

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT
IN DESCRIPTIVE TEXT WRITING OF THE SEVENTH
GRADE AT MTs MA'ARIF 02 KOTAGAJAH**

By:
LILIS SETIAWATI
Student. ID. 1901051036



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE OF METRO
1444 H/ 2023 M**

**AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT
IN DESCRIPTIVE TEXT WRITING OF THE SEVENTH GRADE
AT MTs MA'ARIF 02 KOTAGAJAH**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

By:
Lilis Setiawati
Student Number: 1901051036

Tarbiyah and Teachers Training
Faculty English Education Department

Sponsor:
Trisna Dinillah Harya, M.Pd.

STATE ISLAMIC INSTITUTE OF METRO
1444 H/ 2023 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS OF SUBJECT-VERB
AGREEMENT IN DESCRIPTIVE TEXT WRITING OF
SEVENTH GRADE AT MTS MA'ARIF 02 KOTAGAJAH

Name : Lilis Setiawati
Student Number : 1901051036
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Head of English Education
Department

Andianto, M.Pd.
NIP. 19871102201503 1 004

Metro, 12 Mei 2023
Sponsor

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of Lilis Setiawati**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Lilis Setiawati
Student Number : 1901051035
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT
IN DESCRIPTIVE TEXT WRITING OF SEVENTH GRADE AT
MTS MA'ARIF 02 KOTAGAJAH

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Department

Andjanto, M.Pd
NIP. 19871102 201503 1 004

Metro, 12 Mei 2023
Sponsor

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqsyahkan Skripsi Lilis Setiawati**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Lilis Setiawati
NPM : 1901051036
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT
IN DESCRIPTIVE TEXT WRITING OF SEVENTH GRADE AT
MTS MA'ARIF 02 KOTAGAJAH

Sudah kami setujui dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.
NIP. 19871102/201503 1 004

Metro, 12 Mei 2023
Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

**AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT
IN DESCRIPTIVE TEXT WRITING OF THE SEVENTH GRADE
AT MTS MA'ARIF 02 KOTAGAJAH**

ABSTRACT

The research of the study is to describe some problems, as follows : how are the students problems in subject-verb agreement in writing and why the students do the subject-verb agreement errors in writing.

The research used qualitatif method, which the writer wants to describe of students problems in subject-verb agreement in writing, to discribe the reason why the students make errors in subject-verb agreement in writing. To collected the data which is used observation, documentation, and interview. The analysis of the data used collecting the data, data reduction, data display, and conclution/verifications. The subject of research was the first grade of MTs MAA'ARIF 02 Kotagajah class VII A 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 know the function between singular and plural subject (*she have a friend*), singular and plural verb (*they has a friend*), and adjusments to be / verb in sentence.

Keyword: Error Analysis, Subject-Verb Agreement, Descriptive Text

**ANALISIS KESALAHAN *SUBJECT-VERB AGREEMENT*
DALAM PENULISAN TEKS DESKRIPTIF DI KELAS TUJUH
DI MTs MA'ARIF 02 KOTAGAJAH**

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan terhadap beberapa masalah sebagai berikut: masalah *subject-verb agreement* dalam menulis dan mengapa siswa melakukan masalah kesesuaian subjek dan kata kerja dalam menulis.

Penelitian ini menggunakan metode kualitatif, penulis ingin mengetahui masalah yang dihadapi siswa dalam *subject-verb agreement* dalam menulis, mengapa siswa melakukan masalah dalam *subject-verb agreement* dalam menulis. Untuk mengumpulkan data peneliti menggunakan beberapa teknik, yaitu: observasi, dokumentasi, dan interview. Untuk menganalisis data peneliti menggunakan beberapa teknik, yaitu: pengumpulan data, penanggulangan data, tampilan data, kesimpulan. Subjek yang digunakan dalam penelitian ini adalah siswa MTs MA'ARIF 02 Kotagajah kelas VII A yang berjumlah 39 orang.

Hasil dari penelitian ini memperlihatkan bahwa ada 10 siswa yang mempunyai masalah dalam mengaplikasikan *subject-verb agreement* 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 (*she have a friend*) dan kata kerja tunggal dan jamak (*they has a friend*) dan penerapan to be/kata kerja kedalam kalimat.

Keyword: Analisis Kesalahan, Kesesuaian Subjek-Kata Kerja, Teks Deskriptif

STATEMENT OF RESEARCH ORIGINALITY

The undersigned


Name : Lilis Setiawati

Student Number : 1901051036

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 8, 2023
The Writer

LILIS SETIAWATI
Student Number1901051036

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Lilis Setiawati

NPM : 1901051036

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 8 Juni 2023
Penulis

LILIS SETIAWATI
NPM 1901051036



MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ
لَعَلَّكُمْ تُفْلِحُونَ ء

O ye who believe! Be patient and strengthen your patience and stay alert (at the borders of your country) and fear Allah so that you will be successful.

Artinya: “Wahai orang-orang yang beriman! Bersabarlah kamu dan kuatkanlah kesabaranmu dan tetaplah bersiap-siaga (di perbatasan negerimu) dan bertakwalah kepada Allah agar kamu beruntung”. (Q.S Ali Imran (200:3))

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Mr. Waryono and Mrs. Siti Asiah who become the inspiration of my life, always pray and support me for success with their endless love, and also to my beloved older brother Mr. Nurul Hidayat, my sister-in-law Mrs. Fajar Ella Anriani, and also my cute niece who always become my support system.

Secondly, my advisor Mrs. Trisna Dinillah Harya, M.Pd who has sincerely guided the writer to accomplish this undergraduate thesis in time. Not only that, my beloved lecturers of English Education Department, and my beloved campus IAIN Metro.

Thirdly, I also want to say big thanks to all my best friends who have helped me to complete this undergraduate thesis. They are Lutfi, Erlin, Destika, Nanda, Afina, and also unforgettable for my friends and extended family of Darul Amin Hidayatullah Islamic Boarding School which I love.

Fourthly, thank you for someone who has taken the time to give encouragement when I'm getting tired, thank you for always being by my side and being one of my support systems.

Last but not least, I want to thank you, I want to thank you for believing in me, I want to thank you for doing all this hard work, I want to thank you for having no days off, I want to thank you for never quitting, for always being a giver and give more for I receive, I want to thank you for do more right than wrong, I want to thank you for just being me at all the time.

ACKNOWLEDGEMENT

I am very thankful to Allah SWT, who always gives the researcher blessing to complete a research study under title “An Error Analysis of Subject-Verb Agreement in Descriptive Text Writing of the Seventh Grade at MTs Ma’arif 02 Kotagajah”. Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guide us from the darkness to the brightness.

In this time, the researcher would to express her deepest gratitude, especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag., PIA, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Trisna Dinillah Harya, M.Pd, as the advisor that has given valuable knowledge and support in finishing this research proposal.

The researcher apologizes for all the mistakes that she has made in writing and finishing this an undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for in particular, for our college and every reader in generil.

Metro, May 5 2023



Lilis Setiawati
Student Number 1901051036

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION PAGE	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS	xiii
LIST OF FIGURE	xv
LIST OF TABLES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Research Question.....	4
C. Objective and Benefit of Study	5
D. Prior Research	5
CHAPTER II THEORETICAL REVIEW	8
A. Concept of Writing.....	8
1. The Definition of Writing.....	8
2. Process of Writing	10
3. Types of Writing	13
4. Characteristics of Good Writing.....	15
B. Concept of Descriptive Text	17
1. Definition of Descriptive Text.....	17
2. The Example of Descriptive Text.....	17
C. Concept of Subject-Verb Agreement	18
1. Definition of Subject-Verb Agreement	18
2. The Rules of Subjek-Verb Agreement	20

3. Some Kinds of Subject-Verb Agreement	24
4. The Error of Subject-Verb Agreement	26
D. Concept of Error Analysis.....	27
1. The Definition of Error.....	27
2. The Definition of Error Analysis.....	28
3. The Definition of Mistake	28
4. The Difference Between Error and Mistake.....	29
CHAPTER III RESEARCH METHODOLOGY	30
A. The Characteristic And Type of the Research	30
B. Data Source	31
C. Data Collection Technique.....	31
D. Data Analysis Technique	34
CHAPTER IV RESULT RESEARCH AND DISCUSSION	36
A. Research Result	36
1. Description of Research Location	36
2. Description of the Research Result	40
B. Discussion	50
CHAPTER V CONCLUSION AND SUGGESTION	51
A. Conclusion	51
B. Suggestion.....	51
BIBLIOGRAPHY	53
APPENDICES	51
CURRICULUM VITAE.....	89

LIST OF FIGURE

Figure 3.1 The Component in Data Analysis.....	34
--	----

LIST OF TABLES

Table 4.1 List Name of the Teacher And Staff of MTs MA'ARIF 02 Kotagajah	38
Table 4.2 List of Total of the Students at MTs MA'ARIF 02 Kotagajah.....	38
Table 4.3 Description of the Research	40

LIST OF APPENDICES

Appendices 1 Research Instrument.....	55
Appendices 2 Transcript Writing Test	60
Appendices 3 Transcript Interview	67
Appendices 4 Documentation	76
Appendices 5 Pra-survey Permit	78
Appendices 6 Pra-survey Replay.....	79
Appendices 7 Thesis Guidance Letter.....	80
Appendices 8 Research Permit	81
Appendices 9 Research Permit Replay	82
Appendices 10 Assigment Letter.....	83
Appendices 11 Thesis Guidance Consultasion Form	84
Appendices 12 Certificate of Free Library.....	85
Appendices 13 Certificate of Free Study Program	86
Appendices 14 Plagiarism Pass	87

CHAPTER I INTRODUCTION

A. Background of 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: “language function is a tool of human communication, both oral and written as well as tools for exchanging information”.²

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. 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

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.

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. 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 the English aspects. It consists of vocabulary and grammar. The students apply their writing skill in making sentences. They need to remember some vocabularies. It is needed to make a sentence, paragraph, even an article. 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.

English has been taught at MTs MA'ARIF 02 Kotagajah, the students are taught how to make sentences properly, especially in the used of grammar. One of the English grammar subjects is about subject-verb agreement material. It is the suitability between subject and object (predicate).¹ 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. It means related parts of a sentence have the right form to indicate.² Using subject-verb agreement in the sentences is very difficult for students because there is no agreement in the Indonesian language.

¹ Fuad Mas'ud, *Essentials of English Grammar*, Jogjakarta: BPFTE, 2006, p. 135.

² Aik and Hui. *Longman Dictionary of Grammar and Usage*. Singapore: Addison Wesley Longman Singapore, 1999, p. 42.

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. Subject-verb agreement area is very important to express ideas especially in writing, where non-verbal communication is absent, the students really need to master this rule in order to write effectively.

MTs MA'ARIF 02 Kotagajah is one of the Islamic Junior High Schools in Kotagajah where English subject has been taught, especially learn to write. In writing, the students need vocabulary and grammar because both of them are very important in order the students' writing becomes acceptable and grammatical. So, in 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 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 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:

1. *There are two books on the table.*
2. *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. Based on the background of the study, it is interested to investigate about the subject-verb agreement problems in writing especially (descriptive text).

B. Research Question

Based on the background above, there are some problems that could be identified as follows:

1. What are the students errors in using subject-verb agreement in descriptive text writing at the seventh grade of MTs MA'ARIF 02 Kotagajah?

2. Why do the students make errors in using subject-verb agreement in descriptive text writing at the seventh grade of MTs MA'ARIF 02 Kotagajah?

C. Objective and Benefit of Study

1. Objective of the study
 - a. To describe the students errors in using Subject-Verb Agreement in descriptive text Writing at the seventh Grade of MTs MA'ARIF 02 Kotagajah.
 - b. To describe the reason of why the students make errors in using Subject-Verb Agreement in Descriptive Text Writing at the seventh Grade of MTs MA'ARIF 02 Kotagajah.
2. Benefit of study
 - a. The researcher hopes that students can apply subject-verb agreement correctly in writing.
 - b. The researcher hopes that students can understand the difference between plural and singular.

D. Prior Research

In this undergraduate, the researcher discussed about the prior researches comparison. The first is an error analysis that had been researched by Fuad Ginanjar, which is entitled "*An Analysis of Students' Ability In Using Subject-Verb Agreement*". In this thesis the researcher find out how far is the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense. The errors in subject-verb

agreement that has been found such as the students are still confused in applying subject-verb agreement rules and their lack of knowledge of the rules of the target language is the main factor causing the written production errors. The researcher also interviewed to some of students, the researcher asked about their capability in grammar. The students said that grammar is difficult and there are many rules in grammar so that they are confused to use those rules.³

The second prior research is conducted by Agustin Wahyuni, which is entitled “*An Error Analysis On Subject Verb Agreement In Writing English Business Letter*”. In this thesis researcher find out the research is aimed to find out and analyze students’ errors in writing business letters and what are caused those errors. The data were collected from students’ work from English Correspondence subject and interviews. Then the data were analyzing by Corder’s Theory of conducting error analysis. The causes of their errors are divided into two, they are interlingual and intralingual factors which come from their lack of grammar.⁴

The third prior research is conducted by Sugihartono, which is entitled “*The Studentnts’ Difficulties In Applying Subject-Verb Agreements In Sentence at SMPN 1 Pahandut of Palangka Raya* ”. In this thesis the researcher find out 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

³ Iwan Kurniawan, *An Analysis of Students’ Ability In Using Subject-Verb Agreement, English Education: Jurnal Tadris Bahasa Inggris*, vol 9 (2), 2016.

⁴ Agustin Wahyuni, *An Error Analysis On Subject Verb Agreement In Writing English Business Letter*, Jakarta: 2022.

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.⁵

Based on the research above, this research had similarity of the prior research is the variable of the research namely subject verb-agreement. While the differences between this research and previous research are in the research method to get result of the study, research subject, research object, research time, research location, and research year.

⁵ Sugihartono, *The Students' Difficulties In Applying Subjec Verb Agreement In Sentence at SMPN 1 Pahandut of Palangka Raya*, Sarjana Pendidikan, 2010.

CHAPTER II THEORETICAL REVIEW

A. Concept of Writing

1. The Definition of Writing

Terminologically, writing is the activity by using a pen or pencil to make a letter or number on the surface. Moreover, it is an activity which in contrast to reading, speaking, and listening.¹ Writing is the written productive language skill. It is an skill to convey information to a reader or a group of readers. It is realized by researcher's ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind. Therefore, writing is one of communication forms by making a letter to deliver the information from the researcher to the reader.

Writing, as one of the four language skills, has conventionally occupied a place in most English syllabuses. Nowadays, in a higher education, writing is the most dedicated although it is considered as problematic skill for all the researchers. This skill entails exploring students' ideas presented in well written products. These written products are often the result of thinking, drafting, and revising procedures that require specialized skills which every researcher doesn't develop naturally.²

¹ As Hornby, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Press, 2000), Sixth Edition, p.1499.

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2000), Second Edition, p.335.

There are several aspects that have to be considered to get a good written result. One of the basic aspects is organizational competence. This part is often use in writing, because it consists of grammatical structure and discourse. In this case, grammar is the important role in every writing activity by which pure language is structured. Without the organizational aspects, our language espeially in written language will be messed up. As a consequence, if the someone want to write, she or he must use grammatical structure correctly. If she or he makes some mistakes, it can be easily seen event though a small mistake.

In addition, writing is the most important skill encountered by the students because the students will be challenged in searching and exploring an idea by their style of writing. Furthmore, every language and culture brings their own style of writing. Therefore, every researcher has different type and style in their written product even they have similar topic.

Meanwhile, writing is a progressive activity. It means that when someone wants to write something, she or he must already know about what and how she or he is going to say it. After that she or he is finished writing, she or he must read their written result and than make changes and corrections. This activity is very important if she or he wants to get a good written result.³

³ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997), Second Edition, p. 2.

Based on the statement above, the researcher can infer that writing is basically the processing ideas and thoughts by using knowledge of structure and vocabulary to combine a our ideas a means communication.

2. Process of Writing

Writing is not a one-step action, but it is a process that has several steps. It start from beginning of what the topic is going to write until the publication of writing. There are at least three steps of writing process, they are:

a. *Prewriting (Planning)*

Prewriting is the first step in writing process. Before we start to compose a writing, some ideas should be thought as a topic of product writing. In this step, researchers are challenged to think about the topic that will be decided. In deciding the subject of writing, the researchers should consider who will be the reader of the writing.

Many researchers usually read appropriate references as their warming up to get an appropriate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it makes sense to make note-taking from what we have read. This sentence will be literal ideas of possible topics to be composed.⁴

In addition, reading commonplace book and journal can make the researcher get easy to find idea for their writing. Commonplace book gives new perception and more quotations which will make

⁴ Alastair Fowler, *How to Write*, (New York: Oxford University Press, 2006),p.12.

writing product become strong and more alive. The other reference to enrich the subject of writing is journal. Many outstanding researchers use journal to create an interesting writing because it contains of good perceptions, ideas, emotions, and actions.⁵

b. Drafting

Before the researcher start to write and to get writing product well, they should make a format of the writing and put the word down on paper. This step is often drafting. According to Kristine argued “the drafting is the step that the researchers really start to write. In this step, when the researchers to write, she or he put their words into the paper without worrying about spelling, grammar punctuation, or the best wording.”⁶

Drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the researcher easily to check an appropriate word in elaborating the topic. Besides, in drafting phase, reading and correcting are required to improve product of writing.

In addition, drafting can be referred to first version of writing because the sentence of this process is often done on the assumption which will be changed later. A number of drafts may be produced on the way to the revising.

⁵ *Ibid*,p.21

⁶ Kristine Brown and Susan Hood, *Writing Matters*,(New York: Cambridge University Press, 1989),p.14

As a result, the earlier steps to create perfect product writing are elaborating the topic using the appropriate term which have been listed and correcting to make perfection. In this part the researchers compose their writing in a good process and structure.

c. Revising

The researcher needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the researcher has asked the reader to comment and suggest and reflecting and revising. So, the researcher revises his writing to make appropriate revisions.

Revising is a procedure for improving or correcting a work in progress. As the third and final in writing process, revising is a series of strategies design to re-examine and reevaluate the choices that have created of piece of writing. In revising, the researcher tries to make certain that readers can understand the messages. The researcher should check whether the logic of ideas is presented smoothly or not.

Revision is a thinking process that occurs any time you are working on a writing project. It means looking at your writing with a “fresh eye”—that is, reseeing your writing in ways that will enable you to make more effective choices through out your essay. Revision often entails rethinking what you have written and asking yourself questions about its effectiveness; it involves discovery as well as change.

d. *Final version*

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the researcher is now ready to send the written text to its intended audience.

Furthermore, as indicated above, shows that the researchers move back and forth between the stages of the process. This means the researchers plan, draft, and edit but often re-plan, re-draft, re-edit till the final version really is the final version has the process reached its culmination.⁷

3. Types of Writing

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

a. 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.⁸ Description is talking about

⁷ Jeremy Harmer, *How to Teach Writing*, (England: Longman 2004),p.5.

⁸ George E. Wishon and Julia M. Burks, *Let's Write English, Revised Edition*, Canada:American Book Company, 1980, p. 379.

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.

b. 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.

The expository paragraph is one that presents a certain amount of information about a subject. In an expository paragraph, the researcher provides information about a particular subject. The methods of development in expository includes giving examples or illustration, supplying reasons, explaining a process, comparing and contrasting, defining, and classifying.⁹ Base on the definition exposition is about giving information, explanation, and to tell how something is made.

c. Argumentation

An argument is a sequence of statement called premises, plus a statement called the conclusion.¹⁰

⁹ 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. 24.

¹⁰ https://www.google.com/the_definition_of_argementatif.pdf. 9:12. 21 april 2016.

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.

d. 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.¹¹

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

4. Characteristics of Good Writing

It has been widely known that writing should be well-written. A good academic paper should have several aspects to give a better sense of writing product. There are three characteristics of good writing:

a. Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand the researchers' idea easily.

In addition, in order to make coherence in writing, the sentences must hold together. It means that the movements of a

¹¹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, third edition: Pearson Longman, 2007, p. 24.

sentence to another should be logical and smooth. To make writing more coherence, Oshima and Hogue declared that there are four ways: repeating key nouns, using pronoun, and using transition signals.¹²

b. Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence which has four important devices in order to make writing more coherent. They are connectors, definite articles, personal pronouns, demonstrative pronouns.

c. Unity

The last characteristic of a well-written paragraph is unity. Every good writing product should have unity which means that only a main idea is discussed in every supporting sentence. The researchers must consider that they should not put other information which doesn't directly have relation with the topic sentence. In addition, the researcher may write other information which is contrast with the topic sentence as long as it supports the topic sentence. However, if the researchers write too many contrast sentences, their writing will not have unity.¹³

¹² Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1999), Third Edition, p.37-79

¹³ *Ibid*,p.25

B. Concept of 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.¹⁴ This study Descriptive text is very important because related to the problems that have been researched.

2. The Example of Descriptive Text

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. The lady had 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 I carefully climbed up the last step, her

¹⁴ John E. Warriner, *English grammar and composition*, New York: Harcourt, 1992, p.327

eyes become fixed on me. She didn't talk, nor did she move. She just stood there and watched me climbed 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 way with the strange atmosphere has an important place in my earliest memories.¹⁵

C. Concept of Subject-Verb Agreement

1. Definition of Subject-Verb Agreement

One of important things in grammatical rules is subject-verb agreement. As we know that subject and verb are the important aspect in asentence. They are the main part of the sentence that cannot be separated. Subject-verb agreement is a specific rule that govern about them. ¹⁶

The term "subject" can be define as a noun or pronoun that does an action, while the term "verb" can be defined as a word which shows the actions. Subject-verb agreement is one of grammatical rules that regulate the use of the verb form after the subject in a sentence. A verb usually comes after the subject in a simple sentence. It comes as a word or a phrase which contains a simple form of a verb, an adverb, an auxiliary or a

¹⁵ Alice oshima and Ann Hogue, *Writing Academic English*, Fourth Edition: Pearson Longman, 2008, p. 61.

¹⁶ Sugihartono, *The Students' Difficulties In Applying Subjec Verb Agreement In Sentence*. 2010, p. 24.

modal. The form of a verb must agree with the form of the subject. A singular subject uses a singular verb and a plural subject uses a plural verb.¹⁷ Like pronouns, verbs also have three personas, namely the first person, second person, and third person. In each sentence, the person of the verb must match the person of the subject.

First person : I am I drink

Second person : You are you drink

Third person : She is she drinks

The first person subject is a pronoun that refers to the speaker or the researcher, it can be “I” and “we”. The subject of the second person is “you”, which is the person who is spoken to or addressed. And the third person subject refers to a person or thing except I, we, and you. It is the person being spoken of: he, she, it, and they.

Like nouns and pronouns, verbs also have two numbers, singular and plural. The verb must match the number of the subject, both singular and plural.

Singular : She eats

Plural : They eat

In the first sentence the third person subject is singular, therefore the verb is also singular. In the second sentence, the third person subject is plural, therefore the verb is also plural. In other words, the finite form of

¹⁷ Slamet Riyanto with Emilia NH and Leila NH, *A Handbook of English*, 2008p. 186.

the verb and the auxiliary form of the verb like BE, DO, and HAVE depend on the person and the number of subjects.

So, the sentence that we make must be grammatically correct. This rule is usually become a common problem in simple present tense sentence because students are still confused in applying the subject and verb agreement rules. Besides that, the main factor that causing the errors is their lack of knowledge about the rules of subject-verb agreement. In business letter the tense that usually used is simple present tense, that's why the common error comes from this rule.

It can be concluded that subject-verb agreement means that the researcher must choose the suitable verb according to the subject which to be followed. The subject and the verb in a sentence must agree in person and number. The subject and verb must agree in number means that singular subject must be followed by a singular verb, while plural subject must be followed by a plural verb.

2. The Rules of Subject-Verb Agreement

There are some points to note about subject-verb agreement according to, they are:

a. Singular and Plural Verbs

1. The subject and verb must agree in number. Singular subject must be followed by a singular verb, while plural subject must be followed by a plural verb. In the simple present tense, verbs must

agree with their number of subjects (singular/plural) and in-person (first, second, or third). The present tense ending -s (or-es) is used on a verb if the subject is third person singular.

- *The class is empty.*

- *Diana is a smart student*

- *Dave loves English lesson*

- *The classes are empty*

- *Diana and Dave are good students*

- *They love English lesson.*

2. An uncountable noun takes a singular verb.

- *The water is getting hot.*

3. With a present-tense verb there is agreement, means that the finite form of the verb and the auxiliary form of the verb like be, do and have depended on the person and the number of subjects.

- *The chair is broken.*

- *The chairs are broken.*

- *The class has a phone.*

- *The classes have phones.*

- *The painting looks nice.*

- *The paintings look nice.*

b. Singular and Plural Subject

1. Two or more noun or pronoun which linked by and followed by a plural verb.

- *Diana and Dave study in the same school.*
- *Both my room and my sister's room face due west.*
- *Gramedia and Intermedia are closed.*

But when the two together express something that we see as a single thing, we should use a singular verb.

- *Bread and sausage was all we had.*

2. When two phrases are linked by or, the verb usually agrees with the nearest.

- *Either Saturday or Sunday is OK.*
- *Either Mrs. Sara or her sisters are friendly.*

3. A phrase of measurement takes a singular verb.

- *Ten miles is too far to walk.*
- *Twenty thousand seems a reasonable price.*

4. Titles and names also take a singular verb when they refer to one thing.

- *'Insiders' is a very successful Spain Drama.*
- *Romeo and Juliet is old romance story written by William Shakespeare.*

-

5. A phrase with as well as or with does not make the subject plural.

- *Diana, together with some her classmates, is walking to the upper floor.*

6. After not only... but also, the verb agrees with the nearest phrase.
 - *Not only Diana but also **her friends are** walking to the upper floor.*
7. If a phrase comes after the noun, the verb agrees with the first noun.
 - *The little **house** between the coffee shops **is** empty.*
8. A phrase or clause as subject takes a singular verb.
 - ***By read all the books** is the effective way to find the best references.*
 - ***Reading the letters from my friends** is exciting.*
9. After a subject with one of, we use singular verb.
 - *One of **the investment benefits** is open new jobs opportunity.*
10. When a plural noun follows number of, majority of or a lot of, we normally use a plural verb.
 - *A large number of letters **were** received.*
 - *The majority of people **have** complained.*
 - *A lot of people **have** complained.*
11. We use a singular verb after a subject with every and each and compounds with every, some, any and no.
 - *Every pupil **has** to take a test.*

- *Each day was the same as the one before.*
- *Everyone has to take a test.*
- *Someone was waiting at the door.*
- *Nothing ever happens in this place.*

12. But all and some with a plural noun take a plural verb.

- *All the pupils have to take a test.*
- *Some people were waiting at the door.*

13. We use a singular verb after who or what.

- *Who knows the answer? ~ We all do.*
- *What's happened? ~ Several things.*

3. Some Kinds of Subject-Verb Agreement

Based on this research there are some kinds of subject verb agreement that will clarify. According to Betty subject-verb agreement is divided into four parts as follows¹⁸:

- a. Agreement between subject and verb.
- b. Subject-verb agreement with using the expression of quantity.
- c. Subject-verb agreement with using There + Be. When expletive *there* is used, the subject follows *be*.
- d. Subject-verb agreement with using some irregularities

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

¹⁸ Betty Scramper Azar, *Understanding and Using English Grammar*, Jakarta: Binarupa aksara. 1993, p. 221.

four is difficult to understand. Here there are some examples of the kinds of subject-verb which are often studied in the school of MTs MA'ARIF 02 Kotagajah 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.

4. The Error of Subject-Verb Agreement

An error deviates from accuracy or correctness. A mistake is an error caused by a fault: the fault of being careless or forgetfulness. According to Brown, errors are the noticeable deviations from the adult grammar of the native speaker, reflecting the inter-language competence of the learner.

Lane and Langan also point out that a subject-verb agreement error is an error in which the form of a verb does not fit grammatically with the subject. Besides, Lane and Langan stated that the most often errors of subject-verb agreement made by the students are:

- 1) The third-person singular has been incorrectly formed in the present tense.
- 2) The subject and verb do not agree when words come between them.
- 3) The verb in a relative clause does not agree with the noun that the clause changes.

- 4) The subject and verb do not agree when a gerund or infinitive is the subject of the verb.
- 5) The subject and verb do not agree when the clause or sentence begins with there is or there are.
- 6) The subject and verb do not agree following the words one of the

D. Concept of Error Analysis

1. The Definition of Error

Sometimes, in the learning process, students often make some errors. Errors can be seen as the product of learning. Error may occur because the learner lacks knowledge. Brown stated that an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.¹⁹ It means that the error comes from the learners' competence.

The errors are part of the learner's interlingual, which is the language version that the learner has at any stage of development, and is constantly being reshaped as he or she strives to become fully proficient. It can be concluded that the errors made by learners are part of the learning process.

¹⁹ H. Douglas Brown. *Principle of language learning and teaching 5th Edition*. (New York: Pearson Education, Inc, 2007). 258

2. The Definition of Error Analysis

The study of error is called error analysis. It is according to Brown, error analysis is when the learners make errors and these errors can be observed, analysing, led to a surge of study of learners' error.²⁰

Error analysis is a procedure used by researcher and teachers, which includes sample collection language learners, the introduction of errors contained in the sample, the description of errors, the classification based on the causes that have been hypothesized, as well as evaluating its seriousness.

Based on the statement above, it can be concluded that error analysis is the procedure to analyse and describe the errors made by the learners. In this case, it is also to check how many students made errors in using subject-verb agreement on descriptive text.

3. The Definition of Mistake

Mistakes are student errors based on false assumptions or not using known systems. This means that students actually know, understand and understand certain patterns when using the language they are using, however due to "glide on the tip of the tongue" (unvoiced), irregular grammar, memory errors, and even physical factors such as fatigue and uncontrollable emotions.

²⁰ *Ibid.* 259

4. The Difference Between Error and Mistake

It is important to know the difference between errors and mistakes, because mistakes made are based on two different conditions. Mistakes are caused by "performance errors" and errors are caused by "capacity errors". The way to distinguish the implementation of this method is to check the error with the student concerned again. If he can identify and correct the mistake he made, it means that the mistake he made is an "error in execution", which means that the mistake is a mistake.

CHAPTER III RESEARCH METHODOLOGY

A. The Characteristic And Type of the Research

There are many researches method that can be used in researching into scientific writing, either quantitative or qualitative. It is in line with the purpose of the researcher. Therefore, the cahracteristic of this research is descriptive qualitative because the research is describing the problems.

This research is to analyze the errors subject-verb agreemeent found in students of seventh grade . The researher wanted to analyze the errors subject verb agreemeent found in students of seventh grade. It is surely more suitable using qualitative. Based on this explanation, the researcher decides using qualitative research to analyze the errors of subject-verb agreemeent found in students of seventh grade at MTs MA'ARIF 02 Kotagajah.

Basically, Qualitative research is one the research types that can be used in education scope beside quantitative and class room action research. To address a research problem, qualitative research is a method that the best suited in which we do not know the variable and need to explore.¹

The type of this research is case study. It has been generally received that case study is an activity in which the researcher inquires in intensity a phenomenon, an event, a program, one or more individuals.² Furthermore, case

¹ John W.Creswell, *Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative research*, (USA: Person,2012), Fourth edition,p.16

² John W. Creswell, *Research Design qualitative,quantitative, and mixed methods approaches*, (california:Sage Publicatio,2003), second edition,p.17.

study is a clear and specific analysis of a case with a bounded system. A bound system means that the case would be limited by place and time.

B. Data Source

In this study, according to Donald, source into two item, such as: primary and secondary sources. The primary are original documents (correspondence, diaries, reports, etc), relics, remains, or artifacts. These are the direct outcomes of events or the records of participants. Moreover, the secondary sources, the mind nonobserver comes between the event and the user of the record. Common examples of secondary sources are history books, article in encyclopedia, and reviews of research. Historians seek to employ primary sources whenever possible.³

Based on the statement above, the primary source of this research got from the teacher's document about students' assignment to write descriptive text of class seven A at MTs MA'ARIF 02 Kotagajah. Moreover, the secondary source is information about students' understanding about subject-verb agreement and the use of it is taken from the interview result that had been done by the researcher to the students of the seventh grade at MTs MA'ARIF 02 Kotagajah.

C. Data Collection Technique

In conducting this study, the researcher selects several writing descriptive texts of seventh grade at MTs MA'ARIF 02 Kotagajah in the

³ Donald Ary et al, *Introduction to Reasearch in Education*,(Canada: Wadsworth, Cengage Learning, 2010),8th Edition,p.467

Academic Year of 2022/2023. Because the writings which had been made were in descriptive texts, the descriptive texts were taken from the task of students VII A that is write the descriptive text.

Creswell said that “in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information”. Therefore, the data will be gained through several techniques as follows:

1. Documentation

The documentation refers to a wide range written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture such as books, films, and videos.⁴

Based on the statement above, the researcher gathered the data from the teacher that is the students' assignments document in writing descriptive text and if it is not available, the researcher asks the teacher to create an assignment about writing descriptive text to students of class seven A at MTs MA'ARIF 02 Kotagajah in the Academic Year of 2022/2023.

⁴ Donald Ary et al, *Introduction to Research in Education*, 8th Edition, p. 442.

2. Interview

Interview occurs when researcher ask one or more participants general, open-ended questions and their answers. The researcher then transcribes and types the data into a computer file for analysis.⁵

In other word, open ended question is the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. An open ended response to a question allows the participant to create the options for responding.

In this step, the researcher conducted interview with ten students. Similarly, the researcher conducted the interview by asking ten students one by one. It is prepared to get information from the participants about their understanding of subject-verb agreement on writing.

3. Observation

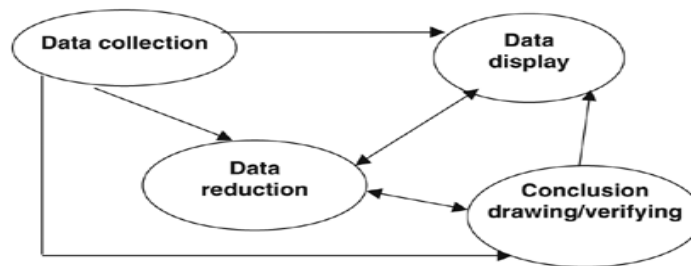
Data collection using observation tools is a method of visually collecting information without the support of other standard tools for this purpose. Observation is the premise of all science. Scientists can only work on data, observation facts about the real world. This is intended to make it easier for researchers to conduct their research. The observation referred to in this study is direct observation of class seven A students' descriptive text writing during English writing practice.

⁵ John W. Creswell., *Educational Research Methodology 4th Edition*, p. 217 .

D. Data Analysis Technique

This research applied the Miles and Huberman model to analyze the data that has been collected. The procedure is shown in the following figure:

Figure 3.1 : *The Component in Data Analysis (Interactive Model) by Miles and Huberman⁶*



Data analysis using Miles and Huberman model was conducted as follows:

1. Data collection

It is the first in conducting the qualitative research. The researcher should gather the information as many as possible. In this case, the researcher gained the information from the students' abstract of undergraduate thesis as the major data and also documents.

2. Data reduction

It refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

In this step, the researcher collected abstract containing grammatical cohesion as the main object of research.

⁶ Matthe B. Miles et al, *Qualitative Data Analysis*, (London: Sage Publication Ltd, 1994), Second Edition, p.10-12

3. Data display

Data display is the presentation of the information that is done in short essay, draft, relationship among the category, flowchart and etc. The display should be able to describe the content of the entire the data.

4. Conclusion

Conclusion includes drawing and verifying. It is the process of elaborating with lengthy abstract and review of the conducted research.

CHAPTER IV RESULT RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

a. Short History of MTs Ma'arif 02 Kotagajah

MTs Ma'arif 02 Kotagajah is a formal educational institution under ministry of religious affair. It is located on Pendidikan Street No. 07 Kotagajah, Central Lampung. The headmaster of this school is Drs. Hi. Muhibin, M.Pd.I.

MTs Ma'arif 02 Kotagajah was founded in 1970. Kyai Aminan was the one who struggled to establish this school. As stated by the headmaster who is the 4th child of kyai Aminan. This school was established to meet the needs of society at the time.

b. Vision and Mission of MTs Ma'arif 02 Kotagajah

1. Vision

- Optimal in performance.
- Superior in character.

2. Mission

- a. Enhancing the professionalism of teachers in the implementation of daily assignment
- b. Increasing the absorptive capacity/quality of education in accordance with the development of science and technology.

- c. Improving the ability of the students in accordance with the conditions of the existing potential society.
- d. Operating the Islamic education so that it built up the students that have an Islamic outlook and noble.

c. The Building Condition of MTs Ma'arif 02 Kotagajah

Islamic junior high school Ma'arif 02 Kotagajah has building units that consist of:

1. 16 classrooms
2. 1 principal's room
3. 1 vice principal's room
4. 1 teacher's room
5. 1 administration room
6. 1 cashier room
7. 1 counseling guidance room
8. 1 library
9. 1 school health unit (UKS)
10. 1 computer laboratory
11. 1 science laboratory
12. 1 teacher's bathroom
13. 8 student's bathroom
14. 1 kitchen
15. 1 warehouse
16. 1 praying room

17. 1 ceremony yard

d. The Condition of MTs Ma'arif 02 Kotagajah

- a. The name of school : MTs Ma'arif 02 Kotagajah
- b. The status : Privat
- c. NSS/NSM : 121218020074
- d. Address : Kotagajah, Central Lampung
- e. Year of establishment : 1974
- f. Land area : 7.275 m²
- g. Building area : 760 m²

e. List of the Teacher and Staff

This is list name of the teacher and staff of MTs Ma'arif 02

Kotagajah:

Table 4.1
List Name of the Teacher And Staff of MTs MA'ARIF 02 Kotagajah

NO	NAME	POSITION
1	Drs. Hi. Muhibin, M.Pd.I	Headmaster
2	Drs. Junaedi	Teacher
3	Supriyanto	Teacher
4	Dra. Sunarti	Teacher
5	Ismail, S.Pd.	Teacher
6	Yulinar, S.Pd.	Teacher
7	Siti Choiriyah, S.Ag.	Teacher
8	Widiyawati, S.Pd.	Teacher
9	Dadi Desi Lestari, S.Pd.	Teacher
10	Ismiati, S.Pd.	Teacher
11	Asep Ariadi, S.Pd.	Teacher
12	Eka Rahmawati, S.Pd.	Teacher
13	Ahmad Ridwan, S.Kom.	Teacher
14	Ambarukminingsih, S.Pd.	Teacher

15	Ahmad Syamsul Hidayat, S.H.	Teacher
16	Eni Solekhah, S.Pd.I.	Teacher
17	Samsul Indarto, S.Pd.I.	Teacher
18	Anton Yulia Rosyed	Teacher
19	Lilis Kurniawati, S.Pd.	Teacher
20	Siti Maysaroh, S.Pd.	Teacher
21	Siti Rohimah, S.Pd.I.	Teacher
22	Muhammad Miftahul Farid, S.Pd.	Teacher
23	Fitri Puji Lestari, S.Pd.	Teacher
24	Aminullah Tamimi, S.Pd.	Teacher
25	Wina Siti Purwaningsih, S.Pd.	Teacher
26	Kurnia Rahayu Rohmatillah, S.Pd.	Teacher
27	M. Badarrudin Hanif, S.Pd.	Teacher
28	Tri Permadi, S.Pd.	Teacher
29	Khoirul Anam, S.Pd.	Teacher
30	Idham Nurohman	Teacher
31	Susiyam	Teacher
32	Yeni Astuti Sugianti, A.Md.	Teacher
33	Catur Prayuga	Teacher
34	Ahmad Luth Amirul	Teacher

f. Total of the Students

The Numbers of Students Islamic Junior High School Ma'arif

02 Kotagajah:

Table 4.2
Total of the Students at MTs MA'ARIF 02 Kotagajah

NO	YEAR	CLASS VII	CLASS VIII	CLASS IX	TOTAL
1.	2019-2020	144	156	186	486
2.	2020-2021	190	147	150	487
3.	2021-2022	163	187	143	493
4.	2022-2023	149	167	179	495

2. Description of the Research Result

This chapter discussed the result of the study which consist of some errors of using subject-verb agreement in writing in students' descriptive text, and the reason for the students get problems of using subject-verb agreement in writing at seventh graders of MTs Ma'arif 02 Kotagajah.

a. The Errors of Using Subject-Verb Agreement in Writing at Seventh Grade of MTs Ma'arif 02 Kotagajah

First, data were found out from the students' assignment in writing a descriptive text about *friend and animals*. To get the point about the data especially related to the students' errors in using subject-verb agreement, it was declared by using the table.

Table 4.3
The Description of How Students Errors of Using Subject-Verb Agreement In Students, descriptive Text

No	Initial	Example of Using Subject-Verb Agreement	Correction
1	HL	<p><i>“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.”</i></p>	<p>The Cow is a big animal. He <u>has</u> four legs and he likes eat grass. Cow <u>has</u> a different color. For example, brown, black</p>

		<p>She was error 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"> • He have four legs. • Cow have different color. 	<p>and white and other. Breeder usually loose cow into grass to give him food.</p>
2	AH	<p><i>“I’m have a rabbit very funny and fur dence, fur white color, and food a carrots. Eye very beautiful and eye color yellow”.</i></p> <p>She was error 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><u>I have</u> a rabbit. The rabbit is very funny and furry, it is white, and the food is a carrot. His Eyes very beautiful and his eyes is yellow.</p>
3	DP	<p><i>“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”.</i></p>	<p><u>I have</u> friend, his name is Iki. He <u>has</u> body tall, <u>he is very</u> cool, very funny and very kind. He <u>likes</u> study English.</p>

		<p>She was error 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 • 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 	<p>I and Iki is best friend forever</p>
4	AF	<p>“ <i>I have a cat. Cat I so called Raya. She have four leg fur color white and she very like cat</i>”.</p> <p>She was error in using an auxiliary verb of <i>to be</i>. She did not</p>	<p>I have a cat. My cat called Raya. She has four legs, the fur color is white and I very like cat.</p>

		<p>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 	
5	DA	<p>“ <i>I have friends he name is Muhaimin. Muhaimin <u>like</u> 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. He from Banjarmasin. Many boys home in Muhaimin and many rabbit home in Muhaimin”.</i></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 <u>likes</u> bread and <u>likes</u> monkey. <u>I</u> <u>visit</u> to her place next week. He is clever but naughty. He <u>is</u> 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	RD	<p>“ <i>I <u>am</u> have bedroom. The color is</i></p>	<p><u>I have</u> a bedroom. The</p>

	<p><i>blue and pink. In my bedroom there is table learn, wardrobe, two dolls, and mattress. I like my bedroom. My bedroom clean”.</i></p> <p>She was error 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 pink. <p>In my bedroom there is table learn, wardrobe, two dolls, and mattress.</p> <p>She was error in using infinitive form. In this one, she added letter <i>-s</i> at the end of verb in the</p>	<p>color of my bedroom are blue and pink in my bedroom there are table learn, wardrobe, two dolls mattress. I like my bedroom. My bedroom is clean.</p>
--	---	---

		<p>sentence which its subject was singular first person.</p> <ul style="list-style-type: none"> • I like my bedroom 	
7	BS	<p>“ <u>My mother beautiful</u> and kind. <i>She have curly hair, white skin and thin. She like queen. She <u>have</u> hobby cooking. Every day we always eat in house”.</i></p> <p>She was error 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><u>My mother is beautiful</u> and kind, she has curly hair, white skin, and thin. She is like a queen. She <u>has</u> a hobby cooks. Every day we always eat at home.</p>
8	PZ	<p>” <i>I live in Lampung. Lampung is beautiful city. <u>There park,</u> market, zoo and swimming pool. My favorite place zoo. I like bear in kum kum. <u>The bear cute,</u> black</i></p>	<p>I live in Lampung. Lampung is beautiful city. <u>There are park,</u> market, zoo and swimming pool. My</p>

		<p><i>and like eat fruits. Bear always in cage. I sad see bear”.</i></p> <p>He was error in making a sentence with using expletive <i>there</i>. 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 error 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 favorite place zoo. • The bear cute, black and like eat fruits 	<p>favorite place is zoo. I like bear at kum kum.</p> <p><u>The bear is cute</u>, black and like eat fruits. Bear always in cag.</p>
9	VA	<p>“ <i>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. <u>I happy</u> stay in I</i></p>	<p>I have a cute bedroom. There are table learning, mattress, cupboard, table, and some of flowers on the table. My bedroom</p>

		<p><i>cute bedroom</i>".</p> <p>He was error in making a sentence with using expletive <i>there</i>. 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 error 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"> • My bedroom fresh, the wall green color with the flowers paint. • I happy stay in I cute bedroom 	<p>fresh, the wall is green with the flowers paint. <u>I</u> <u>am happy</u> stay in my cute bedroom.</p>
10	NF	<p>“ <i>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</i></p>	<p>Dede is my young brother, he is seven years old. He is handsome, smart, and</p>

		<p><i>day he always disturb me. And he cry if angry. I love my brother”.</i></p> <p>He was error 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>funny. He has tall body, he also white skin. Every day he always disturb me. And he cry if angry. I love my brother.</p>
--	--	---	--

b. The Reason of the Students Get Errors of Using Subject-Verb Agreement in Writing (the Sevent Grade of MTs Ma’arif 02 Kotagajah).

In this point the reseacher describe some reasons of the students why got errors in using subject verb agreement. The data was found from interview the students. Based on the result of interview, the reseacher analyzed some problems that caused the students problem in learning English and applying the 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 errors in subject-verb agreement and to solve the problems, the teacher was gave solutions to the students.

B. 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 of students in class seven A 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 CONCLUSION AND SUGGESTION

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, 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. 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.

B. Suggestion

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 improve their memorization of vocabulary. It would help them to use the suitable words in the sentences.

- 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.

2. For teacher

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.

BIBLIOGRAPHY

- al, Donald Ary et. 8th Edition, 442. *Introduction to Research in Education*.
- . 2010. *Introduction to Research In Education*. Canada: Wadsworth, Cengage Learning.
- al, Matthe B. Miles at. 1994. *Qualitative Data Analysis*. London: Sage Publication.
- Alhademi. 2010. "The Students' Strategies In Confusing Writing at English Study Program of State Islamic College of Palangka Raya." *Sarjana Pendidikan Islam, Palangka Raya* 24.
- Azar, Betty Scramper. 1993. *Understanding and Using English Grammar*. Jakarta: Binarupa Aksara.
- brown, H. Douglas. 2000. *Language Learning and Teaching Fourth Edition*. New York: Longman .
- Brown, H. Douglas. 2007. *Principle of Language Learning and Teaching 5th Edition*. New York: Peorson Education.
- . 2000. *Teaching by Principles: An Interactive Approach to Language Pedadogy* . San Fransisco: Longman.
- Burks, George E. Wishon and Julia M. 1980. *Let's Write English, Revised Edition*. Canada: American Book Company .
- Chaer, Abdul. 2003. *Psikolinguistik (Kajian Teoritik)*. Jakarta: Rineka Cipta.
- Creswell, John W. 2003. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. California: Sage Publication.
- . 4th Edition, p. 217. *Education Research Methodology* .
- . 2012. *Education Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research*. USA: Person.
- Fowler, Alastair. 2006. *How to Write*. New York: Oxford University Press.
- Harmer, Jeremy. 2004. *How to Teach Writing*. England: Longman.
- Hogue, Alice Oshima & Ann. 1997. *Introduction to Academic Writing*. New York: Lomgman.
- . 1999. *Introduction to Academic Writing*. New York: Longman.
- Hogue, Alice Oshima and Ann. 2008. *Writing Academic English*. Fourth Edition: Pearson Longman.

- Hogue, Alice Oshime and Ann. 2007. *Introduction to Academic Writing*. Pearson: Longman.
- Hood, Kristine Brown and Susan. 1989. *Writing Matters*. New York: Cambridge University Press.
- Hornby, As. 2000. *Oxford Advanced Learners' Dictionary*. New York: Oxford University Press.
- Hui, Aik and. 1999. *Longman Dictionary of Grammar and Usage*. Singapore: Addison Wesley Longman Singapore.
- Mas'ud, Fuad. 2006. *Essentials of English Grammar*. Jogjakarta: BPFTE.
- Sugihartono. 2010. "The Students' Difficulties In Applying Subject-Verb Agreement In Sentence ." 24.
- Wahyuni, Agustin. 2022. "An Error Analysis On Subject-Verb Agreement In Writing English Business Letter." *Jakarta*.
- Warriner, John E. 1992. *English Grammar and Composition* . New York: Harcourt.

APPENDICES

APPENDICES 1
RESEACH INSTRUMENT
DOCUMENTATION

The researcher asks the teacher for the students' assignments document to write descriptive text. If it is not available the researcher asks the teacher to create an test about writing descriptive text to students.

WRITING TEST

Name :

Class :

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

INTERVIEW

1. Sejak kapan kalian belajar Bahasa Inggris?
2. Apakah kalian belajar Bahasa Inggris selain disekolahan, seperti mengikuti les Bahasa Inggris?
3. Apakah kalian sering melatih kemampuan Bahasa Inggris dalam kehidupan sehari-hari?
4. Apakah kalian mempelajari grammar khususnya tentang subject-verb agreement?
5. Apakah kalian memahami struktur subject-verb agreement?
6. Apakah kalian kesulitan dalam menggunakan subject-verb agreement?
7. Jika iya, kenapa kalian mengalami kesulitan dalam menggunakan subject-verb agreement?
8. Apakah kalian dapat membedakan plural dan singular?
9. Selain karena perbedaan tata Bahasa antara Bahasa Inggris dan Bahasa Indonesia, apakah ada kesulitan lain yang kalian temukan ketika menulis Bahasa Inggris?
10. Solusi apa yang kalian lakukan ketika menghadapi kesulitan tersebut?

INTERVIEW

1. Since when did you learn English?
2. Do you study English other than at school, such as taking English lessons?
3. Do you often practice English skills in your daily life?
4. Have you studied grammar, especially about subject-verb agreements?
5. Do you understand the subject-verb agreement structure?
6. Do you have any difficulties in using the subject-verb agreement?
7. If so, why do you have difficulties in using the subject-verb agreement?
8. Can you distinguish between plural and singular?
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English?
10. What solutions did you do when you faced these difficulties?

LIST OF INITIAL NAME

Subject : English
 Class/Semester : VII A/II
 School : MTs Ma'arif 02 Kotagajah

No	Initial	Example of Using Subject-Verb Agreement	Correction
	AHN		
	AAF		
	ADR		
	AF		
	BS		
	BPA		
	CA		
	CAK		
	DAP		
	DAA		
	DPS		
	DAH		
	FAS		
	FDP		
	FAM		
	HL		
	IAP		
	LAN		
	MAA		
	NFR		
	NA		
	PI		
	PW		
	PZRR		
	RDR		
	RS		
	SA		
	SNW		
	VAU		

**APPENDICES 2
TRANSCRIPT WRITIN**

WRITING TEST

Name : Muhammad Atif Alhuda

Class : VII A

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

" I live in Lampung is beautiful city. there Park
Market, zoo and swimming pool. my favorite
Place zoo. I like bear in kum. the bear cute
black and like eat fruits. bear always in
cage. I sad see bear"

WRITING TEST

Name : Dita Al Hafizah

Class : VII A

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

"I have Friends he name is Muhaimin. Muhaimin like bread and like monkey. I ~~say~~ shall visit to he place next week. He is clever but naughty. He was a pupil MTS AN NUR. Muhaimin have live in Palangkaraya. He from Banjarmasin. Many boys home in Muhaimin and many rabbit home in Muhaimin."

WRITING TEST

Name : fajria Arina Maftukha

Class : VII A

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

" I have a cat. cat I so called
Raya. she have four leg fur color
white and she very like cat."

WRITING TEST

Name : Nabila faatin Rahimah

Class : VII A

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

"
My mother beautiful and kind
She have ~~off~~ curly hair, white skin
and thin she like queen. She have
hobby cooking. ~~is~~ Every day we
always eat in house."

WRITING TEST

Name : Cintia Athaya Khairani

Class : VII A

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

"Cow is big animal. He have four legs and he like eat grass. Cow have different color. Some is brown, black and white and other.

Breeder usually loose cow into grass for giving he food."

WRITING TEST

Name : R. Dimas Raditya

Class : VII A

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

" I'm have a rabbit very Funny and
Fur dence, fur white color, and
Food a carrots, Eye very beautiful
and eye color yellow"

WRITING TEST

Name : Asna Furaida

Class : VII A

DESCRIPTIVE TEXT

Direction

1. This test is used scientific purpose only. It is used to know how is your ability in descriptive text writing.
2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instruction:

1. Write simple description text about:
 - a. Animal
 - b. Friend
2. The paragraph consist of 100-120 words.

"I am have friend, name is iki. He have body tall, he very cool and very funny and he very kind. He ike study english. I am and iki is best friend forever."

APPENDICES 3
TRANSCRIPT OF INTERVIEW

Nama : Alsna Furaida
Kelas : VIIA

INTERVIEW

1. Since when did you learn English?
2. Do you study English other than at school, such as taking English lessons?
3. Do you often practice English skills in your daily life?
4. Have you studied grammar, especially about subject-verb agreements?
5. Do you understand the subject-verb agreement structure?
6. Do you have any difficulties in using the subject-verb agreement?
7. If so, why do you have difficulties in using the subject-verb agreement?
8. Can you distinguish between plural and singular?
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English?
10. What solutions did you do when you faced these difficulties?

1. Sejak sd kelas 3
2. Tidak
3. Tidak
4. tidak
5. Tidak
6. Iya
7. karena sulit
8. Iya
9. ~~iya~~ iya ada
10. dengan kamus dan google

Nama : Nabila faatin Rahimah

Kelas : VII A

INTERVIEW

1. Since when did you learn English? SD
2. Do you study English other than at school, such as taking English lessons? Tidak
3. Do you often practice English skills in your daily life? Tidak
4. Have you studied grammar, especially about subject-verb agreements? iya
5. Do you understand the subject-verb agreement structure? Tidak
6. Do you have any difficulties in using the subject-verb agreement? iya
7. If so, why do you have difficulties in using the subject-verb agreement? Tidak paham
8. Can you distinguish between plural and singular? iya
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English? iya
10. What solutions did you do when you faced these difficulties? Melihat kamus atau google

Fajria Arina Maftukha
VII A

INTERVIEW

1. Since when did you learn English? *SD*
2. Do you study English other than at school, such as taking English lessons? *NO*
3. Do you often practice English skills in your daily life? *NO*
4. Have you studied grammar, especially about subject-verb agreements? *Yes*
5. Do you understand the subject-verb agreement structure? *Yes*
6. Do you have any difficulties in using the subject-verb agreement? *Yes*
7. If so, why do you have difficulties in using the subject-verb agreement? *Do not understand*
8. Can you distinguish between plural and singular? *Yes*
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English? *Yes*
10. What solutions did you do when you faced these difficulties? *See dictionary*

Cintia Athaya Khairani
7A. / V.11^A

INTERVIEW

1. Since when did you learn English?
2. Do you study English other than at school, such as taking English lessons?
3. Do you often practice English skills in your daily life?
4. Have you studied grammar, especially about subject-verb agreements?
5. Do you understand the subject-verb agreement structure?
6. Do you have any difficulties in using the subject-verb agreement?
7. If so, why do you have difficulties in using the subject-verb agreement?
8. Can you distinguish between plural and singular?
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English?
10. What solutions did you do when you faced these difficulties?

1.) kelas 2 SD

2.) tidak

3.) Iya

4.) Iya

5.) Iya

6.) Iya

7.) untuk mengingat kata kerjanya

8.) Iya

9.) Takut salah menggunakan / merangkai kata-kata

10.) Google dan kamus

Nama : Dita al Hafidah
Kelas : Ph

INTERVIEW

1. Since when did you learn English? SD kelas 4
2. Do you study English other than at school, such as taking English lessons? Tidak
3. Do you often practice English skills in your daily life? Tidak
4. Have you studied grammar, especially about subject-verb agreements? iya
5. Do you understand the subject-verb agreement structure? Tidak
6. Do you have any difficulties in using the subject-verb agreement? iya
7. If so, why do you have difficulties in using the subject-verb agreement? Tidak faham
8. Can you distinguish between plural and singular? iya
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English? ~~ada~~ ada / iya
10. What solutions did you do when you faced these difficulties? bertanya kepada teman dan melihat kamus

Muhammad AUF Alhuda

INTERVIEW

1. Since when did you learn English? Sejak SD kelas 1-3
2. Do you study English other than at school, such as taking English lessons? Ya
3. Do you often practice English skills in your daily life? Tidak
4. Have you studied grammar, especially about subject-verb agreements? Ya
5. Do you understand the subject-verb agreement structure? Ya
6. Do you have any difficulties in using the subject-verb agreement? Ya
7. If so, why do you have difficulties in using the subject-verb agreement? Kurang Fahaman
8. Can you distinguish between plural and singular? Ya
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English? Ada
10. What solutions did you do when you faced these difficulties? Bertanya kepada teman

NAMA : R. Dimas Radithya

Kelas : VII A

INTERVIEW

1. Since when did you learn English? Kelas 3 sd
2. Do you study English other than at school, such as taking English lessons? tidak
3. Do you often practice English skills in your daily life? tidak
4. Have you studied grammar, especially about subject-verb agreements? iya
5. Do you understand the subject-verb agreement structure? iya
6. Do you have any difficulties in using the subject-verb agreement? tidak
7. If so, why do you have difficulties in using the subject-verb agreement? karena tidak memahami
8. Can you distinguish between plural and singular? iya
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English? iya ada
10. What solutions did you do when you faced these difficulties? melihat kamus / Translate

MAMA : FADLI ARDIAN .S.
KEIAS : VIIA

INTERVIEW

1. Since when did you learn English?
2. Do you study English other than at school, such as taking English lessons?
3. Do you often practice English skills in your daily life?
4. Have you studied grammar, especially about subject-verb agreements?
5. Do you understand the subject-verb agreement structure?
6. Do you have any difficulties in using the subject-verb agreement?
7. If so, why do you have difficulties in using the subject-verb agreement?
8. Can you distinguish between plural and singular?
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English?
10. What solutions did you do when you faced these difficulties?

Jawab :

1. Since the second grade of elementary school
2. NO, I do not
3. YES, I do
4. YES, I have
5. YES, I do
6. YES, I do
7. difficulty understanding words
8. YES, I can
9. difficulty spelling English
10. look at the dictionary or google translate

name : akhdan AL-Fakhri
KLS : VII.A

INTERVIEW

1. Since when did you learn English? : sejak ~~di~~ kelas 6 SD
2. Do you study English other than at school, such as taking English lessons? : ya
3. Do you often practice English skills in your daily life? : ~~ya~~ tidak
4. Have you studied grammar, especially about subject-verb agreements? : ya
5. Do you understand the subject-verb agreement structure? : ya
6. Do you have any difficulties in using the subject-verb agreement? : ya
7. If so, why do you have difficulties in using the subject-verb agreement? : karena kurang Faham
8. Can you distinguish between plural and singular? : ~~ya~~ bisa
9. Apart from the grammatical differences between English and Indonesian, are there any other difficulties that you find when writing English? : tidak
10. What solutions did you do when you faced these difficulties? : bertanya kepada Teman

**APPENDICES 4
DOCUMENTATION**







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5362/In.28/J/TL.01/12/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Drs. Hj. Muhibin, M. Pdi. MTS
MAARIF 02 KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **LILIS SETIAWATI**
NPM : 1901051036
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF ERRORS ON SUBJECT VERB
AGREEMENT FOUND IN STUDENTS OF SEVENTH GRADE
AT MTS MAARIF 02 KOTAGAJAH**

untuk melakukan prasurvey di MTS MAARIF 02 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Desember 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



LEMBAGA PENDIDIKAN MA'ARIF NU
MTs MA'ARIF 02 KOTAGAJAH
TERAKREDITASI : A

Alamat : Jl. Raya Kotagajah - Punggur Lampung Tengah Kode Pos 34153

Nomor : MTs-h/003/E.7/02/2023
Lamp : -
Hal : **BALASAN IZIN PRASURVEY**

Kepada Yth
Wakil Dekan Akademik dan Kelembagaan IAIN METRO
Di -
Metro

Assalaamu'alaikum Wr.Wb.

Menanggapi surat dari Institut Agama Islam Negri Metro Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-5362/In.28/J/TL.01/12/2022 tanggal : 06 Desember 2022, Perihal : Izin Prasurvey Mahasiswa IAIN Metro di MTs. Ma'arif 02 Kotagajah, atas nama mahasiswa di bawah ini :

Nama : **LILIS SETIAWATI**
NPM : **1901051036**
Jurusan : **Tadris Bahasa Inggris**
Judul Skripsi : **"AN ANALYSIS OF ERRORS ON SUBJECT VERB AGREEMENT FOUND IN STUDENTS OF SEVENTH GRADE AT MTs MAARIF 02 KOTAGAJAH"**

Maka kami tidak keberatan menerima Mahasiswa tersebut untuk melaksanakan Prasurvey di Madrasah yang kami pimpin. Demikianlah surat balasan ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalaamu'alaikum Wr.Wb.

Kotagajah , 3 Februari 2023.

Kepala Madrasah,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1160/In.28.1/J/TL.00/03/2023
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **LILIS SETIAWATI**
NPM : 1901051036
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ERROR ANALYSIS OF SUBJECT VERB AGREEMENT IN
DESCRIPTIVE TEXT WRITING OF SEVENTH GRADE AT MTS MAARIF
02 KOTAGAJAH**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Maret 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1199/In.28/D.1/TL.00/03/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MAARIF 02
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1200/In.28/D.1/TL.01/03/2023, tanggal 15 Maret 2023 atas nama saudara:

Nama : LILIS SETIAWATI
NPM : 1901051036
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MAARIF 02 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF SUBJECT VERB AGREEMENT IN DESCRIPTIVE TEXT WRITING OF SEVENTH GRADE AT MTS MAARIF 02 KOTAGAJAH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Maret 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU
MTs MA'ARIF 02 KOTAGAJAH

TERAKREDITASI : A

Alamat : Jl. Raya Kotagajah - Punggur Lampung Tengah Kode Pos 34153

Nomor : MTs-h/003/E.7/32/2023
Lamp : -
Hal : **BALASAN IZIN RESEARCH**

Kepada Yth
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di -
Metro

Assalaamu'alaikum Wr.Wb.

Menanggapi surat dari Institut Agama Islam Negeri Metro (IAIN Metro)
Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-
1199/In.28/D.1/TL.00/03/2023, tanggal : 15 Maret 2023, Perihal :
Research Mahasiswa Institut Agama Islam Negeri Metro (IAIN Metro) di
MTs. Ma'arif 02 Kotagajah, atas nama mahasiswa di bawah ini :

Nama : ***Lilis Setiawati***
NPM : ***1901051036***
Jurusan : ***Tadris Bahasa Inggris***
Judul Skripsi : ***" AN ERROR ANALYSIS OF SUBJECT VERB
AGREEMENT IN DESCRIPTIVE TEXT
WRITING OF SEVENTH GRADE AT MTS
MAARIF 02 KOTAGAJAH"***

Maka kami tidak keberatan menerima Mahasiswa tersebut untuk
melaksanakan Prasurvey di Madrasah yang kami pimpin.
Demikianlah surat balasan ini kami sampaikan, agar dapat digunakan
sebagaimana mestinya.

Wassalaamu'alaikum Wr.Wb.

Kotagajah , 12 Mei 2023

Kepala Madrasah,

Drs. H. MUHIBIN, M.Pd.I.
NIP. 196705082005011003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1200/In.28/D.1/TL.01/03/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **LILIS SETIAWATI**
NPM : 1901051036
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MAARIF 02 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF SUBJECT VERB AGREEMENT IN DESCRIPTIVE TEXT WRITING OF SEVENTH GRADE AT MTS MAARIF 02 KOTAGAJAH".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Maret 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama: Lilis Setiawati
NPM: 1901051036

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Selasa 24/1 - 2023	✓	Minimize quotation on background of study	
	Kamis 26/1 - 23	✓	elaborate more about error analysis on ch. II.	
	Senin 31/1 - 23	✓	Acc ch. II.	
	Rabu 1/2 - 2023.	✓	Acc ch. III. Acc munaqasyah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama: Lilis Setiawati
NPM: 1901051036

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Selasa 7/3-2023	✓	Acc etf . APD	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lilis Setiawati
NPM : 1901051036

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 8/5-23	✓	Explain more theory qba Error analisis	
	Rabu 10/5-23	✓	Acc ch. iy 3 j Acc munaqorah	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT IN DESCRIPTIVE TEXT WRITING OF SEVENTH GRADE AT MTS MA'ARIF 02 KOTAGAJAH

by Lilis Setiawati 1901051036

Submission date: 26-May-2023 02:43PM (UTC+0700)

Submission ID: 2102293267

File name: 118_Lilis_Setiawati_1901051036.docx (195.78K)

Word count: 10094

Character count: 51381



AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT IN DESCRIPTIVE TEXT WRITING OF SEVENTH GRADE AT MTS MA'ARIF 02 KOTAGAJAH

ORIGINALITY REPORT

13% SIMILARITY INDEX	14% INTERNET SOURCES	1% PUBLICATIONS	2% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	digilib.iain-palangkaraya.ac.id Internet Source	9%
2	repository.metrouniv.ac.id Internet Source	2%
3	repository.radenintan.ac.id Internet Source	1%
4	matematikaunhalu.wordpress.com Internet Source	1%
5	repository.uin-suska.ac.id Internet Source	1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

CURRICULUM VITAE



The researcher whose full name is Lilis Setiawati was born in the village of Rejosari Mataram, December 21, 2000 which is the second of two children from the couple of Mr. Waryono and Mrs. Siti Asiah. The writer completed his education at SD Negeri 03 Rejosari Mataram in 2007-2013, MTs Ma'arif 02 Kotagajah in 2013-2016, MA Ma'arif 9 Kotagajah in 2016-2019, she was registered as an undergraduate students majoring in English Tadris at IAIN Metro Lampung through the UM-PTKIN admissions route until now.