to Use Possessive Adjective in Writing Descriptive Text can be seen in this following table :

Table 4.3 Individually Score of the Students' Result

Students	Score of students' ability			Category
	Correct	Incorrect	Score	
Student 1	8	4	85	Good
Student 2	9	6	55	Average
Student 3	10	-	42	Excellent
Student 4	7	1	50	Excellent
Student 5	6	5	57	Poor
Student 6	5	-	100	Excellent
Student 7	13	-	100	Excellent
Student 8	10	-	100	Excellent
Student 9	14	2	100	Excellent
Student 10	12	1	100	Excellent
Student 11	9	6	44	Average
Student 12	13	-	100	Excellent
Student 13	6	4	88	Average
Student 14	16	-	66	Excellent

Student 15	4	5	100	Poor
Student 16	11	-	100	Excellent
Student 17	8	1	83	Excellent
Student 18	6	3	100	Good
Student 19	8	-	100	Excellent
Student 20	15	-	75	Excellent
Student 21	10	2	66	Excellent
Student 22	9	-	60	Excellent
Student 23	10	-	100	Excellent
Student 24	9	3	87	Good
Student 25	6	1	54	Excellent
Student 26	5	4	100	Poor
Student 27	3	4	100	Poor
Student 28	4	4	100	Poor
Student 29	4	3	87	Poor
Student 30	6	-	92	Excellent
Student 31	5	-	60	Excellent
Student 32	7	-	100	Excellent
Student 33	7	-	60	Excellent
Student 34	7	-	100	Excellent
Total	562	114		2889

The researcher used the skill levels score which includes excellent, good, average, poor and fair to determine students' ability. The mean score data for the above was calculated as follow :

$$X = \frac{\sum x}{N}$$

where:

X = average score $\sum x$ = total score N = total students

So the mean score would be :

$$X = \frac{2889}{34} = 85$$

Based on the table above, it can be seen that for the use possessive adjective in writing descriptive text obtained a mean value of 85 which is included in the excellent level, while the highest score is 100 and the lowest score is 42.

4. DISCUSSION

The information gathered from students during writing assessments was covered in this chapter. 34 University of Bina Sehat PPNI Mojokerto students are enrolled in Class A, second grade, where the researcher collected the data. The topic was selected by the students as their area of interest, and the researcher presented a description of the interview with their closest friend. According to (Pan & Zhou, 2018), linking verbs (belong to) are used to classify and characterize the participant's appearance, traits, and functional components. The researcher discovered that 22 students, or 64.70 percent, received an Excellent rating, with a score range of 80 to 100. Nearly all of the students who received an outstanding rating in the usage of a possessive adjective were able to complete the writing test with a score of 100. "I wish to present my family," wrote student number 7. "My pals are all really friendly and loving," student number eight wrote. Student 9 provided another example, writing, "Today I'm going to describe my family." This is due to the fact that term is the simplest to use and is frequently used in both written and informal English. My is a subject pronoun, hence "I" (Zhong & Yue, 2022). The correct response came from student number three, who wrote, "His clothing are black and white." Student 21 wrote, "He enjoys playing with his kids." These students correctly identified the subject

pronoun "He" by using the possessive adjective "His." Additionally, student 20 wrote, "Her face is lovely." This student correctly identified the subject pronoun as "She" by using the possessive adjective "Her."

"I hope our friendship will be eternal," student number 16 wrote. This student correctly utilized the possessive adjectival pronoun "our" in place of the subject pronoun "We."

The researcher discovered that 3 pupils, or 8.80% of the class, received an excellent category with a score in the range of 66 to 79. The issue was that students were unable to distinguish between a possessive adjective and an object pronoun, according to the researcher. "When other folks see our, they say our are siblings," student 18 wrote. "When other people see us, they say we are siblings," should be used instead. In place of "She always takes care of us," student 24 wrote "She always take care of our." Student 24 also spelled "He always work hard for us" incorrectly. He always works hard for us, not that. Next, 4 or (11.80%) students with range scores of 56 to 65 entered the average category. The distinction between a possessive adjective, a subject pronoun, and an object pronoun was also a concern. I love to play with his, wrote student number 11. I love to play with him, not "I love to play with him." Student 11 used an object pronoun that was a possessive adjective. Student 29 wrote, "His is from Makassar," in contrast. It ought to be, "He's from Makassar." In addition, student 13 wrote, "His has a novel." He has a novel, not he has a novel. The possessive adjectival form was employed as a subject pronoun by students 29 and 13. Their response was inaccurate since a possessive adjective must come before a noun, A subject pronoun is a pronoun that serves as the sentence's subject in the absence of a noun, and its complement pronouns are placed in the complement position ("The Oxford dictionary of English grammar," 2014).

Then, 5 pupils, or 14.70%, had a poor category with a range of 30-55. First off, kids continue to mix up possessive pronouns and adjectives. The possessive adjective usage pattern used by students is incorrect. Student 5 typed "This is mine, not your!" rather than "This is mine, not yours!" as an example. This is due to the similarities between possessive pronouns and possessive adjectives, which can often lead to confusion (Shetter & Ham, 2021). There are significant distinctions between the two varieties of possessive, despite certain forms that are similar. According to (Shetter & Ham, 2021), possessive pronouns can stand alone and serve as a substitute for a noun, whereas possessive adjectives are unable to do so.

The researcher also discovered that students had difficulty distinguishing between "His" and "Her." "His eyes are huge and his hair is short," student number 15 wrote. It is inaccurate because the student previously used a female subject pronoun when they said, "My sister's name is Ayu." It should read, "Her hair is short and her eyes are huge." The researcher's

next discovery was that students did not know the distinction between it's and its. Instead of writing "It's not all mine," student 5 typed "It's not all mine." One of the most frequent grammatical errors is the use of it's and its. Since "It is" is a contraction, "it's" should be used in place of that word in The apostrophe serves as a visual cue that a word has had a portion removed. In other words, "Its" without an apostrophe is a possessive adjective term for nouns without gender, similar to "Her" and "His." whereas a possessive adjective cannot replace a noun sentences.

5. CONCLUSION

This study was done at the University of Bina Sehat PPNI Mojokerto's Class A Second Grade Bachelor Nursing Program to find out how well the students could use possessive adjectives in descriptive text. The researcher discovered that the category of students' ability to use possessive adjective in writing descriptive text can be seen from data presentation that showed 22 or (64.70%) students were at excellent category with a range score of 80-100, 3 or (8.80%) students were at good category with a range score of 66-79, 4 or (11.80%) students were at average categories with a range score of 56-65, 5 or (11.80%) students were at excellent categories with a range score of 80-100, There were no students in the fail category with a percentage of 0% and a range score of less than 29, and there were (14.70%) students in the poor category with a range score of 30-55.

Students' proficiency with possessive adjectives varies, but the majority of them (22 students) were able to use them correctly when writing descriptive texts since they fell into the good category. The findings of this study revealed that students at University of Bina Sehat PPNI Mojokerto had an 85 average score for their proficiency in using possessive adjectives in descriptive prose. In conclusion, the second grade students at University of Bina Sehat PPNI Mojokerto were rated as exceptional in their use of possessive adjectives in descriptive texts.

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