

# CHAPTER I

## INTRODUCTION

This chapter discusses some aspects dealing the topic of the research. They are the background of the research, the problem of the research, the objective of the research, the benefit of the research, the scope of the research, and the operational definition of the research.

### **1.1 Background of the Research**

In learning a language, learners need to master four skills during the learning process. Listening, speaking, reading, and writing are the four important language abilities, according to Choudury (2013) stated that writing being the most challenging skill for second and foreign language learners to achieve. She states that the main cause of this problem is that writing is a very complex process which includes both producing and organizing ideas but also turning them into understandable words.

Writing is not only an important aspect of language, but it is also an important tool for learning (Faisan & Suwandita, 2013). Because writing outside of the school is uncommon, this ability must be specifically taught. Writing is another language ability that is used to communicate in an indirect way. Students can share their ideas and opinions with others in written form, such as a letter, message, or communication invitation. According to Harmer (2004), writing is a vital skill since it allows students to express their ideas, feelings, and experiences through writing. In English subject of junior high school, basically writing skill,

students are taught how to write descriptive, narrative, recount, procedure and expository text.

When it comes to writing, the use of grammar is strongly linked. Students are expected to write sentences that are not only grammatically correct but also semantically acceptable. Grammar is important because language learners must understand the structure of the target language before speaking in it. The use of language in communication, both speaking and writing, can be used to measure grammatical mastery. Oscarson (2009) .The term "grammatically correct sentence" refers to a sentence that complies to the rules of the language. Meanwhile, a semantically acceptable sentence is one which is meaningful and clear of ambiguity. It means that even if a person has good writing ideas, they will be meaningless if the students do not have a great wide vocabulary and grammar. Furthermore, students have a tendency for making mistakes in their writing ( Baleghizadeh & Gordani,2012). It indicates that students struggle to write in English due to a lack of grammar knowledge, particularly in terms of the subject verb agreement rule.

The term "subject verb agreement" refers to when the subject and the verb are in agreement with each other. Subject-verb agreement, according to Nordquist (2018), is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural). It's also known as subject-verb agreement. According to Umstatter (2007), subject verb agreement indicates that a subject representing a single person, place, or thing agrees with a singular verb, whereas a subject representing more than one person, place, or thing agrees with a plural verb. Subject-verb agreement is a rule that applies to limited verbs in the

present tense 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.

Like the problems faced by 8th-grade students of SMPN 02 Kencong, they have problems in writing, especially writing descriptive text. March, 8<sup>th</sup> 2022 the writer observed the school. The English teacher said that students is difficult especially, to writing descriptive text. They cannot write well and also often make grammatical errors in writing such as the subject verb agreement. The writer is interested in analyzing students' writing, especially their subject verb agreement errors, based on the explanation above. The writer would like to conduct study on the topic of Students' Subject Verb Agreement Errors in Writing Descriptive Text Made by 8<sup>th</sup> Grade Students at SMPN 02 Kencong

## **1.2 Problem of the Research**

Based on the background of the study above, the writer proposes the research problem

1. What are found in students' writing descriptive text in using subject verb agreement?
2. What are the cause of errors students have made in subject verb agreement in writing descriptive text ?

## **1.3 Objective of the Research**

The objective of this research are:

1. To find out the type of students' error in using subject verb agreement.

2. To know what are the causes of students error in using subject verb agreement in writing descriptive text.

#### **1.4 Significance of the Research**

The writer hopes that the findings of this research can give contribution to the English teaching and learning. It has two major significances; they are theoretical and practical significances:

##### **1.4.1 Theoretical Significance**

The result of this research is generally to investigate students' error in using subject verb agreement in writing descriptive text.

##### **1.4.2 Practical Significance**

For the teachers the result of this research can give an overview the difficulties for teaching students in using subject verb agreement.

#### **1.5 Scope of the Research**

This research is focused in investigating 8th-grade students of SMPN 02 Kencong in using subject verb agreement in writing descriptive text.

#### **1.6 Operational Definition of the Research**

In order to prevent misunderstandings, the writer should define the following main terms:

##### **1.6.1 Grammatical Errors.**

A grammatical error is a term used in prescriptive grammar to describe an incorrect, uncommon, or problematic usage, such as a misplaced modifier or an incorrect verb tense. It's also known as a used error. Compare and contrast

grammatical error with correctness. Factual errors, logical fallacies, misspellings, typographical errors, and incorrect grammar are normally distinct from (though occasionally confused with) grammatical errors.

#### 1.6.2 Subject Verb Agreement

Subject verb agreement is the adjustment of the verb and subject of a sentence, be it singular or plural. Subjects can be nouns, pronouns and others. Generally, singular verbs in the simple present tense, will take the basic form by adding a suffix at the end of -s or -es. However, in the plural verb the verb is not added -s or -es suffix, but only uses the basic form. This rule also applies to third-person subjects such as people's names, or they, we, he, she and it. This does not apply to the subject I and You.

#### 1.6.3 Descriptive Text

A descriptive text is one that helps us understand, describe, or characterize something. It can take the form of animals, objects, places, and other things. Typically, descriptive writing is written in the present tense and focuses on a single object. The object is then discussed again in more detail in the descriptive text