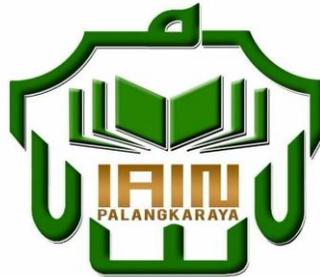


**THE SUBJECT-VERB AGREEMENT PROBLEMS IN WRITING
AT THE EIGHT GRADERS OF MTs AN-NUR
PALANGKA RAYA**

THESIS

**Presented to the Language Education Department of the Faculty of Teacher
Training and Education of the State Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements for
the Degree of *Sarjana Pendidikan***



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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

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THE SUBJECT-VERB AGREEMENT IN WRITING AT THE EIGHT GRADERS OF MTS AN-NUR PALANGKA RAYA

ABSTRAC

The main purpose of the study is to describe some problems, as follow : how are the students problems in subject-verb agreement in writing, why the students do the subject-verb agreement problems in writing and how are the solution by the teacher to solve the problems in the subject-verb agreement problems in writing.

The research method used qualitatif method, which the writer want to discribe of students problems in subject-verb agreement in writing, to discribe the reason why the students to the problems in subject-verb agreement in writing, to discribe the solutions of the teacher to solve the problems in subject-verb agreement in writing. To collected the data which is used interview and documentation. The analysis of the data used collecting the data, data reduction, data display, and conclution/verivications. The subject of research was the first grade of MTs AN-NUR Palangka Raya class VIII B of 39 students.

The result of the study, as follows: there are 10 students had the problems in subject-verb agreement in writing a sentence and they made problems in using the auxiliary verb (have,has), to be (is, am, are) and they did not knew the funtion between singular and plural subject (she have a friend), singular and plural verb(they has a friend), and adjusments to be / verb in sentence. To resolve the problems the teacher provide solutions that before the started of lesson in advance to prepare the material what we want in teaching, memorizing vocabulary, prepare the media that according to the material that will be taught.

Key word: subject-verb agreement, writing, deskriptive text

MASALAH KESESUAIAN SUBJEK-KATA KERJA DALAM MENULIS PADA KELAS DELAPAN MTS AN-NUR PALANGKA RAYA

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan terhadap beberapa masalah sebagai berikut: masalah kesesuaian subjek dan kata kerja dalam menulis, mengapa siswa melakukan masalah kesesuaian subjek dan kata kerja dalam menulis, bagaimana solusi yang diberikan oleh guru untuk memecahkan masalah kesesuaian subjek dan kata kerja dalam menulis.

Didalam penelitian ini menggunakan metode kualitatif, yang mana penulis ingin mengetahui gambaran masalah yang dihadapi siswa dalam kesesuaian subjek dan kata kerja dalam menulis, mengapa siswa melakukan masalah dalam kesesuaian subjek dan kata kerja dalam menulis, solusi yang diberikan oleh guru untuk memecahkan masalah yang dihadapi siswa dalam kesesuaian subjek dan kata kerja dalam menulis. Untuk mengumpulkan data peneliti menggunakan beberapa teknik yaitu: wawancara dan dokumentasi. Untuk menganalisis data peneliti menggunakan beberapa teknik yaitu: pengumpulan data, penanggulangan data, tampilan data, kesimpulan. Subjek yang digunakan dalam penelitian ini adalah siswa MTs AN-NUR Palangka Raya kelas VIII B 39 orang.

Hasil dari penelitian ini bahwa ada 10 siswa yang mempunyai masalah dalam mengaplikasikan subjek dan kata kerja kedalam sebuah kalimat dan mereka membuat masalah dalam menggunakan kata kerja bantu seperti has, have dan to be is, am, are dan mereka juga tidak tahu fungsi antara subjek tunggal dan jamak dan kata kerja tunggal dan jamak dan penerapan to be/kata kerja kedalam kalimat. Untuk memecahkan masalah tersebut, guru memberikan solusi sebelum memulai pelajaran terlebih dahulu menyiapkan materi yang akan diajarkan, menghafal kosakata, mempersiapkan media berdasarkan materi yang akan diajarkan

Kata kunci: kesesuaian subjek dan kata kerja, menulis, teks deskriptif

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitle: THE SUBJECT-VERB AGREEMENT IN WRITING AT THE EIGHT GRADERS OF MTS AN-NUR PALANGKA RAYA. Is truly my own writing. If it is not my own writing so, it is given a citation and show in the list of references.

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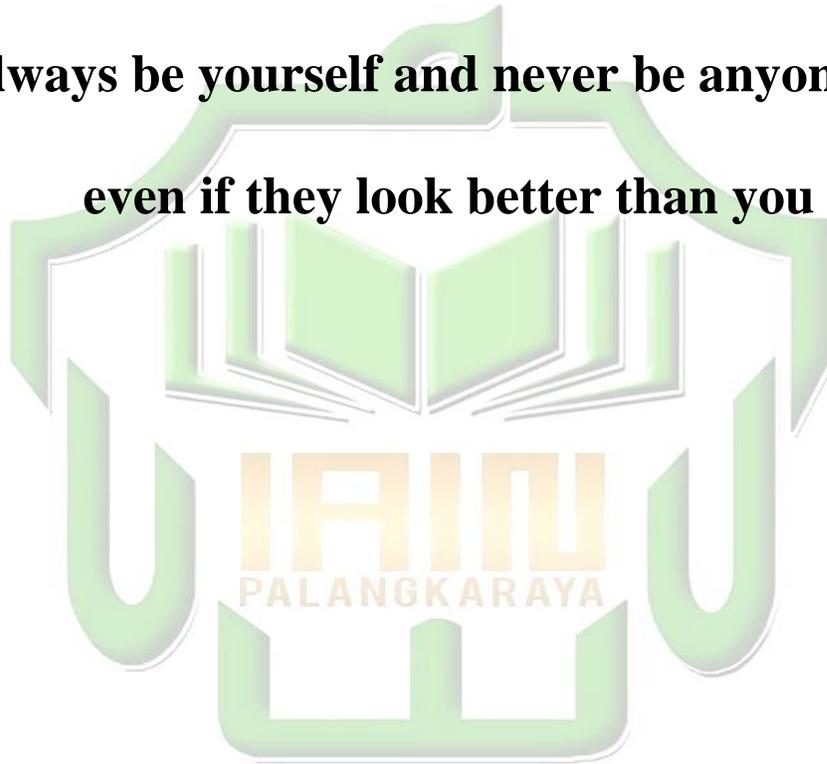
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My Own declaration,

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MOTTO

**Always be yourself and never be anyone else
even if they look better than you**



DEDICATION

This thesis is dedicated to some people as follows :

Especially for my dearest mother Norina and my dearest father Zulkifli that has become motivation and inspiration. Thanks a lot for your big love, affection, materials and praying for me. There are no words which can describe except my thanks and love for you .

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TABLE OF CONTENTS

PAGE OF COVER.....	i
APPROVAL OF THE THESIS	ii
OFFICIAL NOTE.....	iv
LEGALIZATIONOF THESIS EXAMINING COMMITTE	vi
ACKNOWLEDGMENTS	vii
ABSTRACT	ix
DECLARATION OF AUTHENTICATION.....	xi
MOTTO.....	xii
DEDICATION	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xix
LIST OF ABBREVIATIONS.....	xx
LIST OF APPENDICES	xxi

CHAPTER I INTRODUCTION

A. Background of the study.....	1
B. Problem of the Study.....	7
C. Objective of the Study.....	7
D. Significance of the Study	7
E. Limitation of the Study.....	8
F. Operational of Key Terms.....	8
G. Frame of Discussions	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Study.....	10
B. Subject- Verb Agreement.....	15
C. Some Kinds of Subject-Verb Agreements	20
D. The Principles of Subject Verb Agreements	22
E. Writing.....	28
1. The Definition of Writing.....	28
2. The kinds of Writing.....	29

G. The Elements of Writing	33
1. Paragraph	33
2. Part of Paragraph	34
3. The Elements of Paragraph.....	35
H. Descriptive Text	37
1. Definition of Descriptive Text.....	39
2. The Example of Descriptive Text.....	40

CHAPTER III RESEARCH METHOD

A. Time and Place of the Study	41
B. Method and Type of the Study	42
C. Subject of the Study.....	43
D. Technique of Collecting Data.....	44
1. Interview	44
2. Documentation	46
E. The Endorsement of Data.....	48
1. Credibility	48
2. Transferability	49
3. Dependability	49
4. Conformability	49
F. Data Analysis Procedure	50
1. Data Collection.....	50
2. Data Reduction	50
3. Data Display.....	50
4. Conclusion / Data Verification.....	51

CHAPTER IV THE RESULT OF STUDY AND DISCUSSION

A. The Problem of Using Subject Verb Agreement in Writing at the Eight Graders of MTs An-Nur Palangka Raya.....	52
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B.	The Reason of The Students Get the Problems of Using Subject Verb Agreement in Writing at the Eight Graders of MTs An-Nur Palangka Raya.....	66
C.	The Solutions of the Teacher to Solve The Problems of Using Subject Verb Agreement in Writing at Eight Graders of MTs An-Nur Palangka Raya.....	79

CHAPTER V CLOSURE

A.	Conclusion	87
B.	Suggestions	88

REFERENCE

APPENDICES

CURICULUM VITAE

LIST OF TABLES

Table	Page
Table 3.1 The number of students grader of MTs AN-NUR Palangka Raya	44
Table 4.1 The description of the problems of using subject-verb agreement in students' descriptive text.	55

LIST OF ABBREVIATIONS

IAIN : Institut Agama Islam Negeri

MTs : Madrasah Tsanawiyah

S : Subject

V : Verb

O : Object

LIST OF APPENDICES

Appendix 1 : Documentation

Appendix 2 : Syllabus

Appendix 3 : Students' Name

Appendix 4 : Curriculum Vitae

CHAPTER I

INTRODUCTION

This chapter discusses about (a) the background of the study, (b) problems of the study, (c) the objective of the study, (d) significance of the study, (e) limitation of the study, (g) operational of key terms, (h) framework of discussion. For detail information as follows:

A. Background of the Study

A language is a tool of communication that is used by a human being in this world. Language becomes a necessity for them to interact and to express some ideas, information with other people and countries. Mind and feeling can be expressed by language. "Language is a system of arbitrary conventionalized vocal, written or gesture symbol that enables members of a given community to communicate intelligibly with one another".¹ Wardhaugh in Chair stated that: "*fungsi bahasa adalah sebagai alat komunikasi manusia, baik lisan maupun tulisan serta alat untuk bertukar informasi*".² On the other hand, based on Competence Curriculum as stated that:

*Dalam konteks pendidikan, bahasa Inggris berfungsi sebagai alat untuk berkomunikasi dalam rangka mengakses informasi, dalam konteks sehari-hari, sebagai alat untuk membina hubungan interpersonal, bertukar informasi serta menikmati estetika bahasa dalam budaya Inggris.*³ Pendidikan adalah hak setiap

¹ H. Douglas Brown., *Language Learning and Teaching Fourth Edition*. New York: Longman, inc, 2000, p. 5.

² Abdul Chaer, *Psikolinguistik (Kajian Teoritik)*, Jakarta: Rineka Cipta, 2003, p. 33.

³ Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Berdasarkan Kurikulum Berbasis Kompetensi*, Jakarta: Depdiknas, 2003, p 33

warga Negara yang harus dipenuhi, hal ini ditegaskan dalam Undang-Undang Dasar Nomor 20 Tahun 2003 Pasal 5 ayat 1 yang berbunyi, "Setiap warga Negara mempunyai hak yang sama untuk memperoleh pendidikan yang bermutu".⁴

Based on the quotation above, English is important to be used in communicating, to get information, and share information with people in other countries. Therefore students need to understand and use English to improve their skills. Moreover, as a developing country, Indonesia really needs English because Indonesia government is trying to improve all aspects which are usually faced by all countries. One of this aspect is education.

In learning English, there are four language skills which should be mastered by the students. They are listening, speaking, reading and writing.⁵ To achieve those abilities, it is very important for students to master the component of linguistics. One of them is grammar because grammar is the study of how a sentence is arranged.

Writing is one of the important skills because students' skill can be measured by it. It will be good if they master them. Besides that, they must have some ideas in their mind to explore that shown in their writing. Writing is the highest level for the students in learning English because it is a difficult skill. According to Byrne why writing is commonly a difficult activity for most people, both in mother tongue and in a foreign language. It can be seen by problems which are caused by writing under three headings they are: 1.) Psychological problems. Writing, on the other hand, is

⁴Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Pasal 5 ayat (1), h. 30.

⁵ Endang Fauziati, *Teaching Of English As A Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, p. 110.

essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. 2.) Linguistics problems. In writing, this study has to compensate for the absence of these features and to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text that produced can be interpreted on its own. 3.) Cognitive problems. Writing, on the other hand, is learned through a process of instruction. This study also to learn how to organize their ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.⁶ In addition, writing is not only master grammar and vocabularies, but also part of classes and kinds of text. So, they can make simple sentences be a paragraph.

Writing is one of English aspect. It consists of vocabulary and grammar. The students apply their writing skill in making a sentences. They need to remember some vocabularies. It is needed to make a sentence, paragraph, even an article. Robins in Terence Odlin's book, states that “the steady accumulation of grammars of language in every part of the world made ever clearer the diversity of human languages and the scientific challenge of classifying them.”⁷ Grammar is very important and essential to support the improvement in their writing skills because it will guide us how to make good and right sentences.

⁶ Donn Byrne, *Teaching Writing skills*, England: Longman, 1984, p. 3-5.

⁷ Terence Oldlin, *Language Transfer Cross-Linguistic Influence in Language Learning*, New York: Cambridge University Press, 1989, P. 8

English has been taught at MTs AN-NUR Palangka Raya, the students are taught how to make a sentences properly, especially in the used of grammar. One of English grammar subject is about subject-verb agreement material. It is the suitability between subject and object (predicate).⁸ The agreement is the determination of the inflectional form of one word according to a grammatical feature, such as number or gender, of another word.⁹ It means related parts of a sentence have the right form to indicate.¹⁰ Using subject-verb agreement in the sentences is very difficult for students because there is no agreement in the Indonesian language.

This study, Subject-Verb Agreement has an important role in writing, because Subject Verb Agreement is one of English material that has been taught at school, and to make a good writing it is needed pay attention about the Subject-Verb Agreement in order to get the point of the sentence. Subject-Verb Agreement have a connection on writing, for example, to make a sentence on writing a paragraph. Dorn states that the sentences created by words and phrases are the essential blocks of meaning that allow us to communicate thoughts. If there are not constructed carefully, they can make reading difficult. He further states that major basic usage and grammar slips in written English are those associated with verbs. Based on the fact that subject-verb agreement area is very important to express ideas especially in writing, where non-

⁸ Fuad Mas'ud, *Essentials of English Grammar*, Jogjakarta: BPFTE, 2006, p. 135.

⁹ [http: www.shared-visions.com](http://www.shared-visions.com)

¹⁰ Aik and Hui. *Longman Dictionary of Grammar and Usage*. Singapore: Addison Wesley Longman Singapore, 1999, p. 42.

verbal communication is absent, the students really need to master this rule in order to write effectively.¹¹

The students has some problems in comprehending grammar. It is caused by teaching learning process ineffectively. The teacher was difficult to explain the material or the lesson well. The students can not pay attention when the lesson begins. However, there are many problems that are faced by the students in making sentence on writing a paragraph, especially in grammar. Grammar is very important to develop student's skills, especially for the eighth graders students of MTs An-Nur Palangka Raya. Understanding grammar makes us better to communicate, listen, speak, read, and write. By meaning it, the students must be able to develop their own unique personal style of communicating especially with their friends, teacher and other people, which can lead to reward career as speaker or writer. Knowledge of grammar was enable to communicate effectively in any situation, allowing us to form a more successful relationship with our coworkers, friends, and family. Indeed, learning grammar can improve the skill of writing and makes a better person in several ways.

MTs An-Nur Palangka Raya is one of the islamic junior high schools in Palangka Raya where English subject has been taught, especially learn to write. In writing, the students need vocabulary and grammar because the both of them are very important in order the students' writing becomes acceptable and grammatical. So, in

¹¹ Suriana Nayan," *A Study of Subject-Verb Agreement*," *Journal International Education Studies*, Vol. 2, No. 3, August 2009, p. 191.

the learning process the students were given some explanation by the teacher about subject-verb agreement.

The problems in teaching-learning grammar was the subject-verb agreement. It was got based on the result of the observation. Some of the students could not apply subject-verb agreement correctly in writing descriptive text because they did not understand the rule of subject-verb agreement in writing and they still confused to differentiate between plural and singular when to make a sentence of using subject verb agreement in writing descriptive text. There were some sentences from the students as follows:

1. *There **is** two books on the table.
2. *He **go** to school every day.

Based on the students' writing above, it was very clear that the students really got problems in writing especially in using subject-verb agreement. For example in the first sentence, the students got problems in applying to be (is). It should be used the subject verb agreement form (are). Beside that, the student did not understand about English tense. The second sentence were from the students, it was very clear that the students did not understand how to used to be (verb) in subject-verb agreement when the subject is singular.

The sentences above are incorrect because there is no agreement between subject and verb. The right forms are:

3. There are two books on the table.
4. He goes to school every day.

Based on the reason above, this study wants to know how are the students problems in subject verb agreement in writing, why do the students get problems in subject-verb agreement applied in writing and the solutions of the English teachers to solve the students' problems in subject-verb agreement in writing. Based on the background of the study, it is interested to investigate about the subject-verb agreement problems in writing especially (descriptive text)

B. Problems of the Study

The problems of the study is as follow:

1. How are the students problems in using Subject Verb Agreement in Writing at VIII graders of MTs AN-NUR Palangka Raya ?
2. Why do the students get problems in using subject-verb agreement in writing at VIII graders of MTs AN-NUR Palangka Raya ?
3. How are the solutions of the English teacher to solve the students' problems in using Subject-Verb Agreement in Writing at VIII graders of MTs AN-NUR Palangka Raya ?

C. Objective of the Study

The objective of the study are :

1. To describe the students problems in using Subject-Verb Agreement in Writing at VIII Grade of MTs AN-NUR Palangka Raya.
2. To describe the reason of the students gets problems in using Subject-Verb Agreement in Writing at VII Grade of MTs AN-NUR Palangka Raya.

3. To describe the solutions of the teacher to solve the problems of using Subject-Verb Agreement in Writing at VIII Grade of MTs AN-NUR Palangka Raya.

D. Significance of the Study

This study has theoretical and practical significances. Theoretically, the study could give special information related to the main problems of subject-verb agreement applied in writing. This information could encourage the English teachers to prepare the special consideration in making concrete expectation to the teaching done. Practically, the result of this study could encourage the English teachers to make the special material for subject-verb agreement. Material should be suitable with the students' condition. By doing this, the teaching learning process would be better than before.

E. Limitation of the Study

This study focused on the subject-verb agreement problems in writing descriptive text. The subject of this study is the eight grade of MTs An-Nur Palangka Raya especially B class. So the result of research can't be a generalisation to another school.

F. Operational of Key Terms

1. Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and also have symbols for such things as punctuation and numerals.¹²
2. Subject-Verb Agreement is the determination of the inflectional form of the word according to a grammatical feature, such as number or gender, of another word.¹³

¹² [Http://Www.Omniglot.Com/Writing/Definition.Htm](http://www.Omniglot.Com/Writing/Definition.Htm)

3. Descriptive text

Descriptive text is a kind of writing that is used to describe a particularly person, object, appearance, scenery, or phenomenon. Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and /or sound.¹⁴ In this study, the Descriptive Text was in the form of short essay and descriptive about a person, place, or thing.

G. Framework of Discussion

The frameworks of the discussion of this study are:

Chapter I : This chapter explains about the background of the study, problem of the study, objective of the study, the significance of the study, limitation, the operational of key terms and framework of discussion.

Chapter II : This chapter explains about previous study, subject-verb agreement, some kinds of subject-verb agreements, the principle of subject verb agreement, the definition of writing, the kinds of writing, the elements of writing, paragraph, part of paragraph, the elements of paragraph.

Chapter III : This chapter explains about time and place of the study, method and type of the study, technique of collecting data, data analysis procedure.

¹³ Sugihartono, *The Students' Difficulties In Applying Subjec Verb Agreement In Sentence, Thesis Sarjana Pendidikan Islam*, Palangka Raya: STAIN, 2010, p. 3, t.d.

¹⁴ Alice Oshima, Ann Hogue, *Writing Academic*.P. 61

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses about, (a) previous studies, (b) subject-verb agreement, (c) some kinds of subject-verb agreement, (d) writing, the definition of writing, kinds of writing, paragraph, part of paragraph, the elements of paragraph

A. Previous Study

There were some previous studies which have connection of this study as follows:

1. Sugihartono explored about The Students' difficulties in Applying Subject-Verb Agreements in Sentences at SMPN 1 Pahandut of Palangka Raya. Based on the result of this study, all of the students said that English was a difficult subject. Their difficulties in learning English were in reading, translating the text and understanding the structure of the sentence. The ones were caused by the limitation of students in mastering grammar and vocabularies. Some students had difficulties to pronounce the words because of the difference between writing and reading the ones in English and some of them had low motivation in learning English. The students had difficulties in applying subject-verb agreement in the sentences because they did not know the definition of verb agreement and could not apply it in the ones correctly. They made disagreement sentences and made mistake in using an auxiliary verb of to be. They used an auxiliary verb of *to be* in the verbal sentences but did not use it in the nominal one. The causes of students' difficulties in applying subject-verb agreement were the ability of students in mastering grammar was very low. It was seen that they did not know the definition and principles of verb

agreement. They were still confusing about the number in English because they could not differentiate between plural and singular form. They also could not differentiate between verbal and nominal sentences because they did not know the function of the auxiliary verb of *to be* as the verb (predicate) in the nominal one.¹⁵

It was different with this study. In his study, he conducted the research about the difficulties in applying subject-verb agreements in sentence of SMPN 1 Pahandut of Palangka Raya. In this study was conducted the research to describe the problems of using subject-verb agreement in writing descriptive text. To get the result of the study, he used descriptive qualitative method. But in this study to get the result used qualitative method. While in this study used qualitative method to investigate the problems of study. In his study, he conducted the object of research was subject-verb agreement in sentences, but in this study conducted the object of research is subject-verb agreement in writing descriptive text.

2. Shah Mohammad Saul Karim DK explored about Analysis of Errors In Subject-Verb Agreement Among Bangladeshi Tertiary Level EFL Learners. The errors are pointed out in written essays of comparison and comparison method” two places I have visited”. The errors are classified into three categories- error agreement between the verb and singular subject, the error of agreement between the verb and plural subject and error of agreement between the verb and relative pronoun. Thirty-six learners participated in the study. The study reveals that students commit the highest number

¹⁵ Sugihartono, *The Students' Difficulties In Applying Subject Verb Agreement In Sentence at SMPN 1 Pahandut of Palangka Raya*, Satjana Pendidikan, 2010.

of errors of agreement between the verb and plural subject followed by the error of agreement between the verb and plural subject followed by the error of agreement between the verb and singular subject. The least error is seen in the case of agreement error between the verb and relative pronoun.¹⁶

It was different with this study. In his study, they was conducted the research about an Analysis of Errors in Subject-Verb Agreement among Bangladeshi Tertiary Level EFL Learners. But In this study was conducted the research used qualitatif method to describe the problems of using subject-verb agreement in writing descriptive text. But in their study, To get the result of the study they used kuantitatif method. In their study, they conducted the object of research was Errors in Subject-Verb Agreement, but in this study conducted the object of research is subject-verb agreement in writing descriptive text.

3. Mariya Ulfa explored about The Students Problems in Writing Descriptive Paragraph face by the Fourth Semester Students of TBI STAIN of Palangka Raya. Problems in terms of content were; in understanding the topic sentence, the characteristics of topic sentence, to develop the topic sentence and makes the topic sentence differs from other sentences in the paragraph. In terms of organization were; to connect ideas between one sentence to another to achieve coherency in the paragraph, to practice how to connect ideas between sentences in the paragraph. in term writing expression were; the student difficult in determining the appropriate words in written context, in

¹⁶Shah Mohammad Sanaul Karim, at all, *Analysis Of Errors In Subject-Verb Agreement Among Bangladeshi Tertiary Level Efl Learners*, Journal Of ELT and Poetry, vol. 3, No. 2, 2015, P. 2-3.

tenses, suffix, and agreement. And in terms of mechanics, some students still difficult to put period and comma.¹⁷

It was different to this study. In her study, she conducted the research about The Students Problems in Writing Descriptive Paragraph face by the Fourth Semester Students of TBI STAIN of Palangka Raya. But In this study conducted the research to describe the problems of using subject-verb agreement in writing descriptive text. To get the result of the study, she used qualitative method. To know the problems in terms of content, coherence, written expression and mechanics of writing descriptive paragraph written by students. While in this study used qualitative method to investigate the problems of study. In her study, she conducted the object of research was problems in Writing Descriptive Paragraph, but in this study conducted the object of research is subject-verb agreement problems in writing descriptive text.

4. Suriana Nayan explored about Error Analysis of Subject-Vverb Agreement in Writing. These students have studied English for almost 12 years. Unfortunately, they still make subject-verb agreement errors in their writing. According to Corder , an error refers to a systematic deviation made by learners who have not yet mastered the rules of L2. A learner cannot self-correct an error because it is a product reflective of his or her current stage of L2 development or underlying competence. A mistake, on the other hand, refers to a random performance slip caused by fatigue, excitement etc and can be readily self-corrected. Therefore, as their lecturer, I would

¹⁷ Mariya Ulfa, The Students Problems in Writing Descriptive Paragraph face by the Fourth Semester Students of TBI STAIN of Palangka Raya.2004

like to help them minimize if not stop them from making this error in subject-verb agreement. My students have taken 2 English papers so far in their diploma course; this BEL 311 is their third paper. From my observation and my experience teaching them this semester December 2008-April 20 for almost 12 weeks, I can conclude that my students are having difficulty in correctly and effectively use the subject-verb agreement rules in their writing. Furthermore, they can be put under the category of novice writers. Scardamalia & Bereitner as cited in Lee state that novice writers use the trial-and-error approach to trigger more writing. They also spend a little time planning and start off writing although they are still confused about the task Richard, 1990 as cited in Lee . This is evidence in my students writing where they tend to just quickly write their term paper without proper planning since they say that they are struggling with other subjects as well.¹⁸

5. Agreement phenomena can be found in some three-quarters of the world's languages Mallinson & Blake, and agreement of subject and verbs perhaps the most widespread type. And understanding of how speakers or hearers construct subject-verb agreement would clearly be important of any account of grammatical processing.¹⁹

Based on some previous studies above, this study has different between the previous studies. The previous related studies are about the error analysis of subject-verb agreement in writing, applying difficulties subject-verb agreement in a sentence,

¹⁸ Suriana Nayan," *A Study of Subject-Verb Agreement*," Journal International Education Studies, Vol. 2, No. 3, August 2009, p. 192.

¹⁹ Gabriella Vigiooco, Brian Butterworth, and Karlo Semenza," *Constructing Subject-Verb Agreement in Speech*," Journal of Memory and Language 34, University of Trieste, Italy, 1995, p. 186.

The Students Problems in Writing Descriptive Paragraph, Analysis of errors in subject-verb agreement Among Bangladeshi Tertiary Level EFL Learners, analysis of subject-verb agreement in writing. But in this study conduct about the problems of using subject-verb agreement in writing.

B. Subject-verb agreement

Subject-verb agreement has a connection with the material which the teacher taught in the school especially in writing descriptive text. Subject-verb agreement is needed and requires understanding by students in making a sentence. In writing a sentence the students must know what it is subject verb agreement and before started and create a sentence into a paragraph the teacher explain to the students how to put subject and verb well.

There are some definitions about subject-verb agreement

The definition of subject-verb agreement is the determination of the inflectional form of the word according to a grammatical feature, such as number or gender, of another word.²⁰ According to Riyanto with Emilia and Leila, agreement or concord is suitability between subject and predicate. It means that if the subject of the sentence is singular, the verb must be singular too. And if the subject is plural, the verb must be also plural.²¹ Subject-verb agreement is important it's means the students must know about subject singular and verb singular, subject plural and verb plural. In the writing text the student's must know about subject-verb agreement

²⁰ Sugihartono, *The Students' Difficulties In Applying Subjec Verb Agreement In Sentence*. 2010, p. 24.

²¹ Slamet Riyanto with Emilia NH and Leila NH, *A Handbbook of English*, 2008p. 186.

and before the lesson begin, the teacher must explain about subject-verb agreement.

All of definitions above was support with this research.

There are some definition and example about subject-verb agreemet.

The *subject* of a sentence is the *noun* (a person, place or thing) or *pronoun* (a word that can substitute for a noun) that is either doing something or being something.

Examples of Nouns: *Motorcycle Basketball Coach Love*

Examples of Pronouns: *I You He She It We They*

Verb: A *verb* is a word that expresses *action* or *state of being*.

Examples of action verbs: *go run fly jump sit stand sleep*

Examples of being verbs: *am is are was were*

Finding the Subject: In order to identify the *subject* of a sentence, find the verb and ask, “Who is doing this action (or who is in this state of being)?” The answer is the subject.²² To make a sentence, it must agree on the subjects and verbs. The subjects and verbs agree in number.

Example :

My sister is married. (singular)

My sisters are married. (plural)

My brother and I are single. (plural)

²² Syma Solovitch, *Student work Book Writing Conventions*, The University of California, 2006, p. 4.

From the example above we know if the subject singular the verb is singular and if the subject plural the verb is plural. Subject and verb must agree with the number. In the study, subject-verb agreement is sometimes confusing in the following situations.

1. When a sentence begins with the word there + the verb be, the subject follows the be a verb. Look ahead to see whether to use a singular or plural verb.

Example :

- a. There is a student in the hall. (the verb is singular to agree with a student).
 - b. There are three students in the hall. (the verb are is plural to agree with three students).
2. A prepositional phrase (a group of words beginning with a preposition such as of, with, in, at, or on and ending with a noun or pronoun) can come between a subject and its verb. Prepositional phrases may come after a subject, but they are not part of the subject. You should mentally cross them out when you are deciding if the verb should be singular or plural.

Example:

- a. one of my sisters is a singer. (the subject is one, not sisters).
 - b. The color of her eyes changes when she is angry. (the subject is color, not eyes).
 - c. Six kinds of rice are available in the grocery store. (the subject is kinds, not rice).
3. some word is always singular
 - a. Neither (of my parents) is living.
 - b. Nothing ever happens in my life.
4. A few word are always plural

- a. Both (of my parents) are teachers.
 - b. Several (of the teachers) speak my language
 - c. Many (of my friends) work in the library.
5. A few words can be either singular or plural. In this cases, you must refer to the noun in the prepositional phrase.²³ Based on the situation above all of them is very important but not only all of situations can be used in teaching learning. But only one or two situations that can be used of students in writing sentence to be a paragraph, because the student's of MTs AN-NUR is not all of them to know about the situations of using subject-verb agreement and the student's also must to know about the personal pronouns.

According to Hobben and Lim Ali, Verb has three personal pronouns; they are first person, second person, and third person. In the sentence, a person from the verb must agree with the person in the verb.²⁴

First person	:	I am	I drink
Second person	:	You are	you drink
Third person	:	He is	He drinks

The verb also has two numbers, they are singular and plural. It must agree with the subject in number (singular and plural).

Singular	:	He drinks
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²³Alice oshima and Ann Hogue, *Introduction to Academic Writing*, third edition: Pearson Longman, 2007, p. 12.

²⁴Hobben D. Lingga and Lim Ali Utama, *Intisari Tata Bahasa Inggris Kontemporer*, Jakarta: Visipro p. 471-485.

Plural : They drink

So in the sentence, there must have suitability between subject and verb in the person and number. In the present tense, the verb of subject first person, second person, and third plural person are used in infinitive form without ending letter *s* or *es* at the end of the verb.

I	}	
We		
You		love good food
The		dogs do not like hard work
People		

We add letter *s* or *es* at the end of the verb if it is used for the subject of singular third person.

He	}	
She it		loves good food
The dog		does not like hard work
A person		
Siti		

In English grammar, *be* is a verb. *Be* has a different form for the first person, second person, and singular third person. Be also must agree with a number of subjects in the past tense. The meaning of the number is the difference of between plural and singular. A plural noun is usually ending with *-es* or *-s* and the singular verb is usually ending with *-es* or *-s*. The verb of *being* in present tense and past tense

(*was* and *were*) must agree with a number of the noun, pronoun, or noun phrase which be used as the subject. But in this study is not all of situation from subject-verb agreement can be used, and are often on the level of Islamic Junior High Shool is number one as follow :

1. When a sentence begins with the word *there* + the verb *be*, the subject follows the *be* a verb. Look ahead to see whether to use a singular or plural verb.

Example :

- c. There is a student in the hall. (the verb is singular to agree with a student).
- d. There are three students in the hall. (the verb are is plural to agree with three students).

C. Some Kinds of subject-verb Agreements

Based on this research there are some kinds of subject verb agreement that will clarisifying. According Betty subject-verb agreement is divided into four parts as follows:²⁵

1. Agreement between subject and verb.
2. Subject-verb agreement with using the expression of quantity.
3. Subject-verb agreement with using *There + Be*. When expletive *there* is used, the subject follows *be*.
4. Subject-verb agreement with using some irregularities

²⁵ Betty Scrampher Azar, *Understanding and Using English Grammar*, Jakarta: Binarupa aksara. 1993, p. 221.

In this study is not all about the kinds of using-subject verb agreement can used by the students, because from the number two and fours is difficult to understand. Here there are some examples of the kinds of subject-verb which are often studied in the school of MTs AN-NUR and to support of this research are number one and three :

1. Agreement between subject and verb

- My friend lives in Boston.
- That book on political parties is interesting.
- Growing flower is her hobby.
- She goes to school every day.

2. Subject-verb agreement with using the expression of quantity.

Examples:

- Some of the books are good.
- A lot of the equipment is new.
- Two-thirds of the money is mine.
- One of my wives is here.
- None of the boys is here.
- The number of students in the class is fifteen.\

3. Subject-verb agreement with using There + Be. When expletive *there* is used,

The subject follows *be*.

Examples:

- There is a book on the desk.
- There are many girls in the street.
- There were magazines in the library.

4. Subject-verb agreement with using some irregularities.

Examples:

- The news is interesting.
- Statistics is an easy subject.
- English is spoken in many countries.

Based on the kinds of subject-verb agreement above is not all the kinds of subject-verb agreement can be use by the students, because from the number two and four is difficul to understasnd. That often do by the students to make a sentence to be paragraph are agreement between subject and verb, subject-verb agreement with using There + Be.

D. The Principles of Subject-Verb Agreements

In the study, the students must know about the principle of subject-verb agreement, before begin the lesson the teacher must to explain about the principle of subject-verb agreement. According to Hobbes and Lim Ali, there are some principles of agreement between subject and verb in number and person but, they are:²⁶

1. If the subject of the sentence is plural, the verb must be plural.

²⁶ Hobben D. Lingga and Lim Ali Utama, *Intisari Tata Bahasa Inggris Kontemporer*, Jakarta: Visipro, p. 471-485.

Examples:

- They *are* very happy.
- The boys often *come* late.
- We *have* studied hard.

2. If the subject of the sentence is singular, the verb must be singular.

Examples:

- He *learns* English every day.
- A box *has* been stolen.
- He *is* happy.

3. If plural nouns and phrases are used in terminology, title of book, and note, they use a singular verb.

Examples:

- The Proverbs of Different Nations *is* a new book.
- Cameron Highlands *is* a good place to go for a pleasant holiday.

If the plural subject shows the quantity, the singular verb must be used.

Examples:

- Fifty miles *is* a long distance.
- Ten million dollars *is* a lot of money.

4. Two nouns and pronouns or more are connected by *and*, take a plural Verb.

Examples:

- Wati and Ani study in this school.
- He and I have finished our work.

5. If two subjects are telling one idea, can be used a singular verb.

Examples:

- Bread and butter is her main food.
- The horse and carriage is in front of the door.

6. If two nouns or more show to the same person or noun, the verb must be singular.

Examples:

- The orator and statement is dead.
- My friend and benefactor has come.

But if the nouns do not show the same person or noun, we use a plural verb.

Examples:

- An important politician and an administrator are dead.
- The orator and the statement are dead.

7. If *teach, either, neither, one, another, much, many an every, anybody, anyone, everybody, everyone, somebody, someone, nobody, no one* are used as a subject, we use a singular verb.

Examples:

- Everyone has arrived.
- Another assistant has to be employed.

8. If the noun is begun by *each* or *every*, use singular verb although connected by *and*.

Examples:

- Each man and each woman has to work for his country.
- Every boy and girl was given a price.

9. If two subjects are connected by *or*, *either....or*, and *neither....nor*, we use a singular verb if the two subjects are singular.

Examples:

- Neither she nor I was there.
- Either Charles or John has found the watch.

But if the two subjects are plural, we also use a plural verb.

Example:

- Neither clerks nor the secretaries are invited.

10. If the two subjects are connected by *as well as*, *like*, *with*, *along with*, *together with*, *in addition to*, *besides*, and *not*, the verb that is used is agree with the first subject.

Examples:

- The general, as well as his soldiers, was killed.
- He as well as you is on the right.

11. If the sentence is beginning with *there* or *here*, the verb must agree with the subject of the sentence.

Examples:

- There is a boy outside.
- There are sixty students here.

12. The phrases as like *a lot of, a great deal of, some of, most of, plenty of* are singular if they show to the quantity. But if they show to the number, they become plural.

Examples:

- A lot of money is needed
- A lot of books have been purchased.
- Most of the students have come.

13. If *a pair of* is used to the nouns which considered as unity, the subject use singular verb.

Examples:

- A pair of new scissors has been found.
- This pair of trousers has cost me a lot

14. All of the fractions use a singular verb if they show quantity, and use plural verb if they show to number.

Examples:

- Half of book is interesting.
- Half the applicants were selected.

15. *Any, all, more, most, half of, three-quarters of, twenty percent of, a*

percentage of and the same expressions use a singular verb.

Examples:

- Three-quarters of water has been consumed.
- Three-quarters of his project has been completed.

15. None of usually use a singular verb if it is used for the countable noun. But sometimes use plural verb if it is followed by plural noun or pronoun.

Example:

- None of them are married.

16. Collective nouns can use a plural or singular verb. It depends on to the context.

Examples:

- The jury is ready to give its verdicts.
- The fleet has set sail.
- Parliament has elected its speaker.
- The military were called out.

17. If the subject of the verb is a relative pronoun, the verb must agree with number and person with the antecedent of the relative pronoun.

Examples:

- I, who am your friend, will help you.
- He, who is my friend, should stand by me.

18. If a gerund is the subject of the sentence, takes a singular verb.

Examples:

- Growing flowers is her hobby.
- Writing many letters makes him happy.

19. If the subject of the sentence is *preposition phrase*, the verb is adjusted with the words come before *of*.

Examples:

- The study of languages is very interesting.
- Several theories on his subject have been proposed.

21. The group of animals is considered as singular, so the verb is always singular.

Examples:

- The herd of cattle is breaking away.
- The flock of birds is circling overhead.

22. If the subject of the sentence is a *prepositional phrase*, the verb (predicate) adjusts with the word that comes before *of*.

Example:

- The study of languages is very interesting.
- The cost of new house is rising every day.

From the principles of using subject-verb agreement it's same with the kinds of subject-verb agreement above the students can not understood all of the principles of subject-verb agreemen. Because the students grammar still low and there were used are

from number one, two, three, four, and five to support this research and the other principles did not become a target it was not given to students. Beside that subject-verb agreement has a connection with other skills, especially about writing.

E. Writing

1. The Definitions of Writing

There are some definition of writing, first Browne points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas onto paper as a text which is understandable for the readers to read. Thus, it requires time to become a skillful writer.²⁷ Writing is one of skill of English, with the writing we can share some idea, information, story to other peoples

Writing is the representation of language in a textual medium through the use of the sign of symbols. Writing began as a consequence of the burgeoning needs of accounting. Writing more particularly, refers to things, writing as a noun, the thing that is written, and writing as a verb, which designates the activity of writing. It refers to the inscription of characters on a medium, thereby forming words, and longer units of language, known as texts. It also refers to the creation of meaning and information thereby generated.²⁸ Based on the definition above writing is very important in

²⁷ Ann Browne, *Teaching and Learning Communication, Language and Literacy*, London: Paul Chapman Publishing, 2007, p. 81.

²⁸ Kustiawati, "The Correlation Between Reading Comprehension Ability and Writing Ability." 2011.

teaching learning, to improve the vocabulary, share some ideas, and to know about how to use subject and verb agreement.

2. Kinds of Writing

In writing is not only taught about the definition but in this study taught about kinds of kinds of writing, *there* are four kinds of writing as follows :

1. Description

Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time days, times of day, or seasons.²⁹ Description is talking about how to describe something, for example describing someone, place, and things

Descriptive writing appeal to the senses, so it tells how something looks, feels, smells, tastes, and/sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.³⁰

Example of describing a place :

The Stairway

When I was two or three years old, I lived in a house that had a strange atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness, at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her every time I went to my room, for my room was the

²⁹ George E. Wishon and Julia M. Burks, *Let's Write English, Revised Edition*, Canada: American Book Company, 1980, p. 379.

³⁰ Alice oshima and Ann Hogue, *Introduction to Academic Writing* , third edition: Pearson Longman, 2007, p. 3.

first room beyond the stairs on the second floor. The lady a beautiful dress with a quilt pattern and a tinge of blue, her and her peaceful eyes stared at me every time I went up the stairs. As she carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me climb up the stairs. One day I touched her, but she did not reach. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. The stairs with the strange atmosphere has an important place in my earliest memories.³¹

2. Exposition

Exposition is used in giving information, making explanations, and interpreting meaning. Exposition may be used to explain a process, that is to tell how something is made or done.³²

The expository paragraph is one that presents a certain amount of information about a subject. In an expository paragraph, the writer provides information about a particular subject. The methods of development in expository include giving examples or illustration, supplying reasons, explaining a process, comparing and contrasting, defining, and classifying.³³ Based on the definition exposition is about giving information, explanation, and to tell how something is made.

³¹ Alice Oshima and Ann Hogue, *Writing Academic English*, Fourth Edition: Pearson Longman, 2008, p. 61.

³² George E. Wishon and Julia M. Burks, *Let's Write English, Revised Edition*, Canada: American Book Company, 1980, p. 382.

³³ Alhademi, *The Students' Strategies in Composing Descriptive Writing at English Study Program of State Islamic College of Palangka Raya*, Sarjana pendidikan Islam, Palangka Raya, 2010, p. 24.

3. Argumentation

An argument is a sequence of statement called premises, plus a statement called the conclusion.³⁴

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.

The following is an example of argumentation writing:

Moon-tracking is a new science-sport. Great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched, the game got under way in earnest. Then radio amateurs, photographers, and observers in large numbers began to record the orbiting of artificial satellites.³⁵

4. Narration

The narration is story writing. When you write a paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentence.³⁶

³⁴ [https://www.google.com/the definition of argementatif.pdf](https://www.google.com/the%20definition%20of%20argumentatif.pdf). 9:12. 21 april 2016.

³⁵ Alhademi, *The Students' Strategies in Comfusing Descriptive Writing at English Study Program of State Islamic College of Palangka Raya*, Sarjana pendidikan Islam, Palangka Raya, 2010, p. 27.

³⁶ Alice oshima and Ann Hogue, *Introduction to Academic Writing* , third edition: Pearson Longman, 2007, p. 24

According to Fujairah that an effective narration paragraph has three important characteristics, they are:³⁷

1. It tells a story

The narration tells a story about a series of events or actions. The event may be real or nonfiction as in histories, biographies, and newspaper stories or imagery or fiction, as in short stories, novels, and plays.

2. It is organized by time order or chronological order, In addition, the series of events in narration are generally arranged by time order or chronological order. This means that the story begins with what happened first, then moves on to what happened next and ends with what happened last. Suppose, you want to tell about your terrible day. You would probably have a series of events to tell.

3. It shows the writer's attitude or point when writing a narration, you should have a purpose, in other words, you tell a story to teach something, persuade, or make a point. Otherwise, your readers will Probably wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to exclude in your story.

Based on the kinds of writing above, the only one used in the study is descriptive text, but the others kinds of writing are narration, argumentation, exposition is only as a support from this study.

³⁷ Furaidah, *Advanced Writing Edisi Kesatu*, Jakarta: Universitas Terbuka, 2002, p.1.2.

F. Elements of Writing

In writing is not only taught about kinds of writing but to support and to make a good writing the student must know the elements of writing.

There are two elements of writing as follows:

1. Paragraph

To support this research, this study used paragraph in writing descriptive text because put the idea into writing paragraph. According to Alice Oshima and Ann Hogue, a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point or the idea of the topic. The rest of the sentences in the paragraph support that point.³⁸

A paragraph is defined as a group of sentences that develops one main idea; in other words, a paragraph develops a topic. A topic is the subject of the paragraph; it is what the paragraph is about.³⁹

Reid and Tyner in Nirwanto states a paragraph is a series of sentences that develop one idea or main point.⁴⁰

Based on definition above, a paragraph is a group of related sentences that discuss one and usually the only main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of the sentence is unimportant;

³⁸ Alice oshima and Ann Hogue, *Introduction to Academic Writing* , third edition: Pearson Longman, 2007, p. 3

³⁹ Regina L. Smalley,et all, *Refining Composition Skills Rethoric and Grammar*, Fifth Edition: Canada, p. 13.

⁴⁰ Rahmadi Nirwanto, *Paragraph and Essay*, First Edition , Yogyakarta: Kanwa Publisher, 2013, p. 1.

however, the paragraph should be enough to develop the main idea clearly.⁴¹ in this study used paragraph because analysing the students assignment about the problems in using subject-verb agreement in writing.

2. Part of Paragraph

In the school is not all of part of paragraph can be used because the students still confused how to put the topic sentence, supporting sentence and concluding sentence. Before star the material the teacher must explain about part of paragraph.

According to Alice Oshima and Ann Hague, a paragraph has a three major structural parts: a topic sentence, supporting sentence and concluding the sentence. In this part, it is important to support the students writing. The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

1. The supporting sentence develops the topic sentence. That is, they explain the topic sentence by the giving reasons, examples, facts, statistic, and quotations.
2. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

3.The Elements Of Paragraph

There are some definition the elements of paragraph to support the research, the elements of paragrapah is very important because it is to support the students

⁴¹ Alice oshima and Ann Hogue, *Writing Academic English*, Fourth Edition: Pearson Longman, 2008, p. 2.

writing. According to Furaidah paragraph is a group of related sentences which develops one main idea or one main topic.⁴²

There are three elements of paragraph as follow:

1. The topic of paragraph

The topic of the paragraph is usually introduced in a sentence; this sentence is called the topic sentence. However, the topic sentence can do more than introduce the subject of the paragraph. A good topic sentence also serves to state an idea or an attitude about the topic. This idea or attitude about the topic is called the controlling idea; it controls what the sentences in the paragraph will discuss. All sentence in the paragraph should relate to and develop the controlling idea.⁴³

2. The topic sentence

A topic sentence, then, serves, to introduce the topic and controlling idea. But where should the topic sentence be placed in the paragraph? Generally, because the topic sentence does introduce, it is a good idea to place it at or near the beginning of the paragraph. However, depending on the kind of paragraph it is in, the topic sentence may be placed near the middle or even at the end of the paragraph. Sometimes neither the topic nor the controlling idea is explicitly stated in one sentence; this does not mean, however, that a topic sentence and controlling idea are not implied; that is, they are clearly suggested in the development of the paragraph. However, it is usually a good idea to state topic sentences clearly, not only to be

⁴² Furaidah, *Advanced Writing Edisi Kesatu*, Jakarta: Universitas Terbuka, 2002, p. 1.17.

⁴³ Regina L. Smalley, et al., " *Refining Composition Skills Rethoric and Grammar*," Fifth Edition: Canada, p. 17.

certain that the idea is clear but also to help control the development of the paragraph.⁴⁴

A topic sentence introduces the topic and the controlling idea about the topic. However, it is not enough merely to have a topic and a controlling idea. The controlling idea should be clear and focused on a particular aspect. For example, consider the following topic sentence:⁴⁵

Drinking coffee is bad.

This sentence has a topic – drinking coffee and a controlling idea-bad-but they are vague. In what way is coffee bad? For whom or what is it bad? Is drinking only a little coffee bad, or drinking a lot of coffee bad? As you can see, this topic sentence leaves a lot of questions that probably cannot be answered effectively in one paragraph. The sentence need more focus, and that focus can come from the controlling idea:⁴⁶

Drinking four cups of coffee a day can be harmful to pregnant women. In this version, the topic itself is narrowed down some more, and the controlling idea is more precise.

According to Furaidah that the second element of a paragraph is a topic sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic of the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly tells what the paragraph is going to discuss. According to

⁴⁴ Regina L. Smalley, et al., "Refining Composition Skills Rethoric and Grammar," Fifth Edition: Canada, p. 21.

⁴⁵ Regina L. Smalley, et al., "Refining Composition Skills Rethoric and Grammar," Fifth Edition: Canada, p. 19.

⁴⁶ Regina L. Smalley, et al., "Refining Composition Skills Rethoric and Grammar," Fifth Edition: Canada, p. 20.

Robert A Butler that quoted by Rahmadi Nirwanto, in understanding the topic sentence, there are three important points to be considered:⁴⁷

- a. A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.
- b. A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of a single paragraph.
- c. A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

3. The support

According to Furaidah that after you formulated a topic sentence with a focused controlling idea, you need to develop that topic sentence into a paragraph. You can discuss, explain, or prove the view expressed in that sentence. Take notes on details that can serve as the material that can back up the limiting statement in the controlling idea. Knowledge from reading, the experience of others, or your own experience can be sources for generating the support.

4. Unity

Basically, a paragraph is unified by mutually supporting the sentence. The word

‘unity’ is synonymous with ‘oneness’. All sentences in a paragraph should focus on the one thing expressed in the topic sentence; all of the sentences stick together.

⁴⁷ Kustiawati,” *The Correlation Between Reading Comprehension Ability and Writing Ability.*” 2011,p. 26.

Unity can be achieved as long as the paragraph has a good, clear topic sentence. If not, we will find it very difficult to control the flowing-in of information. As a result, we might include irrelevant pieces of information into the paragraph we are writing. Once again, it would be wiser for us to place the topic sentence at the very beginning of the paragraph. The following is an example of unity:

Melisa has chosen five possible future careers. Firstly, she wants to become a journalist for an English magazine. Secondly, she might become a radio announcer. Thirdly, she intends to work as an interpreter. Fourthly, she is also interested in being an English teacher. Finally, she could possibly be a tourist guide. Certainly, Melisa should study hard to prepare herself for the jobs in future.⁴⁸

5. Coherence

Another important component of the paragraph is coherency. According to Yerkes, that quoted by Rahmadi Nirwanto said Co- is a Latin prefix that means “together “or “with “. The verb cohere means “stick together “or “unified. “⁴⁹

According to Furaidah said coherence is achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by several linking device: repetition of keywords, transition signal, and sentence combining.⁵⁰

In addition to unity, coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly connected ideas. Each sentence

⁴⁸ Barli Bram, *Write Well*, Yogyakarta: Kanisius, 1995, p. 20-21

⁴⁹ Kustiawati, *The Correlation Between Reading Comprehension Ability and Writing Ability at the Eight Grade Students of MTsn Maluku*, Thesis Sarjana Pendidikan Islam, Palangka Raya: STAIN, 2011, p. 27, t.d.

⁵⁰ Furaidah, *Advanced Writing Edisi Kesatu*, Jakarta: Universitas Terbuka, 2002, p. 116.

moves on naturally. The paragraph is like a well-built highway; vehicles run smoothly on it without encountering too many obstacles. On the contrary, the incoherent paragraph might be like a zig-zag, bumpy mountain road; vehicles cannot move fast or easily on it.⁵¹ The following is an example of coherence:

I like to stand at the seashore watching the waves listening to the music. Their never-ending movement makes me feel very peaceful. The sound of the waves is very relaxing. I also find the sea breeze and scent in the air very pleasant.⁵²

Based on some definition above about the elements of paragraph is not all of elements that can be used, because not all of the students of MTs AN-NUR Palangka Raya understand and know about that. Based on writing students are some elements of writing can be used. In writing this study choose about descriptive text as the research.

H. Descriptive Text

1. Definition of descriptive text.

Descriptive text is one of material that used in this study. Descriptive text is a text which describes person, place, mood, and situation. Descriptive text is also a text which describes something that appeals directly to the sense like Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). The descriptive paragraph is normally full of vivid verbs and precise adjective.⁵³ This study Descriptive text is very important because

⁵¹ Barli Bram, *Write Well*, Yogyakarta: Kanisius, 1995, p. 21-22.

⁵² Sabarun, *Paragraph Writing*, Palangka Raya, 2008, p. 6.

⁵³ **John E. warriner, *English grammar and composition*, new York: Harcourt, 1992, p.327**

related to the problems that have been researched.

2. The example of descriptive paragraph

The Stairway

When I was two or three years old, I lived in a house that had a strange atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness, at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her every time I went to my room, for my room was the first room beyond the stairs on the second floor. She had a beautiful dress with a quilt pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me climb up the stairs. One day I touched her, but she did not reach. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. The stairway

with the strange atmosphere has an important place in my earliest memories.⁵⁴

⁵⁴ Alice oshima and Ann Hogue, *Writing Academic English*, Fourth Edition: Pearson Longman, 2008, p. 61.

CHAPTER III

RESEARCH METHODOLOGY

This chapter described the method used in conducting the research. It purposes to answer the problem of the study. This chapter consists, (a) time and place of the study, (b) method and type of the study, (c) subject of the study, (d) technique of collecting the data, (e) data analysis procedures.

A. Time and Place of the study

This study would clarify about the time to collect the data. First in thesis, and the research study was from July until finished. The study conducted in academic year 2016/2017. It was found complete data from English teacher and students at MTs AN-NUR Palangka Raya. It meant that the study searched more and more to get all the data accurately and briefly. The data got from the English teacher and students writing that has been collect to his teacher.

It was chosen MTs AN-NUR Palangka Raya for the research because the school is one of MTs schools in Palangka Raya that the English teacher also taught writing skill besides reading, listening, and speaking skills in teaching English. One of that was used by the English teacher of MTs AN-NUR Palangka Raya when teaching writing explains about subject-verb agreement before the students write a sentence to be paragraph. Anyhow, the study convinced that some students faced problems in writing. It had been explained in previous pages. Therefore, the study was interested to describe how are the student's problems of using subject-verb agreement in writing, why do the students get problems of using subject-verb agreement in writing, and the solution used by the

English teacher to solve the problems.

B. Method and Type of the Study

There are some definition about method that was used in this research as follow:

This study was used qualitative method. Locke at all stated “Qualitative research is interpretative research. As such, the biases, values, and judgment of the writer become stated explicitly in the research report.”⁵⁵

According to Bogdan and Taylor in Moleong that: "*Metode kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati*".⁵⁶ (Qualitative method is a research procedure that can be observed in which the descriptive result of the data is in the form of words from people, orally or in written form and their attitudes). It can be concluded that qualitative research is an approach which find out the data and describe orally and written from subject of the study and their attitudes that can be observed by the writer.

According to Patton in Nahid Golafshani, qualitative is a naturalistic approach that seeks to understand phenomena in context-specific setting such as real “world setting(when) the writer doesn’t attempt to manipulate the phenomenon of interest.”⁵⁷

⁵⁵ John W. Creswell, *Research Design: Qualitative and Quantitative Approaches*, California: Sage Publications, 1994, p. 147.

⁵⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, p. 3.

⁵⁷ Nahid Golafshani, “*Understanding Reliability and Validity in Qualitative Research*,” University of Toronto: Canada, 2003, p. 600.

Base on the statement above. This study was concluded that qualitative is a natural approach to conducting the research such as real setting. Therefore, there is no manipulation in the field setting.

This study is natural research that has an objective to describe phenomena appropriate with the fact in the field. The method was used qualitative research. John stated that qualitative research involves fieldwork which the writer physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.⁵⁸ This study was used qualitative because it described phenomena of the subject-verb agreement problems in writing descriptive text. It is could be used to understand any phenomena about which little is yet know. And it is also used to gain a new perspective on things about which much is already know or to gain more in-depth information.

One of the types studies in this method is a case study. David Nunan Argue that:

“ A case study is a “hybrid” in that generally utilizes a range of methods for collecting and analyzing data, rather that being restricted to a single procedure. So, issues and problem associated with the case study will be examined.”⁵⁹

A case study is included in the descriptive study. This study describes the subject-verb agreement problems in writing, why do the students got the subject-verb agreement problems in writing and also the solutions of the English teacher to solve the problems of using subject-verb agreement in writing.

⁵⁸ Ibid, p. 145.

⁵⁹ David Nunan, “ *Research Method in Language Learning*, ” Cambridge University Press, 1992, p. 74.

C. Subject and object of the Study

The subject of this study was taken from the students in MTs AN-NUR Palangka Raya class VIII B the first semester and who have taken Writing descriptive text at MTs AN-NUR Palangka Raya. In this case, the study was investigated by looking for participants of the study as many to get some data that are needed in this research. So, the data that is got in the field can be the source of data. The technique that used to get the data in this research is purposive sampling. Sampling is the technique of getting the source of data sample with the definite consideration.⁶⁰ The criteria that used namely ten students who got the subject-verb agreement problems in writing assignment, based on the analysing of the student's writing descriptive text. The object of the study the subject-verb agreement problems in writing descriptive text.

3.1 Table the number of students grade of MTS AN-NUR Palangka Raya.

No.	Classes	The number of Students
1.	VIII- A	25
2.	VIII - B	39
	Total	64

D. Techniques of collecting the data

The techniques of collecting data in this study are interview, and documentation.

⁶⁰ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D*, Bandung: Alfabeta, 2006, p. 300.

1. Interview

This technique was done to get some additional description about the reason the Student's problems of using subject-verb agreement in writing descriptive text, it can support the data needed. At least, after getting the result of interview, the study took conclusion about the reason why the students have problems in making writing descriptive paragraph of using subject-verb agreement. And the solutions by the teacher to solve the problems of subject-verb agreement in writing descriptive text. Marzuki says that interview is a way of collecting the data by asking and answering some questions which done systematically and based on research's aim.⁶¹

The interview is one of the most wide uses and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. The structure of the interview follows the extent to which the questions to be asked are developed prior to the interview.⁶²

Fraenkel and Rini Widiastuti states that :

*The interview is an important way for a researcher to check the accuracy of the impressions of what he or she has gained through observation. The purpose of interviewing people is to find out their mind, what they think or how they feel about something.*⁶³

⁶¹ Marzuki, *Metodologi Riset*, Yogyakarta: BPFE-UII,2003, P.62.

⁶² Donal Ary, at all, *Introduction to Research in Education*, Canada: 2010,2006, p. 438

⁶³ Rini Widiastuti, *Teaching Speaking Through Dialogue to The Eleventh Year Student: A Case Study at SMK Muhammadiyah I JATINOM*, Thesis Stratum One: Muhammadiyah University Surakarta, 2007, p. 40, t.d.

the researcher conduct face-to-face interviews with participants, interviews participants by telephone, or engages focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from participants.⁶⁴

In this study, the interview does it in an unstructured interview.

An unstructured interview is guided by the responses of the interviewee rather than the agenda of the writer. The writer exercises little or no control and the direction of the interview is relatively unpredictable.⁶⁵

An unstructured interview is a conversational type of interview in which the questions arise from the situation. It is sometimes described as “a conversation with a purpose.” The most data-dense interviews may be of this form. The interview is not planned in detail ahead of time; the researcher asks questions as the opportunity arises and then listens closely and uses the subjects’ responses to decide on the next question. The subjects in the setting may not even realize they are being interviewed. Using the who, what, when, where, why, and how categories are generally enough guidance for the researcher to follow in asking questions.⁶⁶

⁶⁴ John W. Crewsell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, third Edition: London, p. 168.

⁶⁵ David Nunan, *Research Method in Language Learning*, Cambridge University Press, 1992, p. 76.

⁶⁶ Donal Ary, at all, *Introduction to Research in Education*, Canada: 2010, 2006, p. 438

This study was tried to interview some students as a subject to get the data by developing comfortable conditions in order to the students who to be as the subjects do not feel they be interviewed. So, in this technique, this study directly interaction with the students to get information from the answer clearly.

2. Documentation

Documentation is every written material or film, the purpose in using documentation in this research is to support the data that is gotten in the field so the data is admitted the data validity the documentation is a technique in collecting data by using documents of writing that is gotten and related to the data needed. Lexy states that *documentation is a kind of source data involves anything notes aimed to examine a research.*⁶⁷ In this technique of the study that to knew the students problems of subject-verb agreement in writing the study was took a students writing, and to got the students writing was from the English teacher of MTs AN-NUR Palangka Raya. Document anlysis can be of written or text based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements,policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc) or of nonwritten records (photographs, audiotapes,videotapes,etc)⁶⁸

⁶⁷ Lexy J. Moleong, *Metode Penelitian Kualitatif*, Bandung: PT, Remaja , 2000, Rosdakarya, p. 161.

⁶⁸ Donal Ary, at all, *Introduction to Research in Education*, Canada: 2010,2006, p. 442

Documentation technique, this study were used to get the data related to the study. Documentation is the technique of collecting the available documentation for the program being evaluated.⁶⁹

Documentation that is used is the photo that contain about real condition on interview It is very useful to know the student's condition. It was support to collect the data, they are:

- 1). The name's of students of MTs AN-NUR Palangka Raya.
- 2). Syllabus of Writing of MTs AN-NUR Palangka Raya.
- 3). The student's writing.
- 4). The student's and english teacher of MTs AN-NUR Palangka Raya class VIII B.

E. The Endorsement of Data

There are four techniques to determine the endorsement of data, namely credibility, transferability, dependability and conformability.⁷⁰

a. Credibility

In naturalistic research, in order to the data can be believed and fulfill terms of credibility, data must be admitted and received the truth by information source form

⁶⁹ Brian K. Lynch, *Language Program Evaluation: theory and practice*, USA: Cambridge University Press, 1996, p. 139.

⁷⁰ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D*, Bandung: Alfabeta, 2006, p. 300.
p. 366.

informant of the study. The effort in order that the truth of result of the study is believed, it is support by some ways, as follow:

1) Triangulation

It has examined the credibility of data by examining of the data to the source of data by interview, observation and documentation. According to Wiliam Wiersma quoted by Sugiono state “ triangulation is qualitative cross validation. It assesses the sufficiency of the data according to convergence of multiple data sources or multiple data collection procedures.”⁷¹

Then, according to Moleong triangulation is “teknik pemeriksaan keabsahan data yang memanfaatkan sesuatu yang lain diluar data itu untuk keperluan pengecekan atau sebagai perbandingan terhadap data itu”.⁷² (technique investigation the validity of data that uses the other things out of the data to verification need as a comparison to the data). Based on the definitions triangulation

2) Member Check

Member check is process of recheck the data that has gotten by the researcher to the informant. The objective of member check is to make information that is gotten and used in writing the report of the study suitable with what is meant by the subject of the study as respondent or informant.

b. Transferability

⁷¹ *Ibid.*, p.366

⁷² Lexy J, *Metode Penelitian Kualitatif*, Bandung: PT, Remaja , 2000, Rosdakarya, p.178.

Transferability relates to the questions, how far the result of the study can be applied by the other people in other context. So, it must make a report that explain clearly about content of research in order to the readers can be easy to understand the result of study. Furthermore, this research must give description clearly about the result of study.

c. Dependability

Dependability examining is done by auditing all of research process to prove the data is reliable. So, the writer must be focus to the problems, go to the field, determine the source of data, do data analysis, examine the endorsement of data and make conclusion of data.

d. Conformability

The conformability is reached by asking readiness of advisor to check the process of the study, standard of the truth of the data and the result that is gotten and used to make the report. The research is said objective if the result of study has been agreed by many people. Moreover, to examine the conformability, it can be done by examine the result of study that is correlated by process that is done. It means, result and process must be balanced.

E. Data Analysis Procedures

Abdul Qodir stated that *“analysis data Adalah proses pelacakan dan pengaturan secara sistematis transkrip-transkrip wawancara, catatan lapangan, dan*

*bahan-bahan lain agar peneliti dapat menyajiakan temuannya.”*⁷³ (Data analysis is the process of searching and arranging systematically the interview transcripts, field note, and others material in order to the writer is able to present the result.)

According to Versi Miles and Huberman in Qodir, there are four procedures data analysis as follows:

1. Data Collection

The main thing in data analysis is the existence of data collection. Data analysis in natural approach was be conducted when the research is being done. Data collection is the result of data collecting techniques on observation, interview, and documentation.

2. Data Reduction

The data reduction is a process to choose the main data, to focus on the important data, and to throw up the unnecessary data. This study selected all the data to get in the field and chose the data relevant to the study. Then, the study was focus on that data that indicate toward the answer of the problem of study.

3. Data Display

Data display is a process to arrange the result of the data reduction made in report systematically in order to understand and reasonable. The write gives the simple explanation in data display that had been analyzed. By doing this procedure

⁷³ Abdul Qodir, *Kiat Menulis Laporan Penelitian: Data Kualitatif, Kuantitatif, Library Research, dan Research Pengembangan*, Palangka Raya: STAIN, 2007, p. 23.

could help the writer to understand what was happening and to conclude the data gotten.

4. Conclusion / Data Verification

All the data had been processed by the study were concluded. Afterward, the conclusion was verified by looking back of the data reduction, and data display after collecting the data. Thus, the conclusion that was taken did not deviate from the problem of the study.

From four techniques of analysis the data above, data that are collected from the result of interview and documentation relate to topic of the study on the using subject-verb agreement problems in writing descriptive text of MTs AN-NUR Palangka Raya are given codes, grouped and chosen to find the relevant data and proper to be presented. The process of selecting data was focused on the data that proper to be presented, the analysis can be done in the field or after back from the field, in analyzing of qualitative data is found flexibility of pattern, but the most important is sensitiveness and sharpness in explaining that is happened behind the fact from object who is researched.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discussed the result of the study which consist of some problems of using subject-verb agreement in writing in students' descriptive text, the solutions of the teacher to solve the problems of using subject-verb agreement in writing descriptive text and the reason for the students get problems of using subject-verb agreement in writing at eight graders of MTs AN-NUR Palangka Raya.

A. The Problems of Using Subject-Verb Agreement in Writing at the Eight Grade of MTs An-Nur Palangka Raya

To finds the students' problems of using subject-verb agreement in writing a paragraph at the eighth graders of MTs An-Nur Palangkaraya, the writer collected some text from the students and also conducted an interview to support the data that were gotten. The data were found from the students' assignment about the descriptive text, which was collected on Thursday, August 5th , 2016.

1. Data collection from the students' writing descriptive text

First, data were found out from the students' assignment in writing a descriptive text about people, animals, and things. To get the point about the data especially related to the students' problems in using subject-verb agreement, it was declared by using table 4.1. For more clear information about the content of the table it could be seen in the next page.

Table 4.1

**The description of how the students Problems of Using Subject-Verb Agreement
in students' descriptive text**

No	Initial	Examples of Using Subject-Verb Agreement	Correction
1	HPA	<p>Cow is big animal. He <u>have</u> four legs and he like eat grass. Cow <u>have</u> different color. Sample is brown, black and white and other. Breeder usually loose cow into grass for giving he food.</p> <p>She was wrong in using an auxiliary verb of <i>to be</i>. She did not know the the function of the auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • He have four legs • Cow have different color. 	<p>The Cow is a big animal. He has four legs and he likes eat grass. Cow has a different color. For example, brown, black and white and other. Breeder usually loose cow into grass to give him food.</p>
2	VB	<p>I <u>m</u> have a rabbit very funny and</p>	<p>I have a rabbit. The rabbit is</p>

		<p>fur dence, fur white color, and food a carrots. Eye very beautiful and eye color yellow.</p> <p>She was wrong in using an auxiliary verb of <i>to be</i>. She did not know the function of the auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • I'm have a rabbit • Food a carrots 	<p>very funny and furry, it is white, and the food is a carrot. his Eyes very beautiful and his eyes is yellow.</p>
3	IR	<p>I <u>am</u> have friend, name is Iki. He <u>have</u> body tall, <u>he very</u> cool and very funny and he very kind. He <u>like</u> study English. I am and Iki is best friend forever.</p> <p>She was wrong in using an auxiliary verb of <i>to be</i>. She did not know the function of the auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • I am have friend 	<p>I have friend, his name is Iki. He has body tall, he is very cool, very funny and very kind. He likes study English. I and Iki is best friend forever.</p>

		<ul style="list-style-type: none"> • He have body tall • he very cool and very funny and he very kind • I am and Iki <p>She made disagreement sentence. she did not understand about the subject and the number in English. She could not differentiate between plural and singular form.</p> <ul style="list-style-type: none"> • He like study English 	
4	DM	<p>I have a dog. Dog I so called Raya. She <u>have</u> four leg fur color red and she very like dog.</p> <p>She was wrong in using an auxiliary verb of <i>to be</i>. She did not know the function of the auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • She have four leg 	<p>I have a dog. My Dog called Raya. She has four legs, the fur color is red and I very like dog.</p>

5	AA	<p>I have friends he name is Muhaimin. Muhaimin like bread and <u>like</u> monkey. I <u>shall</u> visit to he place next week. He is clever but naughty. He <u>was</u> a pupil MTS AN-NUR. Muhaimin have lived in Palangkaraya. <u>He</u> <u>from</u> Banjarmasin. Many boys home in Muhaimin and many rabbit home in Muhaimin.</p> <p>He made disagreement sentence. He did not understand about the subject and the number in English. She could not differentiate between plural and singular form.</p> <ul style="list-style-type: none"> • I have friends • Muhaimin like bread and like monkey. 	<p>I have a friend, his name is Muhaimin. Muhaimin likes bread and likes monkey. I visit to her place next week. He is clever but naughty. He is a pupil of MTS AN-NUR. Muhaimin live in Palangka Raya. He is from Banjarmasin. Many boys in Muhaimin home and many rabbit in Muhaimin home.</p>
6	NA	<p>I <u>am</u> have bedroom. The color <u>is</u> blue and fink. In my bedroom there <u>is</u> table learn, wardrobe, two dolls,</p>	<p>I have a bedroom. The color of my bedroom are blue and pink in my bedroom there are table</p>

	<p>and mattress. I like my bedroom.</p> <p>My <u>bedroom clean</u>.</p> <p>She was wrong in using an auxiliary verb of <i>to be</i>. She did not know the function of the auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • I am have bedroom • My bedroom clean <p>She made disagreement sentence. she did not understand about the subject and the number in English. She could not differentiate between plural and singular form.</p> <ul style="list-style-type: none"> • The color is blue and fink. <p>In my bedroom there is table learn, wardrobe, two dolls, and mattress.</p> <p>She was wrong in using infinitive form. In this one, she added letter - s at the end of verb in the sentence</p>	<p>learn, wardrobe, two dolls mattress. I like my bedroom.</p> <p>My bedroom is clean.</p>
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		<p>which it subject was singular first person.</p> <ul style="list-style-type: none"> • I likes my bedroom 	
7	RM	<p><u>My mother beautiful</u> and kind. She <u>have</u> curly hair, white skin and thin. She like queen. She <u>have</u> hobby cooking. Every day we always eat in house.</p> <p>She was wrong in using auxiliary verb of <i>to be</i>. She did not know the function of auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • My mother beautiful and kind • She have curly hair, white skin and thin • She have hobby cooking 	<p>My mother is beautiful and kind, she has curly hair, white skin, and thin. She like a queen. She has a hobby cooks. Every day we always eat at home.</p>
8	BD	<p>I live in palangka raya. Palangka Raya is beautiful city. <u>There park</u>,</p>	<p>I live in palangka raya. Palangka raya is beautiful city.</p>

		<p>market, zoo and swimming fool.</p> <p>My favorite place zoo. I like bear in kum kum. <u>The bear cute</u>, black and like eat fruits. Bear always in cage. I sad see bear.</p> <p>He was wrong in making a sentence with using expletive <i>there</i>.</p> <p>In this one, he writes <i>there</i> did not follow <i>be</i> (are)</p> <ul style="list-style-type: none"> • There park, market, zoo and swimming fool. <p>Then, the wrong in using an auxiliary verb of <i>to be</i>. She did not know the</p> <p>the function of the auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • My favorite place zoo. • The bear cute, black and like eat fruits 	<p>There are park, market, zoo and swimming fool. My favorite place is zoo. I like bear at kum kum. The bear cute, black and like eat fruits. Bear always in cage. I am sad see bear.</p>
9	MNH	<p>I have a cute bedroom. There table learning, mattress, cupboard, table,</p>	<p>I have a cute bedroom. There are table learning, mattress,</p>

	<p>and some of flowers on the table.</p> <p>My bedroom fresh, the wall green color with the flowers paint. I <u>happy</u> stay in I cute bedroom.</p> <p>He was wrong in making a sentence with using expletive <i>there</i>.</p> <p>In this one, he writes <i>there</i> did not follow <i>be</i> (are)</p> <ul style="list-style-type: none"> • There table learning, mattress, cupboard, table, and some of flowers on the table. <p>Then, the wrong in using an auxiliary verb of <i>to be</i>. She did not know the the function of the auxiliary verb of <i>to be</i> in the sentence.</p> <ul style="list-style-type: none"> • My bedroom fresh, the wall green color with the flowers paint. • I happy stay in I cute 	<p>cupboard, table, and some of flowers on the table. My bedroom fresh, the wall is green with the flowers paint. I am happy stay in my cute bedroom.</p>
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		bedroom.	
10	DA	<p>Dede is my young brother, he is seven years old. He is handsome, smart, and funny. He <u>have</u> tall body, he also white skin. Every day he always disturb me. And he cry if angry. I love my brother.</p> <p>he was wrong in using an auxiliary verb of <i>to be</i>. She did not know the function of the auxiliary verb of <i>to be</i> (<i>number of subject/ person</i>) in the sentence.</p> <ul style="list-style-type: none"> • He have tall body 	<p>Dede is my young brother, he is seven years old. He is handsome, smart, and funny. He has tall body, he also white skin. Every day he always disturb me. And he cry if angry.</p> <p>I love my brother.</p>

Based on some of the students' writing products, it was found how are the students problems in subject-verb agreement as follows :

1. HPA wrote "Cow is big animal. He have four legs and he like eat grass. Cow have different color. Sample is brown, black and white and other. Breeder usually loose cow into grass for giving he food."

She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- He have four legs
 - Cow have different color.
2. VB wrote *"I'm have a rabbit very funny and fur dence, fur white color, and food a carrots. Eye very beautiful and eye color yellow."*

She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- I'm have a rabbit
 - Food a carrots
 - eye color yellow
 - Eye very beautiful
3. IR, he wrote the text "I am have friend, name is iki. He have body tall, he very cool and very funny and he very kind. He like study English. I am and Iki is best friend forever." So between the interview and the text was a match. She made problem in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- I am have friend
- He have body tall
- he very cool and very funny and he very kind
- I am and Iki

She made disagreement sentence. She did not understand about the subject and verb in English. She could not differentiate between plural and singular form.

- He like study English
4. DM : She make the sentences as the following “I have a dog. Dog I so called Raya. She have four leg fur color red and she very like dog.”

She was wrong in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence. And she also makes mistake in using the subject in the sentences.

- She have four leg
 - Dog I so called Raya
 - color red and she very like dog.
5. It was written by AA “I have friends he name is Muhaimin. Muhaimin like bread and like monkey. I shall visit to he place next week. He is clever but naughty. He was a pupil MTS AN-NUR. Muhaimin have lived in Palangkaraya. He from Banjarmasin. Many boys home in Muhaimin and many rabbit home in Muhaimin.

He made disagreement sentence. He did not understand about the subject and verb in English. She could not differentiate between plural and singular form. Then, he also made problems in using subject-verb agreement in tenses form.

- I have friends

he could not differentiate between plural and singular form.

- Muhaimin like bread and like monkey.

He also made problem in using subject-verb agreement in tenses form in descriptive text.

- He was a pupil MTS AN-NUR

- I shall visit to he place next week.

Then, he did not know about the using subject in the possessive form.

- He name is Muhaimin.

6. NA, She wrote "I am have bedroom. The color is blue and fink. In my bedroom there is table learn, wardrobe, two dolls, and mattress. I likes my bedroom. My bedroom clean.

She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- I am have bedroom

- My bedroom clean

She made disagreement sentence. She did not understand about the subject and the number in English. She could not differentiate between plural and singular form.

- The color is blue and fink. In my bedroom there is table learn, wardrobe, two dolls, and mattress.

She made problems in using infinitive form. In this one, she added letter -s at the end of the verb in the sentence which its subject was a singular first person.

- I likes my bedroom
7. RM, He wrote “My mother beautiful and kind. She have curly hair, white skin and thin. She like queen. She have hobby cooking. Every day we always eat in house.”

He made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- My mother beautiful and kind
 - She have curly hair, white skin and thin
 - She have hobby cooking
8. BD wrote “I live in palangka raya. Palangka raya is beautiful city. There park, market, zoo and swimming pool. My favorite place zoo. I like bear in kum kum. The bear cute, black and like eat fruits. Bear always in cage. I sad see bear.” He made problems in making a sentence with using expletive *there*. In this one, he writes *there* did not follow *be* (are)

- There park, market, zoo and swimming pool.

He made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- My favorite place zoo.

- The bear cute, black and like eat fruits
9. The problem of MNH could be seen in his writing “I have a cute bedroom. There table learning, mattress, cupboard, table, and some of flowers on the table. My bedroom fresh, the wall green color with the flowers paint. I happy stay in I cute bedroom.”

He made problems in making a sentence with using expletive *there*. In this one, he writes *there* did not follow *be* (are)

- There table learning, mattress, cupboard, table, and some of flowers on the table.

Then, he made problems in using an auxiliary verb of *to be* (*is/ am*). he did not know the function of the auxiliary verb of *to be* in the sentence.

- My bedroom fresh, the wall green color with the flowers paint.
 - I happy stay in I cute bedroom.
10. The problem of DA in applying subject-verb agreement could be seen as

follow:

“Dede is my young brother, he is seven years old. He is handsome, smart, and funny. He have tall body, he also white skin. Every day he always disturb me. And he cry if angry. I love my brother.”

He made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* (*number of subject/ person*) in the sentence.

- He have tall body

According to ten students who have written the text about the descriptive text, it can be known that in this school especially Eight grades (VIII B) still have problems in using subject-verb agreement. To answer the students problems in subject-verb agreement in writing descriptive text, the study was interviewed some students to got the reason why the students do the problems in subject-verb agreement.

B. The Reason of the Students Get Problems of Using Subject-Verb Agreement in Writing at the Eight Graders of MTs AN-NUR Palangka Raya.

In this point the writer describe some reason of the students why got problem in using subject verb agreement. The data was found from interview the students. The interview of the students as follows :

1. *“Menurut saya bahasa Inggris itu sulit. Letak kesulitannya dalam mengartikan dari bahasa Inggris ke dalam bahasa Indonesia. Ketika guru mengajar, saya mendengarkan dan memperhatikan penjelasan guru. Kadang-kadang saya mengerjakan tugas di rumah tapi tidak pernah mempraktekkan bahasa Inggris dalam percakapan sehari-hari.”*⁷⁴

HPA said that English was a difficult subject. Her problems was in learning English and translating the words because she had limited

⁷⁴ Interview with HPA in MTs AN-NUR Palangka Raya, 19 September 2016.

vocabularies. When the teacher was teaching, she listened carefully and attention to the teacher's explanation although sometimes she did not understand the material. She seldom studied and did her homework at home. She also never practiced her English in daily communication.

Based on interview above, it could be seen that there was a match between interview results and test ones. She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence of descriptive text.

Cow is big animal. He have four legs and he like eat grass. Cow have different color. Sample is brown, black and white and other. Breeder usually loose cow into grass for giving he food. She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- He have four legs
 - Cow have different color.
2. *“Kurangnya kosakata sehingga saya tidak tau apa yang ingin saya tulis. Dan saya juga tidak mengerti dengan tata bahasa yang akan digunakan, dan saya juga kurang menyukai pelajaran bahasa inggris karena menurut saya pelajaran bahasa inggris sangat sulit, dan kesulitannya yaitu ketika saya*

*disuruh menulis tapi saya tidak tau cara membuat kalimat dengan benar khususnya antara subject dan verbnya.”*⁷⁵

VB said that she is laek of vocabulary. She did not know what should she wrote in the text. She also did not understand the grammar and she dislikes with the English learning because of it very difficult. She did not know how to make sentences in descriptive text especially in using subject-verb agreement.

“I’m have a rabbit very funny and fur dence, fur white color, and food a carrots. Eye very beautiful and eye color yellow.”

She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- I’m have a rabbit
- Food a carrots
- eye color yellow
- Eye very beautiful

Based on interview above, it could be seen that there was a match between interview results and test ones. Then the student also wrote little sentences in the descriptive text.

3. *“ Alasannya karena saya menganggap I’am itu saya dan itu digunakan dalam kata i have a friend mungkin sebenarnya i have a friend jadi i’am*

⁷⁵ Interview with VB in MTs AN-NUR Palangka Raya, 19 September 2016.

have a friend dan kami sudah mencari didalam kamus dan saya merasa itu sudah benar dan mungkin itu salah kami tidak tau dan belum memahami cara penggunaan subjek dan predikat dengan benar.”⁷⁶

AA said the students gave the reason what the problem in English because he consider the meaning “I am ” in Bahasa Indonesia is saya and he use the word “I am” in the sentence I have a friend became “ I am have a friend”. And he also looked for in dictionary and he found the meaning of word “ I am” in Bahasa Indonesia is saya. He realized that he did not understand how to use subject-verb agreement. As data, he wrote the text “I am have friend, name is iki. He have body tall, he very cool and very funny and he very kind. He like study English. I am and Iki is best friend forever.” So between the interview and the text was a match. She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- I am have friend
- He have body tall
- he very cool and very funny and he very kind
- I am and Iki

⁷⁶ Interview with AA in MTs AN-NUR Palangka Raya, 19 September 2016.

She made disagreement sentence. She did not understand about the subject and the number in English. She could not differentiate between plural and singular form.

- He like study English
4. *“Menurut saya bahasa Inggris itu sulit banget. Karena saya tidak paham. Karena saya takut dimarahi guru ketika ingijn bertanya. Ketika guru sedang mengajar saya berusaha untuk menyimak dan memperhatikan walaupun kadang-kadang saya tidak paham dengan penjelasan guru. Masalah yg saya miliki adalah pada pola kalimatnya.”⁷⁷*

DM said that English was a very difficult subject. It was because she did not understand and he also afraid to ask the teacher. Her problem in learning English was in the structure of the sentence. It was because her mastering about grammar was very low. When the teacher was teaching she took attention and listened carefully to the teacher explanation but sometimes she did not understand the material teaching.

She made the sentences as the following “I have a dog. Dog I so called Raya. She have four leg fur color red and she very like dog.”

She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence. And she also made problems in using the subject in the sentences.

- She have four leg

⁷⁷ Interview with DM in MTs AN-NUR Palangka Raya, 19 September 2016.

- Dog I so called Raya
- color red and she very like dog.

5. *“Karena pelajaran bahasa inggris sangat sulit, karena saya tidak terlalu menyukai bahasa inggris apalagi menulis. Kosakata saya sangat kurang dan penyusunan tata bahasa dalam kalimat pun saya tidak paham bagaimana cara membuat kalimat yang baik dan benar itu sangat sulit bagi saya.”*⁷⁸

IR said that English learning was difficult. Because he dislikes learning about English in writing. He also has a little vocabulary and him less understands in grammar so he did not know how to make good sentences. It was almost same with the students before that they low in vocabulary mastery and also grammar.

As a data show that the students have a problem in writing especially in using subject-verb agreement, the study shows the text. It was written by IR “I have friends he name is Muhaimin. Muhaimin like bread and like monkey. I shall visit to he place next week. He is clever but naughty. He was a pupil MTS AN-NUR. Muhaimin have lived in Palangkaraya. He from Banjarmasin. Many boys home in muhaimin and many rabbit home in muhaimin.

He made disagreement sentence. He did not understand about the subject and the number in English. She could not differentiate between plural and singular form. Then. He also makes mistake in using subject-verb agreement in tenses form.

⁷⁸ Interview with IR in MTs AN-NUR Palangka Raya, 19 September 2016.

- I have friends

She could not differentiate between plural and singular form.

- Muhaimin like bread and like monkey.

He also made problems in using subject-verb agreement in tenses form.

In descriptive text.

- He was a pupil MTS AN-NUR
- I shall visit to he place next week.

Then, he did not know about the using subject in the possessive form.

- he name is Muhaimin.

6. *“Karena saya kurang suka pelajaran bahasa inggris, karena pelajaran bahasa inggris itu sulit untuk dipahami dan saya kurang mengerti. Karena saya malu untuk bertanya.”*⁷⁹

NA said that she dislike about English. Because it was difficult to understood. Then she also shies to asked the teacher. So in writing descriptive text she still made problems in writing text especially in using subject-verb agreement. She wrote “I am have bedroom. The color is blue and fink. In my bedroom there is table learn, wardrobe, two dolls, and mattress. I likes my bedroom. My bedroom clean She was wrong in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- I am have bedroom

⁷⁹ Interview with IR in MTs AN-NUR Palangka Raya, 19 September 2016.

- My bedroom clean

She made disagreement sentence. she did not understand about the subject and the number in English. She could not differentiate between plural and singular form.

- The color is blue and pink. In my bedroom there is table learn, wardrobe, two dolls, and mattress.

She made problems in using infinitive form. In this one, she added letter -s at the end of the verb in the sentence which its subject was a singular first person.

- I likes my bedroom

7. RM *“Karena saya tidak mengetahui cara membuat kalimat dengan baik dan benar. Terutama dalam penggunaan subject dan predikatnya. Saya sudah menanyakan kepada guru ketika pembelajaran tapi tetap saja saya tidak paham dan kurangnya kosakata membuat saya bermasalah ketika menulis.”*⁸⁰

The problems are he did not know how to make good sentences, especially in using subject-verb agreement. He asked the teacher when teaching learning process. But, he still did not understand. He Less vocabulary mastery and also a problem in writing. He wrote “My mother beautiful and kind. She have curly hair, white skin and thin. She likes queen. She have hobby cooking. Every day we always eat in house.”

⁸⁰ Interview with RM in MTs AN-NUR Palangka Raya, 22 September 2016.

She made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- My mother beautiful and kind
 - She have curly hair, white skin and thin
 - She have hobby cooking
8. BD *“Kurangunya kosakata sehingga saya tidak tau apa yang ingin saya tulis. Dan saya juga tidak mengerti dengan tata bahasa yang akan digunakan, dan saya juga kurang menyukai pelajaran bahasa inggris karena menurut saya pelajaran bahasa inggris sangat sulit, dan kesulitannya yaitu ketika saya disuruh menulis tapi saya tidak tau cara membuat kalimat dengan benar khususnya antara subject dan verbnya.”*⁸¹

The students said the problem was less of vocabulary, she did not know what she wants to write. She also did not understand about grammar, so it made the students dislike about English. She thinks that English was difficult. When she asked to write, it makes her confused because she did not know how to make a good sentence, especially using subject-verb agreement.

BD make “I live in palangka raya. Palangka Raya is beautiful city. There park, market, zoo and swimming fool. My favorite place zoo. I like bear in kum kum. The bear cute, black and like eat fruits. Bear always in cage. I

⁸¹ Interview with BD in MTs AN-NUR Palangka Raya, 22 September 2016.

sad see bear.” He made problems in making a sentence with using expletive *there*. In this one, he writes *there* did not follow *be* (are).

- There park, market, zoo and swimming fool.

Then, he made problem in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* in the sentence.

- My favorite place zoo.
- The bear cute, black and like eat fruits

9. “*Menurut saya bahasa Inggris itu pelajaran yang sulit banget. saat guru menerangkan pelajaran dengan menggunakan bahasa Inggris karena saya tidak paham. Ketika guru mengajar kadang kadang saya mendengarkan tapi kadang-kadang ribut sama teman makanya saya kadang tidak paham. Saya jarang belajar dan malas mengerjakan tugas di rumah dan tidak pernah mempraktekkan bahasa Inggris dalam percakapan sehari-hari. Saya tidak ada motivasi dalam belajar bahasa Inggris.*”⁸²

According to MNH, English was a very difficult subject. When learning English sometimes he did not understand when the teacher explained material teaching with using English. When the teacher was teaching, she took attention but sometimes make noisy and joke with friends. he did not understand about material teaching was given by the teacher. He seldom

⁸² Interview with MNH in MTs AN-NUR Palangka Raya, 22 September 2016.

studied and was lazy did his homework at home and never practice his English in daily communication.

MNH was one of the students who had difficulties in understanding subject-verb agreement because she did not know the definition of it but could differentiate between plural and singular form. He also did not know the function of the auxiliary verb of to be and did not understand about the kinds of the sentence in view of its predicate. CC had a problem in applying subject-verb agreement because she could not apply it correctly in the sentence when the interview was given.

The problem of MNH could be seen as follow:

“I have a cute bedroom. There table learning, mattress, cupboard, table, and some of flowers on the table. My bedroom fresh, the wall green color with the flowers paint. I happy stay in I cute bedroom.”

He made oproblems in making a sentence with using expletive *there*.

In this one, he writes *there* did not follow *be* (are)

- There table learning, mattress, cupboard, table, and some of flowers on the table.

Then, made problems in using an auxiliary verb of *to be* (*is/ am*). he did not know the function of the auxiliary verb of *to be* in the sentence.

- My bedroom fresh, the wall green color with the flowers paint.
- I happy stay in I cute bedroom.

10. *“Menurut saya bahasa Inggris itu sulit. masahnya adalah saat membaca, mengartikan teks dan menulis. Karena kurang nya vocabulary. saya juga mengikuti les. Ketika guru mengajar saya selalu belajar dan memperhatikan penjelasan guru walaupun kadang-kadang saya tidak paham dengan penjelasan guru. Saya juga kurang memahami menggunakan subjek dan predikatnya itu dan pelaku dalam bahasa inggris.”*⁸³

DA said that English was a difficult subject. His problem in learning English was in reading and translating the text and writing. It was because he had limited vocabularies. He would follow the private lesson. When the teacher was teaching, he listened carefully and took attention to the lesson but sometimes he rather did not understand to the teacher’s explanation.

DA was one of the students who had a problem in understanding the subject-verb agreement because when the interview was given he could not define the subject-verb agreement and did not know about a number of the person in English. He also did not knew the function of to be in the sentence.

The problem of Dd in applying subject-verb agreement could be seen as follow:

“Dede is my young brother, he is seven years old. He is handsome, smart, and funny. He have tall body, he also white skin. Every day he always disturb me. And he cry if angry. I love my brother.”

⁸³ Interview with DA in MTs AN-NUR Palangka Raya, 22 September 2016.

He made problems in using an auxiliary verb of *to be*. She did not know the function of the auxiliary verb of *to be* (*number of subject/ person*) in the sentence.

- He have tall body

Based on information from interview result and discussion above, we could know that there were some problems that caused the students' problem in learning English and applying subject-verb agreement material in the text (descriptive text), they were:

1. The students had limited vocabularies. It caused them were difficult in translating the text because they did not know the meaning of words in the sentence.
2. The ability of students in mastering grammar was very low. It was seen that they did not know the definition subject-verb agreement. It caused them made problems in applying it in the descriptive text.
3. Almost of the students were still confusing about the number in English. They could not differentiate between plural and singular form. It caused was made disagreement sentences because there was unsuitability between subject and verb. Only some students who understand the differences between plural and singular forms but they could not apply it in the descriptive text correctly.
4. The students did not know about the kinds of sentences in view of its predicate. They did not understand the difference between verbal and nominal sentences

and they did not know the function of *to be* as the verb (predicate) in the nominal one. It caused them made problems in using an auxiliary verb of *to be* in the sentences. They used it in the verbal sentences but they did not use it in the nominal ones.

5. The students had low motivation in learning English. Some of them were lazy to study at home and seldom did his homework. They also never practiced their English in the daily communication.

Based on interview above the students made problems in subject-verb agreement and to solve the problems, the teacher was gave solutions to the students.

C. Solutions of the Teacher to Solve the Problems of Using Subject-Verb Agreement in Writing at VIII Graders of Mts AN-NUR Palangka Raya.

In this point, the writer showed the solution of the English teacher to solve the problem of using subject verb agreement in writing at VIII graders of MTs AN-NUR Palangka Raya. The data was found from the interview to the English teacher. The interview could be seen as the following:

“Berdasarkan dari hasil belajar siswa dalam menulis khususnya materi descriptive teks yang di terima, saya sebagai guru bahasa inggris menjadi prihatin. Dari tulisan siswa di temukan bahwa masih banyak yang salah menulis kalimat yang benar khususnya dalam menggunakan subject verb agreement. Sebagai solusi dari masalah yang di tunjukan oleh siswa selama ini bapak memberikan solusi kepada mereka sebagai berikut”

1. *menganjurkan kepada anak-anak pada tahun pertama bapak selalu mengajarkan tentang menghafal kosakata, Cuma beberapa kata yang berhubungan dengan pembelajaran pada tahun pertama.*
2. *kita menyiapkan tentang tensis yang berhubungan dengan subjek, predikat dan objek.*
3. *setelah itu kita selalu menggunakan pola S+P+O itu kita gunakan dalam bahasa indonesia dan untuk bahasa inggrisnya S+V+O. Ketika kita mengajar kita selalu menerapkan pola itu, jadi kita berikan materi yang diajarkan itu selalu kita sisipkan kosakata yang berhubungan dengan materi itu sehingga ketika kita menyampaikan anak-anak tidak mengalami kesulitan dalam menyusun kalimat karena kosakata itu sudah kita tuliskan dipapan tulis berhubungan dengan materi dan pola kalimatnya pun kita berikan juga dengan cara ketika menulis.*
4. *menyiapkan media yang ada hubungannya dengan writin, supaya pelajaran lebih menarik dan menumbuhkan motivasi siswa. Jadi proses pembelajarannya akan berjalan lancar dan tidak mengalami hambatan, dan itu biasa bapak lakukan setiap proses pembelajaran dan setiap bapak bikin wacana seperti descriptive, recount itu bapak selalu menyisipkan kopsakata yang berhubungan dengan materi pembelajaran, jadi mereka tidak kesulitan dan pada saat itu mereka sudah mempunyai gambaran tentang apa yg akan diajarkan.*

According to the result of a study in writing, especially in writing descriptive text that was found, I as an English teacher feeling sorry for the students. From the students writing was found that there were problems in writing sentences, especially in using subject-verb agreement. To solve the problem, a teacher gives solution as the following:

1. Suggest to students in the first year to memorized vocabularies. It was about word who had relation with the material in English learning
2. Prepare to teach them about tenses especially subject-verb and object.
3. Then, we always use S+P+O in Bahasa Indonesia and S+V+O in English. When the teaching-learning process we used it. Every the material that had given the teacher gives some vocabularies appropriate the material. So, the students more simple to made sentences because the teacher wrote the vocabulary on the white board.
4. The teacher prepares a media appropriate to the material. It made the motivation of students and makes the teaching learning more interested.
5. The students in the first year to memorized vocabularies, Prepare to teach them about tenses about the subject-verb and object, then, we always use S+P+O in Bahasa Indonesia and S+V+O in English.
6. The teacher prepares a media appropriate to the material. It made the motivation of students and made the teaching learning more interested.

Based on interviewed above the study was explain about the solutions of the teacher to solve the students problems, the teacher wont the students

improve their vocabulary and provide the material and explain the material about tense and explain subject-verb agreement and object. And the teacher wrote some difficult vocabularies on the white board before the students made a sentence because to help the students in writing. The teacher provide media before the lesson started. And made the teaching learning more interest.

DISCUSSION

According to the result of a study in students writing and interviewed, Based on the data that has obtained, the study has found almost half students each rooms have unsuccessful or failed in the writing descriptive text. The study has done the interview to ten students that have problems of using subject-verb agreement in writing to get information clearly about problems generally in English subject and especially in using subject-verb agreement in writing descriptive text. From the interview the study has found the student's problems in English subject especially using subject-verb agreement in writing that there were some problems that caused the students' problem in learning English and using subject-verb agreement material in the text(descriptive text), The students had limited vocabularies. It caused them were difficult in translating the text because they did not know the meaning of words in the sentence. The ability of students in mastering grammar was very low. It was seen that they did not know the definition verb agreement. It caused them made mistakes in applying it in the descriptive text. Almost of the students were still confusing about the number in English. They could not differentiate between plural

and singular form. It caused them made disagreement sentences because there was unsuitability between subject and its verb in the ones. Only some students who understand the difference between plural and singular forms but they could not apply it in the descriptive text correctly. The students did not know about the kinds of sentences in view of its predicate. They did not understand the difference between verbal and nominal sentences and they did not know the function of *to be* as the verb (predicate) in the nominal one. It caused them made problems in using an auxiliary verb of *to be* in the sentences. They used it in the verbal sentences but they did not use it in the nominal ones. The students had low motivation in learning English. Some of them were lazy to study at home and seldom did his homework. To solve the problems English teacher gave solutions to suggested the students in the first year to memorized vocabularies. It was about word who had relation with the material in English learning. Prepare to teach them about tenses the subject-verb and object. Then, always used S+P+O in Bahasa Indonesia and S+V+O in English. The teacher gives some vocabularies appropriate the material. So, the students could made a sentences because the teacher wrote the vocabulary on the white board. Prepares a media appropriate to the material. It made the motivation of students and makes the teaching learning more interested.

CHAPTER V

CLOSING

A. Conclusion

Based on result and discussion of the study on chapter IV, there were some conclusions which could be seen as follows:

The students had problems in applying subject-verb agreement in the sentences because they did not know the definition of subject-verb agreement. They made disagreement sentences and made mistake in using an auxiliary verb of *to be*. They used an auxiliary verb of *to be* in the verbal sentences but did not use it in the nominal one.

The causes of students' problems in subject-verb agreement were the ability of students in mastering grammar was very low. It was seen that they did not know the definition and principles of verb agreement. They were still confusing about the number in English because they could not differentiate between plural and singular form. They also could not differentiate between verbal and nominal sentences because they did not know the function of the auxiliary verb of *to be* as the verb (predicate) in the nominal one.

The solution of the English teacher to solve the problem of using subject-verb agreement in writing at VIII graders of MTs AN-NUR Palangka Raya were Suggest to students in the first year to memorized vocabularies, Prepare to teach them about tenses about the subject-verb and object, then, we always use S+P+O

in Bahasa Indonesia and S+V+O in English. When the teaching-learning process we used it, the teacher prepares a media appropriate to the material. It made the motivation of students and makes the teaching-learning more interested.

B. Suggestions

Based on the conclusions of the study there are some suggestions that could be given for students, teaches and researches as follows:

1. For Students

- a. The students should be given high motivation in learning English, especially in mastering grammar to make good and right sentences in English.
- b. The students should master the principles of agreement in order to apply it in the sentences easier.
- c. The students should understand to differentiate between plural and singular form as the basic of the agreement.
- d. The students should improve their memorization of vocabulary. It would help them to use the suitable words in the sentences.

2. For teachers

For the English teacher should be good facilitators and motivators to the students' interest in learning English. Based on the result of the study, the students had a problems in applying subject-verb agreement in sentence. The teacher should give special exercise to improve the students writing. Beside that the english teachers should give additional homework to the students.

3. For researches

There are some suggestions that could be done by the next researchers as follows:

- a. This study focuses on the subject-verb agreement problems in writing descriptive text. The result of this study does not expose about the other aspects. Therefore, it is suggested to expose about the subject-verb agreement in writing narrative text.
- b. Suggestion for the future researcher the writer hopes the future researcher develop this study by conduct the research about subject-verb agreement in writing narrative text because subject-verb agreement could be help the students to understand and determine the subject-verb agreement.

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