

**AN ANALYSIS OF STUDENTS' SUBJECT VERB
AGREEMENT ERROR
IN WRITING DESCRIPTIVE TEXT**

Ria Resty Irawan

1810231001

Advisor 1: Yeni Mardiyana Devanti, M.Pd

Advisor 2: Kristi Nuraini, M.Pd

English Language Education Program
Faculty of Teacher Training and Education
University of Muhammadiyah Jember

Jl. Karimata No. 49

restyriai26@gmail.com

ABSTRACT

Students who are learning English as a second language, particularly for writing, may make grammar errors. Some of them will employ the incorrect grammar rules or write with the incorrect structure. The use of subject-verb agreement still causes problems for many students. The purpose of this study was to look into how often students used subject-verb agreement when writing descriptive texts. The information gathered from the result was summarized using a qualitative method. 26 students from SMPN 02 Kencong's 8th grade took part in this study. They studied subject-verb agreement and how to write descriptive texts. When the teacher gave the students the test, observation was done to see how they wrote the descriptive text and to see what types of errors they made. In order to determine the reason why students were misusing subject-verb agreement, the author also conducted an interview. A Google Form interview was conducted to validate the data from the questionnaire and was distributed to all eighth-grade students. It asks 7 questions in order to identify the reason why students used SVA incorrectly. Intralingual and interlingual interference are two indicators from the interview. The findings revealed that out of a total of 98 errors, students made 75 errors of omission, 8 errors of addition, and 15 errors of misformation. The cause of students errors are in using SVA is interlingual, most of students still write using Indonesia first and then translate it into English. The other cause by intralingual because most of students still do not understand about the subject verb agreement and said that English has complex structures. It indicates that most of students made omission errors and caused by students native language and the complex of English structure itself.

Key Words: Subject Verb Agreement Error, Error Analysis, Descriptive Text.

Writing is an essential skill for learning as well as a crucial component of language (Faisan & Suwandita, 2013). Writing outside of the classroom is uncommon, so this skill needs to be explicitly taught. Another linguistic skill that is utilized to communicate in an indirect manner is writing. Students can express their thoughts and beliefs to others in writing through the use of letters, messages, or invitations to communicate. Writing is an essential talent since it enables pupils to communicate their thoughts, emotions, and experiences in writing, according to Harmer (2004). Students learn how to write descriptive, narrative, recount, procedural, and expository texts in English classes in junior high school.

Grammar usage and writing have a close relationship. Students are required to produce statements that are both semantically and grammatically sound. Because language learners must comprehend the structure of the target language before speaking it, grammar is crucial. Grammatical mastery can be assessed by looking at how language is utilized in speaking and writing. Awardson (2009) An expression such as "grammatically accurate statement" describes a sentence that abides by the grammar rules. A meaningful sentence that is unambiguous is one that is semantically acceptable. This indicates that even if a person has brilliant writing ideas, they will be

meaningless if the students do not have a large and diverse vocabulary.

When the subject and the verb concur, this is referred to as "subject verb agreement." According to Nordquist (2018), subject-verb agreement is the agreement between a verb and its subject in terms of person (first, second, or third) and number (singular or plural). Another name for it is subject-verb agreement. In accordance with Umstatter's (2007) definition of subject verb agreement, a subject denoting a single person, place, or thing will agree with a singular verb, whereas a subject denoting multiple people, places, or things will agree with a plural verb. The rule of subject-verb agreement is applicable to present-tense limited verbs and, to a lesser extent, to past forms of the verb to be (was and were). It implies that the subject and verb are in agreement.

They struggle with writing, especially when it comes to creating descriptive material, just like the eighth-grade pupils at SMPN 02 Kencong. On March 8th, 2022, the writer visited the institution. According to the English teacher, kids have trouble producing descriptive texts in particular. They struggle with writing and frequently make grammar mistakes like the subject-verb agreement. Based on the aforementioned explanation, the writer is interested in examining pupils' work, particularly their subject verb agreement mistakes.

The author is interested in researching Students' Subject Verb Agreement Errors in Descriptive Text Written by 8th Grade Students at SMPN 02 Kencong.

Method

This study used a qualitative research. The writer collects, classifies, analyzes, and draws conclusions based on the data analysis without making broad generalizations in this type of study. According to Creswell (2009), qualitative research is an investigation into and understanding of what individuals or groups believe to be a social or human problem. It's utilized to find out why and how something happens in society.

Main and secondary data sources are used in this analysis. Observations and interviews used to collect primary data, while documentation such as students writing test and interview recordings used to collect secondary data. There are 36 participants in this study in one class of eight grade students of SMPN 02 Kencong 2021/2022 academic year. They learn to write descriptive text. The writer analyzed how students' used subject verb agreement in writing descriptive text.

In this study the researcher conducted a technique to obtaining valid data, by observation and interview. Students writing descriptive text was observed. The observation's main focus was the

error of using subject verb agreement. As an observer, the writer observed students' descriptive text writing test in eighth-grade class. The interview conducted in a semi-structured format. Interviews can provide knowledge that observation alone cannot supply, or they can be used to confirm observations.

Results and Discussion

The writer observed that most pupils continued to make errors with subject-verb agreement when writing descriptive language. Every student in the 8th grade at SMPN 02 Kencong made mistakes with omissions, additions, and wording. These errors are included in the surface strategy taxonomy, according to Krashen (2013), since it stresses how surface structures are changed: learners may remove crucial components or insert unnecessary ones; they may ignore form elements or arrange them improperly. that modifications are made to a language's visible components in an explicit and organized manner.

75 of the 98 errors that the writer discovered were due to omission. When the subject is single or third singular person, students forget to include (s/es). According to Straus (2014), subject-verb agreement requires that a verb and its subject agree in both person and number. Most students disregard this rule and just write the verb without giving any thought to the subject. It also contributes to the addition error.

Krashen (2014) Addition mistakes occur when a part of a statement that should not be there is present. Even when the subject is plural or first person, some students nevertheless add a s or an e to the verb. Misformation was the other fault that the students committed. Misformation was the other fault that the students committed. Having the incorrect morpheme or structural shape is a sign of misformation (Krashen 2014). When writing descriptive texts, some students used verb 2 and verb-ing. According to Mardiyah et al. (2014), they had to write descriptive language in the present tense, hence verb 1 had to be used.

The reason why pupils struggle to write correctly is due to inter- and intralingual mistake. It causes omission, insertion, and misformation problems in their surface taxonomy (Krashen, 2013). When words or phrases from one language are used when another is being spoken or written, this is known as interlingual mistake. A mistake happens when grammatical or stylistic components from the source language are introduced into the target language (Richard, 2014). When 17 students were interviewed, the writer discovered that their response related to the discovery that they write or think in their original language (Indonesia) before beginning to write in their target language (English) Only 5 pupils

responded at times, while 2 others said they did not.

Conclusion

Every student still committed mistakes when employing SVA to write descriptive language. The majority of students omitted to include s/es when the subject was plural or first person, accounting for 98 of the total errors. only 15 mistakes were misformations. Only 8 addition mistakes. Interlingual and intralingual elements influence students' subject verb agreement problems as the root causes of mistakes. Because most students write and think in their first language and simply translate it using that language's grammar and syntax, their first language has an impact on their ability to compose descriptive texts. When composing descriptive texts, pupils who were struggling to understand the English language's structure also made mistakes with subject-verb agreement.

References

- Ary, Donald. (2010). *Introduction to Research in Education*. Belmont. CA:Wadsworth Publisher
- Baleghizadeh, S., & Gordani, Y. (2012). *Academic Writing and Grammatical Accuracy: The Role of Corrective Feedback*. Gist: Education and Learning
- Choironi, N. (2017). An Analysis of Students' Grammatical Error in Writing Descriptive Text Based on Surface Strategy Taxonomy at the Second Grade of Sman 1 Pesisir

- Tengah Krui, Faculty of Teacher Training and Education University of Lampung Bandar Lampung. *Research Journal*, (6), 159-176.
- Choudhury, A.S.(2013). Speaking, Writing and Developing Writing Skills in English. *Language in India*, 13(9), 27—32.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. Thousand Oaks, CA: Sage.
- Faisan and Suwandita, K. (2013). The Effectiveness of FRESH Technique to Teach Descriptive Paragraph, *Journal of Education and Learning*. Vol.7
- Harmer, J. (2004). *How to teach writing*. Pearson education limited: Longman
- Husein, R., & Plulungan, A. H. (2017). *Sumber Belajar Penunjang Plpg 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris*. Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru Dan Tenaga Kependidikan.
- Krashen, S.D. (2013). *Principles and Practice in Second Language Acquisition*. America: Pergamon Press Inc.
- Mardiyah, D., Saun, D., & Refnaldi. (2014). *The Second Grade in Students' Writing Skills a Descriptive Text*. English Department, Faculty of Education and Art State University of Padang.
- Miles, M.B., Huberman, A.M. and Saldana, J. (2014) . *Qualitative Data Analysis: A Methods Sourcebook*. Sage, London.
- Moleong, Lexy J. (2007) *Metodologi Penelitian Kualitatif*, Bandung: Penerbit PT Remaja Rosdakarya Offset.
- Nordquist,R. (2018). *English Grammar and Composition Textbooks.English for Peofessional*. Boulder, CO: WestviewPublishing Inc.
- Nugrahani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa* .Solo: Cakra Books.
- Oscarson, A. D. (2009). *Self-Assessment of Writing in Learning English as a Foreign Language: A Study at the Upper Secondary School Level*. Goteborg Studies in Educational Sciences 277.
- Straus. J. (2014). *The blue book of grammar and punctuation*. New York. NY: Jossey
- Sugihartono.(2010). The Students' Difficulties In Applying Subject Verb Agreement In Sentence.*Journal international Education studies*, Vol. 2, No. 3. p. 192.
- Umstater,Jack. (2010). *The*

Grammar Teacher's Activity
a Day. New York:
Jassey Bass

