

CHAPTER I

INTRODUCTION

A. Background of Study

Language is communication tools to extend information which used everyone in this world. William stated that language is paramount. We use it to define who we are and to shape our place in life.¹ It means that language is used to learn, to socialize, to dream, to think. Without language, we can't to social with other people. Throughout history, language has served as a bond to bring people together into single societies and to preserve their customs, culture, laws, and stories. In fact, some people argue that we could not even have society without language.

There are many languages in this world, one of them is English. English is one of the international language is used in countries throughout the world, including Indonesia. English in Indonesia is known as the foreign language with a very limited usage including the place, time, and environment. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology, art, culture and to develop the relation among nations in the world. The Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School. In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading

¹ James D Williams, *The LEA Guide to Composition*, (London: Lawrence Erlbaum Associates, Publishers, 2001), 1.

and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills.²

As productive skill, writing is not like speaking skill nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time. As Harmer states that, "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them."³ It means that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing.

The similar opinion came from Dorothy E Zemach and Carlos Islam said that "Writing is an important form of communication in day-to-day life, but it is especially important in secondary school or university. Writing is also one of the most difficult skills to master in both a first language and a second

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), 16.

³ Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), 31.

language.”⁴ In writing process many things that students should be learned when they write English such as about grammatical rules of writing. Probably they didn't know the correct changing form of verb tense they wrote in their writing and they were confused to put *to be* in the non-verbal or verbal sentence they wrote.

According to school-based curriculum there are five kinds of text taught in junior high school that are: recount, procedure, narrative, descriptive, and short functional text. In this study, the writer focuses on students' writing descriptive text in using subject-verb agreement. Because writing needs the process in which the students have to learn words, phrases, clauses, and to arrange them into a grammatically correct sentence.

Grammatical sentence means that the sentence should follow the rules of the language. For example, the verb can be changed depending on the subject because different tenses have different rules, plural nouns sometimes are not always given 's' at the end of the word but they are in totally different words. Those conditions above sometimes make the students confused. For instance, the students frequently produce an error dealing with subject-verb agreement in a simple sentence like “Rina usually go to school on foot”. The sentence is wrong. If the subject is singular, the verb is also singular. It is called subject-verb agreement. In the sentence, in the end of verb must add -s/-es. The right sentence is “*Rina usually goes to school on foot*”. And other example like “My Sister and I is beautiful” The sentence is wrong. If the subject

⁴Dorothy E Zemach and Carlos Islam, *Paragraph Writing*, (MACMILLAN),

is plural, the verb/to be is also plural. In the sentence must replaced by *are*, “*My sister and I are beautiful*” One of the structure problem faced by the students is applying correct grammatical rules of subject-verb agreement. The basic problem of learning subject-verb agreement is that the students have many kinds of rules in determining the verb which follows its subject.

However, it is not easy for students to have good writing. They will do trial and errors in the phases of writing. For the reason the writer wants to know the errors that students make in writing, especially when they write descriptive text. It is necessary to find out students error since grammar is a basic point in writing English. The writer hope when we can find the students errors we also can find out the best way to teach and treat the students with appropriate method.

Based on the background of the study above, the writer is interested in analyzing the errors made by students in using subject verb agreement in descriptive text writing. Thus, the research is entitled “*The Analysis of Students’ Error on Subject Verb Agreement in Descriptive Text Writing*” (A Case Study at the Second Grade of SMPN 1 Mekar Baru Kab. Tangerang)

B. Statement of the Problem

Based on description in the background, the research finds some problem as follows:

1. How is the writing ability of the second grade students of SMPN 1 Mekar Baru Kab. Tangerang in writing descriptive text?
2. What kind of writing error commonly made by the second grade students of SMPN 1 Mekar Baru Kab. Tangerang in using subject verb agreement?
3. Why did students at the second grade of SMPN 1 Mekar Baru Kab. Tangerang make the errors in writing Descriptive text in using subject verb agreement?

C. The Objective of the study

1. To know the students' abilities at the second grade of SMPN 1 Mekar Baru Kab. Tangerang in writing descriptive text
2. To find out the most errors did by students on subject verb agreement in Descriptive text writing.
3. To know the cause of errors the students made in using subject verb agreement in descriptive text writing

D. Significance of the study

This research is expected to have some importance especially for:

1. The Students

For the students of SMPN 1 Mekar Baru Tangerang, they can improve their ability in writing text and they are not

confused anymore to define subject and verb in writing descriptive text. Hopefully, this study helps the students in finding and solving their problems in writing and also gives a great beneficial to those who are interested in writing.

2. For the Teacher

This result of the study will help the teacher to find out their student's weakness, especially in error writing and understanding on subject verb agreement so they can take same steps to improve student's ability in writing descriptive text and will be useful to the English teacher in giving the material on English language especially that related to the students' writing skills.

3. For the writer

The writer can increase her knowledge about subject verb agreement and writing skill.

4. For the reader

Enlarge the readers' knowledge about grammatical rules of the text and using subject verb agreement in writing text, especially in descriptive text.

E. Previous Study

1. Herlina "Analysis of Students' Error in Writing Sentences" (A Case Study at the 2nd Grade of SMP Cendrawasih 1).

This research talked about the types of errors, the cause of errors and the dominant error. It is showed that the types of error that always made by students in their writing sentences.

The purpose of this study is to analyze the error of students' writing at grade of SMP Cendrawasih 1 Cipete. Through this study, it is hoped that the students can learn from their error and the teacher is able to help the students to solve the problem.

This study is categorized as descriptive analysis, because it is intended to describe the objective condition about the students' writing in tense by analyzing the errors. This study is considered as quantitative research, because the writer used some numerical data which is analyzed statistically.

The finding of this study is that the highest percentage of error is past continuous tense with percentage 69.75%. The errors could happen because mother tongue interference, lack of the media, teacher's unclear explanation, and less concentration.

2. Tri Utami, 2013 "*An Analysis of Students' Error in Writing Analytical Exposition Text*" (A Case Study at the Second Grade of SMAN 3 Kota Serang)

In this research, the writer investigates the students' error in writing analytical exposition text. The writer viewed that error occurred; it is caused by some factors, there are intra-lingual transfer where the students use probably habitual of mother tongue into target language system, and communication strategies which is related to the students' learning style. This research conducted by using of case study method.

In this research, the writer found the error in simple present tense made by the students is 20%, passive voice is

10%, some of students make the error is 13%, and article is 26%. In this research, the error of article is highest error made by the students.

F. Organization of Writing

In this study the writer organizes this writing as follow:

Chapter one is introduction which consist of the background of the study, statement of the problem, the objective of the study, significance of the study, previous study and the organization of writing.

Chapter two is theoretical framework which consist of error analysis (definition of error, differences between error and mistake, the significance of error analysis, the sources of error, types of error, the understanding of error analysis), subject verb agreement (definition subject, verb, agreement , definition of subject-verb agreement and the rule in subject verb agreement).

Chapter three is research methodology which consists of research method, subject of the study, place of the study, research instrument, the technique of collecting data, and the technique of analyzing data

Chapter four is the result of the research which consists of presentation of the data and research finding.

Chapter five is closing which consist of conclusions and suggestion