

**AN ANALYSIS OF THE SECOND-GRADE STUDENTS' ABILITY TO  
APPLY *SUBJECT-VERB AGREEMENT IN DESCRIPTIVE TEXT*  
AT SMA N 7 PADANG**

**THESIS**



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*Submitted to fulfill a Partial Requirement for Strata one (S-1) Degree at English  
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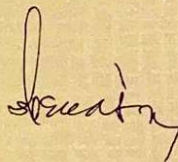
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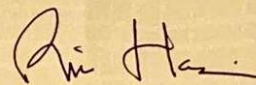
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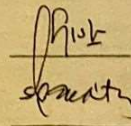
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## ABSTRACT

Lathifah, Diska. 2024. "An Analysis of the Second-Grade Students' Ability to Apply Subject-Verb Agreement in Descriptive Text at SMA N 7 Padang"

Advisor: Dr. H. Welya Roza, M.Pd.

The purpose of this research is to describe the students' ability to apply subject-verb agreement in descriptive text at SMA N 7 Padang. This research design was a descriptive one, using quantitative methods approach. The population of this research was the second-grade students at SMA N 7 Padang. Convenience sampling technique was used in this research to collect the data and the sample was class 11 F9 which consist of 35 students. The instrument for collecting the data in this research was a completion test. The researcher gave students 90 minutes to answer the sheet. To make the test reliable, the researcher used split-half technique. The reliability of the test is 0.85 (see Appendix 6). It means that the test is reliable. Then the test is valid in terms of content because the material about descriptive text has been covered in the curriculum and syllabus that has been learned by the students (see Appendix 1).

The result showed that there were 20 (57%) students had high ability and 15 (43%) students had low ability to apply subject-verb agreement in descriptive text. Based on data analysis, students had high ability to apply subject-verb agreement in nominal sentences in descriptive text. This is supported by the fact that 24 (69%) students had high ability and 11 (31%) students had low ability. While, students had low ability to apply subject-verb agreement in verbal sentences in descriptive text. This is supported by the fact that 15 (43%) students had high ability and 20 (57%) students had low ability.

Based on the result, it can be concluded that the students' ability to apply subject-verb agreement in descriptive text is high. Although, students' ability to apply subject-verb agreement in descriptive text is high but there are still some mistakes made by the students in applying nominal and verbal sentences in descriptive text. The students should to pay more attention to what the teachers' explanations and do more exercises in applying subject-verb agreement in descriptive text. Other researchers are suggested to study the errors made by the students in applying subject-verb agreement in descriptive text.

**Keywords:** *Ability, Subject-Verb Agreement, Nominal Sentence, Verbal Sentence, Descriptive Text*

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## CHAPTER I

### INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definitions of the key terms.

#### 1.1 The Background of the Problem

Grammar is one of the language components that is very important in English learning. It is used in all language skills such as listening, speaking, reading, and writing (Sri *et. al.*, 2020). According to Pereira & Mosa (2017), grammar is about rules that reflect the use of language. The rules are not correct or incorrect but are judged more on how well they can reflect actual standard language usage.

In making sentences well and correct grammatically, the students need to pay attention to the *subject-verb agreement* in every single sentence. Yustisia (2018) stated that *subject-verb agreement* is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural) which is also called subject-verb concord. In addition, Simanjuntak (2022) argues that when there is *subject-verb agreement*, the subject chooses the singular verb instead of the plural verb.

At the school, students have learned several types of text genres, one of which is *descriptive text*. Descriptive text is usually used to describe objects in detail (Pramoedya *et. al.*, 2022). Descriptive text consists of an introduction and description section. The introduction and description paragraphs serve as



introduction points and character descriptions, respectively. The language features of descriptive text are the use of simple present tense because it tells the object description, and the use of the adjective to clarify the noun.

The present tense is used to identify the current activity. Jayanti (2019), states that in simple present tense, the verb is changed to be Verb +s/es for a third singular person.” It means that if the subject of a sentence is third singular person/impersonal “she, he, it”, V1 is added +s/es. While, if the subject is first singular person “I”, second singular person “you”, first plural person “we”, second plural person “you”, and third plural person “they”, it uses V1 only.

Based on the researcher’s practice experience at SMA N 7 Padang for three months, starting from August until November 2023. The researcher provided material about language features particularly the simple present tense as they relate to *descriptive texts*, and taught students how to make sentences correctly. The students learned about this material as written in the syllabus in the first semester in week 6. After all the material about simple present tense has been given, the researcher tried to find out the students' understanding by asking the students to create a descriptive text by emphasizing the simple present tense correctly according to the grammar rules that have been explained by the researcher. Most of the students in the class still had incorrectly put the verb after the subject. The students also could not distinguish which verbs were right for singular subjects and which verbs were right for plural subjects. Therefore, the researcher concluded that the students were still confused about how to put the correct verb after the subject.

The researcher found several previous studies that related to this research. First, the study was done by Norhalimah (2016) entitled “*The Subject-Verb Agreement Problems in Writing at the Eight Grades of MTS An-Nur Palangkaraya*”. She concluded that students have problems using auxiliary verbs (have, has), to be (is/am/are) and they are still confused about using verbs for singular subjects and plural subjects and also adjustments to be/verb in sentences (has a friend), and adjustments to be/verb in sentences. Second, a study on the *subject-verb agreement* problem that has been found and explained by Suryo and Yustisia (2018) entitled “*The students’ ability in using subject-verb agreement in Senior High School*”. They concluded that students’ ability in using *subject-verb agreement* can be categorized as poor because 15 out of 27 students in the class made mistakes (58%). From the statements that the researchers have mentioned, it can be concluded that students are still confused in using verbs after the subject. The students also still have not mastered the grammar rules well. And the last study is from Dinillah *et. al.* (2021) about “*Students’ Ability in Using Subject-Verb Agreement in Writing an Essay*”. She concluded that the number of students who understand using *subject-verb agreement* in writing an essay is more than the number of students who do not understand using *subject-verb agreement* in writing an essay. Then it can be concluded that the students’ ability in using subject-verb was categorized into very good level.

For these reasons, The researcher decided to conduct research on *subject-verb agreement* in *descriptive text*. The researcher proposed a study entitled “**An**

## **Analysis of the Second-Grade Students' Ability to Apply *Subject-Verb Agreement in Descriptive Text* at SMA N 7 Padang.”**

### **1.2 The Identification of the Problem**

Based on the background of the problem above, the researcher concluded that there are some problems faced by students in applying *subject-verb agreement* in *descriptive text*. First, the students are not able to use to be (*is/am/are*) in producing nominal sentence in simple present tense. They are still hesitant in adjusting to be with the correct subject. Second, some students often struggle in adding *-s* or *-es* at the end of the verbs while producing verbal sentence in simple present tense. When the third person singular subject is present, an *-es* or *-s* ending is added. For example, some students still chose “My mother is work in the supermarket” instead of saying “My mother works in supermarket”. Third, to show negative and interrogative sentences, it is needed to add “does” for the third person singular and “do” for the other person. But in fact, the students still have difficulty to follow the form. For examples of mistakes made by students in using negative sentences of Simple Present Tense “I don’t like football” not “I doesn’t like”.

In short, the students still encountered difficulties in constructing both nominal and verbal sentences, positive utterances in third person subjects, negative and interrogative utterances, in selecting the auxiliaries, and changing the verb into the base form.

### **1.3 The Limitation of the Problem**

Based on the identification of the problem, the researcher limited the research to the second-grade students' to apply *subject-verb agreement* in *descriptive text*

focusing on simple present tense in the form of nominal sentence, verbal sentence, use of V1, and adding -s and -es at the end of verbs at SMA N 7 Padang. This tense has been studied by the students in the class.

#### **1.4 The Formulation of the Problem**

Based on the limitation above, the formulation of the problem in this research is: How is the ability of the second-grade students to apply *subject-verb agreement* in *descriptive text* at SMA N 7 Padang?

#### **1.5 The Research Questions**

From the formulation of the problem above, the research questions of this research are as follows:

1. How is the students' ability to apply *subject-verb agreement* in nominal sentences in *descriptive text* at SMA N 7 Padang?
2. How is the students' ability to apply *subject-verb agreement* in verbal sentences in *descriptive text* at SMA N 7 Padang?

#### **1.6 The Purposes of the Study**

In general, the purpose of this study was to describe the second-grade students' ability to apply *subject-verb agreement* of *descriptive text* at SMA N 7 Padang. Specifically, it was aimed to describe:

1. To describe the second-grade students' ability to apply *subject-verb agreement* in nominal sentences in *descriptive text* at SMA N 7 Padang.
2. To describe the second-grade students' ability to apply *subject-verb agreement* in verbal sentences in *descriptive text* at SMA N 7 Padang.

### **1.7 The Significance of Study**

This research is expected to be useful for teachers, students, and further research. For the teachers, they will get information about the students' ability in applying *subject-verb agreement* in *descriptive text*, and the students can improve their ability to apply *subject-verb agreement*, especially in *descriptive text*. For the researcher, this research can be used to improve her knowledge in conducting research. In addition, the overview present in this research will push for new perspectives, which will be helpful for further discussion of this research issue and may lead to a more in-depth analysis.

### **1.8 The Definition of Key Terms**

To avoid misunderstanding of the key terms used in this study, it is necessary to define them as follows:

1. *Grammar* is the rule in using a language for changing the form of words and joining them into sentences to deliver the meaning of a message.
2. *Subject-verb agreement* means that the subject and verb in a sentence must agree in number.
3. *Descriptive text* is a text that describes how a person, animal, or thing appears, allowing readers to imagine its appearance, smell, taste, feel, or sound.
4. *Simple present tense* is use to express events or situations that exist always, usually, and habitually; they exist now, have existed in the past, and probably will exist in the future.
5. *Nominal sentence* is a linguistic term that refers to a nonverbal sentence.

6. *A verbal sentence* is a type of sentence that contains a verb as its main element.

It aims to express an action, event, or state.