



**THE MASTERY OF SUBJECT-VERB AGREEMENT
IN DESCRIPTIVE TEXT
WRITTEN BY THE EIGHTH-GRADE STUDENTS
OF SMP NEGERI 4 CEPIRING
IN THE ACADEMIC YEAR OF 2009 /2010**

a final project

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan in English

by

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Yang membuat pernyataan

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By: Mr. Rohani



To my beloved parents (*Mugiono and Suyanah*), my grandparents (*Irfa'i and Ri'ati*), Yuniva Astrid Fadilawati and her family, and all of my close friends

ABSTRACT

Susanto, Ferri. 2010. The Mastery of Subject-Verb Agreement in Descriptive Text Written by the Eighth Grade Students of SMP Negeri 4 Cepiring in the Academic Year of 2009 /2010. English Department. Faculty of Language and Arts. State University of Semarang. Advisor: 1. Widhiyanto, S.Pd., M.Pd., 2. Drs. Suprpto, M.Hum.

Key Words: Junior High School, Descriptive, Writing.

This study is about the mastery of subject-verb agreement in descriptive text written by the eighth-grade students of SMP N 4 Cepiring in the academic year of 2009/2010 and conducted to measure and describe the students' mastery in subject-verb agreement in descriptive text.

The population of the study was the eighth-grade students of SMP N 4 Cepiring in academic year of 2009/2010. The number of the sample was 20% or 40 students representing 200 students. The sample was drawn from the population by doing random sampling technique.

The writer used an achievement test in order to find out the students' mastery level. In conducting the test, the writer absolutely needed a test instrument. The instrument was a written test consisted of 40 test items formed in completion test which has tried-out first in order to find the validity and reliability of the test. The number of the test items in try-out test is 50 items. In the test, students were asked to fill the blank in a sentence by the word in the bracket. The test instrument was classified into seven guidelines. They were subject-verb agreement used third person pronoun, subject-verb agreement with some irregularities, subject-verb agreement used there/here be, subject-verb agreement used expression of quantity, subject-verb agreement used indefinite pronoun, subject-verb agreement used either, neither, other and another, and subject-verb agreement used gerund.

According to the result of this study, it shows that the average proportion is 63,75. It means that the students' mastery level in subject-verb agreement belongs to the average level. Eight (20%) of forty students have excellent achievement. Nine (22,5%) of forty students have good achievement. Then, 20% of forty students just get average achievement. Four students are in poor criteria, and eleven students fail the achievement test.

Then the writer suggest the teacher to pay attention to this material, maybe the teacher should reconstruct the teaching program, especially in subject-verb agreement.

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First of all, the writer would like to express the deepest thanks to the Almighty God, Allah SWT, for His blessing and His mercy so that this study is done.

The writer realizes that he could not finish this study without assistance of others. Therefore, the writer would like to take this opportunity to express his thanks to all the people who helped him in finishing this study. His greatest gratitude goes to Widhiyanto, S.Pd., M.Pd., as the first advisor, for his patience, valuable advice and encouragement during the process of writing the study; Drs. Suprpto, M.Hum., as the second advisor, who has corrected this study carefully and patiently during the process of finishing this study.

The writer also offers his thanks to the examiners, the lecturers of English Department of Semarang State University for their guidance given during his study, and the headmaster of SLTP N 4 Cepiring who has given the writer permission and opportunity to conduct the study.

The writer hopes that this study will provide some contributions to the reader.

Ferri Susanto

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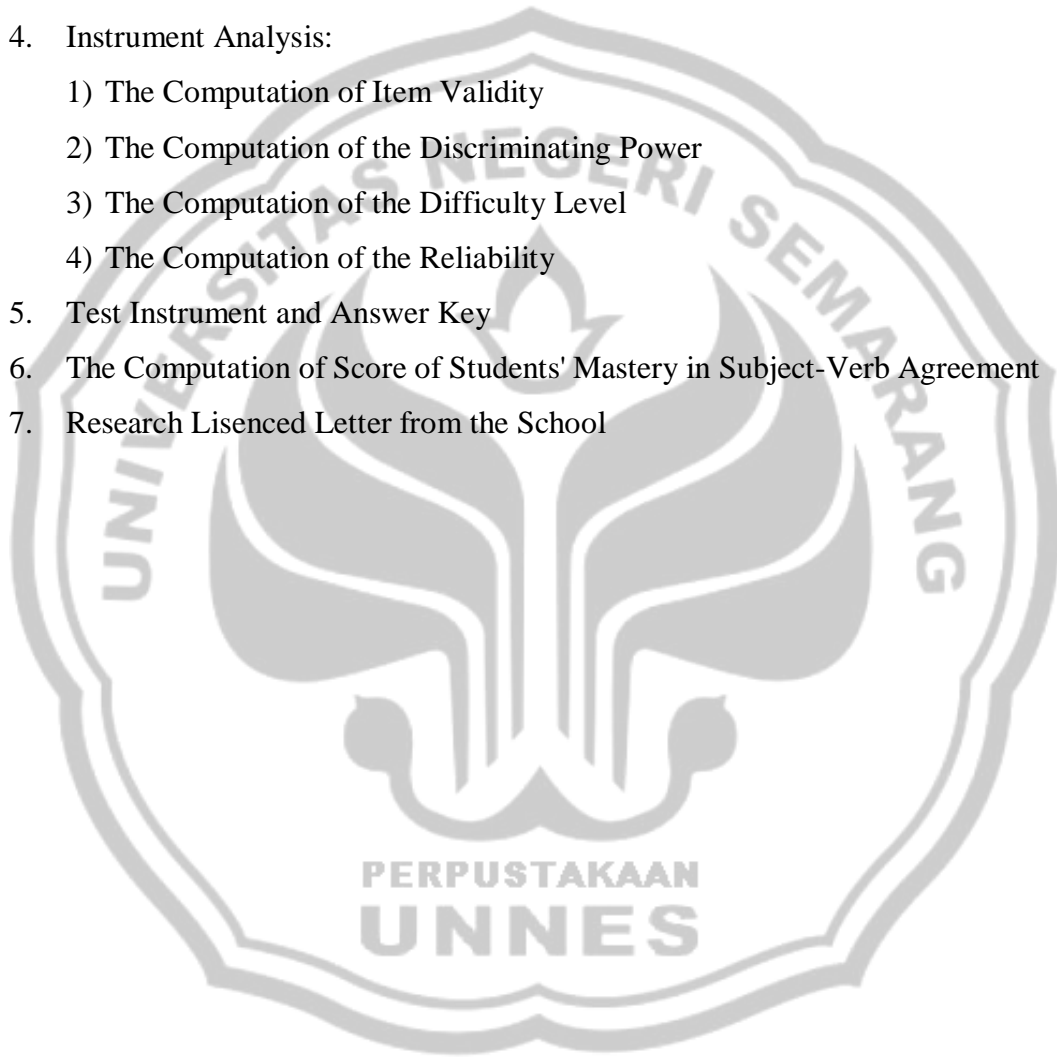
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Every language throughout the world has its own structure system called grammar. Grammar is the rule or mechanism of a language which represents a structural meaning. Grammar is the fundamental of learning a language. Without having an understanding about the grammar of a language, one cannot be said to have learned the language. It seems to be impossible to learn language without learning its grammar. (Veit, 1986:1).

Indonesian government has already developed a new curriculum to increase the educational mastery, especially in English. That is School-Based Curriculum which is also called *Kurikulum Tingkat Satuan Pendidikan* (KTSP). This curriculum states that one of the basic competences that must be mastered in act-ional competence including listening, speaking, reading and writing. One of those skills which have the closest relationship with grammar is writing skill. It can be said like that because if people want to write a good text, they must be construct good sentences. Then, in constructing good sentences, they must have a good understanding about grammar.

Learning grammar is still needed since English is our foreign language. Buck (1999:33) states that students must be taught grammar such a way that they realize that grammar empowers them because it poses intellectual challenges for

them and because it is about learning how to think. In the line with this idea, Buck (1999:34) also states:

Grammar is a subject in its own right, with a long and solid history and firm theoretical foundation. In recent pedagogical articles on the great debate of teaching grammar and usage, I note that grammar is often talked about as if we are a free-for-all, a let's do n 'importe quoi' in order to get students to think about grammar.

If we pay attention to the English teaching in Indonesia, it still has a big problem that has not solved yet, especially in reaching the basic targets of School-Based Curriculum. It is very difficult to make students achieving the standard and the basic competence. As a matter of fact, it is caused by English is the second language which is uncommon used in Indonesia. Especially in writing, it will be difficult to achieve if the students only depend on the teaching process at school, then they do not takes their individual practice.

When the writer was a practicing teacher in a junior high school, he had a chance to teach the eighth grader. He got a lot of difficulties in teaching writing, especially in teaching descriptive text where the students should master simple present tense. Some students made a lot of mistakes in constructing their sentences and understanding the agreements. From this case, the writer interests to investigate this problem. That is why the writer takes the topic about students' mastery of subject-verb agreement in descriptive text.

Based on some final projects which have been learned, there is a topic of final project about grammar which is closely related to this final project. It is *The Mastery of Subject-Verb Agreement in Simple Present Tense* (Maria Ulfah, 2007). From the study, there showed that the writer has the closely similar background to

this one. That is grammar problem in teaching writing, in other word, the problem in achieving subject-verb agreement in case of learning simple present tense in descriptive text. From this closely similar case, the study supports the writer to do a research about the topic.

Although the writer takes the topic which is closely similar with the study above, it does not mean that this study is also same. In this study, the writer concerns on its correlation to School-Based Curriculum where the teaching of writing is based on genre (descriptive, report, recount, narrative, and etc.), written expression and short functional text. There are some differences of this study with the previous one. Those are the subject or respondents of the research and the instruments of test used to measure the students' achievement. The instruments of the test are truly sentences which are usually used in descriptive text.

1.2 Reason for Choosing the Topic

As a student of education program of English Department, the writer has a great interest in grammatical problem because grammar is the most important unit in learning English. One of the basic discussions of English grammar is subject-verb agreement. There are some scientific reason why the writer chooses the topic, they are:

- 1) The teaching of grammar, in this case, subject-verb agreement, in School-Based Curriculum is just as the linguistic competence with a view to support the process of developing the four skills, like listening, speaking, reading and writing. It is important to be searched, to find the problem occurring in

the field, then hopefully, it can increase teaching motivation and quality.

- 2) Based on the School-Based Curriculum (KTSP), subject-verb agreement is presented in the first term of the seventh grader until the eighth grade students of junior high school, but in the real situation, the writer still find them making mistakes in constructing their sentences in descriptive text.
- 3) The writer realizes that many students still find difficulties in writing descriptive text. Many students still have problem in applying the subject-verb agreements. Descriptive text is the simplest form of information text which students can see in their environment, for example a descriptive text about a house or a book and etc. And it also uses simple present tense that contains a lot of subject-verb agreement. Therefore, the writer wants to know the student's mastery of subject-verb agreements in descriptive text.

1.3 Statements of the Problem

As this final project is concerned with the mastery of subject-verb agreement in descriptive text, the research questions which will be posed including:

1. Do the eighth grade students of SMP N 4 Cepiring in the academic year of 2009/2010 master subject-verb agreement in descriptive text?
2. How well do the eighth grade students of SMP N 4 Cepiring in the academic year of 2009/2010 master subject-verb agreements descriptive text?

1.4 Objective of the Study

The objectives of the study are:

1. To find out if the eighth-grade students of SMP Negeri 4 Cepiring in the academic year of 2009/2010 master subject-verb agreements.
2. To describe how well the eighth-grade students of SMP Negeri 4 Cepiring in the academic year of 2009/2010 master subject-verb agreements.

1.5 Significant of the Study

There are three significances from the study. They are:

- a. Theoretically this study will provide the reader, especially English Department students, with a new understanding about the importance of subject-verb agreement in improving the students' writing skill.
- b. Practically the result of the study will give the English teacher a kind of understanding or reflection that can be used as the basic in designing the teaching and learning process.
- c. Pedagogically the result of the study will give the eighth-grade students of junior high school a fundamental understanding that can be implemented in the classroom for the benefit of the students' achievement in writing.

1.6 Limitation of the Study

The writer limits the investigation to study the students' achievement of subject-verb agreement of the eighth grade students of SMP N 4 Cepiring in the academic year of 2009/2010.

1.7 Outline of the Research Report

This research report consists of five chapters. Chapter I consists of the introduction which consists of the background of the study, the reason for choosing the topic, statement of the problem, the objective of the study, the significant of the study, limitation of the study and the outline of the study. Chapter II consists of review of previous study, review of the theoretical studies which discusses about School-Based Curriculum, Grammar in English Language Teaching, The Definitions of Grammar, The Importance of Learning Grammar, Communicative Approach, subject-verb agreement, Subject-Verb Agreement Rule. Chapter III is the method of investigation which discusses research design object of the study, population, sample including technique of sampling, Instrument, Construction of the Instrument, Try-Out of the test, Scoring of the Try-Out Test, Validity of the Test, Reliability of the Test, Difficulty Level, Discriminating Power, Method of Collecting Data, Method of Analyzing Data, Determining Criterion of Mastery Level. Chapter IV describes finding and discussion which consists of Data Analysis, Computing the Students' Mastery Level, Interpreting the Result of the Data, Interpretation of Data. Chapter V is the conclusions and the suggestions of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2. 3. Review of the Previous Studies

As stated in general background of the first chapter about the reason why the writer research the topic, that the real case in the field which is found by the writer is encouraged by the previous study written by Maria Ulfah that will be described in detail in paragraph below.

The Mastery of Subject-Verb Agreement in Simple Present Tense (Maria Ulfah, 2007) is a descriptive study describing the students' mastery of subject-verb agreement. As stated in the new curriculum (Competence-based Curriculum), students should know how to write texts of various genres including descriptive. A descriptive text is a text used to create visual image of people, place, even of units of time (days, times of day, or season). Each text type has generic structure. The generic structures of a descriptive text includes identification (identifying phenomenon to be described), description (describing parts, qualities, characteristics). The tense mainly used in the text is simple present tense. In this study, various kinds of subject-verb agreements are divided in two groups (the subjects can be plural or singular forms), so the students have to know the rules of subject-verb agreements and their implication in descriptive text.

The objective of this study is to know how far the eighth-grade students of SMP Negeri 6 Semarang in the academic year of 2006/2007 mastered subject-

verb agreements in writing a descriptive text. The population of this study is the eighth-grade students of SMP Negeri 6 Semarang. There are 322 students divided into 7 classes. Out of those students the writer took 9 students from each class of 8A to 8D and 8 students from 8E to 8G. The writer used a random sampling technique in choosing the individual students involved in this study which meant the total number of students had the same opportunity to be a sample in this study. The writer used achievement test to obtain the data. She constructed a kind of close procedure test focused on subject-verb agreements in descriptive text. The writer used close procedure because it can assess the suitability of a new text for students by testing their prior knowledge and language competence as they attempt to fill in the deletions. There are 8 short descriptive texts in the close procedure with 90 items. The result shows that the mean was 57.63. Based on Arikunto's criterion of mastery level used by the writer, score 57.63 means that the students are in fair (average) level. The students got the problem when they had to identify the singular subject forms with the verbs added with s /es. The writer suggests that the teaching and learning process must be repeated; the teacher should give more exercises of subject-verb agreements and give clear explanation. It is hoped that when the students have already mastered subject-verb agreements, they can use it in writing a descriptive text.

2. 4. Review of the Theoretical Studies

2. 2. 10 School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan)

School-Based Curriculum is the newest curriculum developed from the previous curriculum that have been applied, like 1994 Curriculum, 2004 Curriculum and Competence-Based Curriculum to increase our students' achievement in English. It has been applied in elementary school until senior high school. This curriculum gives an opportunity for the school in certain area to develop and adapt their educational program based on their necessary and potency by following the standard competence and basic competence. (BNSP, 2006: 3).

The definition of School-Based Curriculum is as follow:

“KTSP adalah kurikulum operasional yang disusun oleh dan dilaksanakan di masing-masing satuan pendidikan. KTSP terdiri dari tujuan pendidikan tingkat satuan pendidikan, struktur dan muatan kurikulum tingkat satuan pendidikan, kalender pendidikan dan silbus. (BNSP, 2006: 5)”

The School-Based Curriculum is an operational curriculum that is organized and implemented in each school. The School-Based Curriculum consists of the education purpose of the school, content and structure of the school, education calendar and syllabus. (Free translation)

Since the School-Based Curriculum is organized by each school, we hope that the implementation of this curriculum will help the school in conducting the teaching learning process that is suitable for their students. To see the standard and basic of competence for the eighth-grade students of junior high school, look at *appendix 1*.

2. 2. 11 Grammar in English Language Teaching

Grammar, one of the language components, has important roles in communication. It is taught with a view to support the development in four

language skill: listening, speaking, reading and writing. Most students assume it as the most difficult component in English. However, they can not deny that grammar is a topic that should be learned and mastered.

2. 2. 12 **The Definitions of Grammar**

Every language throughout the world has its own structure system. It is called grammar. There are various definitions of grammar. Each expert defines grammar differently.

Robert (1958: 132) defined the term grammar as the total set of signals by which a given language expresses its meaning or the total structure of the language. Grammar can be briefly described as a set of rules for constructing and analysing sentences (Leech, Deuchar and Hoogenraad, 1982: 23). Lyon (1983: 131) states that grammar as a somewhat ambiguous term today has been defined as the branch of the description of the language which accounts for the way in which word combine to form sentences. Cook and Sutter (1987: 2) define a grammar as written description of the rules of language; it means that grammar in a language is the rules of arranging sentences. It is very important to know grammar if we are learning language. Without knowing grammar of the language, one cannot be said to have learned the language, and it seemed impossible to learn language without learning grammar (Veit, 1986: 1).

From the various definitions of grammar above, the writer tries to conclude that grammar is the rule or mechanism of language which represents a structural meaning

2. 2. 13 **The Importance of Learning Grammar**

Grammar is one of language components which plays role in teaching and learning language. Moreover, our newest curriculum, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* states that one of the basic competences that must be mastered is act-ional competence which includes listening, speaking, reading and writing (four language skills) while language elements (structure/grammar, vocabulary and pronunciation) as linguistic competences with a view to support the process of developing those four skills. For example in writing, students must be able to make a good written text. To make a good text, students must be able to construct good sentences. To construct good sentences, they must construct them with a good grammar. So, it goes without saying that grammar is very important to learn.

In learning descriptive text, there is an importance grammar named subject-verb agreement. Although, we, as the English learner or teacher, all know that subject-verb agreement is one of the basic elements of learning simple present tense, but almost of us still make mistakes in it. This is main reason why the writer chooses this topic to be researched.

2. 2. 14 **Communicative Approach**

The communicative approach principally emphasizes more on the students' communicative competence. Savignon, et al., as quoted by Lubis (1988:1), defines the term communicative competence as follows:

“Communicative competence may be defined as ability to function in a truly communicative setting that is in dynamic exchange in which linguistic

competence was understood as the underlying systems of knowledge and skill required for communication (e.g. knowledge of vocabulary and skill in using the Sociolinguistic Convention for given language)."

Talking about communication in language teaching, it can not be denied that people will connect it with communicative approach. In this case, the writer used Communicative Language Teaching because he is not only focused on mere mastery of structure but also on communicative proficiency.

2. 2. 15 **Communicative Approach Theories**

Canal and Swain quoted by Richards, et al. (1992:71) identify four dimensions of communicative competence as follows:

1. Grammar competence is the domain of grammatical and lexical capacity;
2. Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationship, the shared information of the participants and the communicative purpose for their interaction;
3. Discourse competence refers to interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to entire discourse or text; and
4. Strategic competence refers to the copying strategies that communicator employ to initiate, terminate, maintain, repair and redirect communication.

Richards, et al. (1992:70) quoted Hyme as saying that theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

Based on the communicative approach theories above, it means that the students of junior high school can encourage themselves to exploit their willingness in learning English.

2. 2. 16 **The Characteristics of Communicative Approach**

Finnochiaro and Brumfit quoted by Richards, et al. (1992:67) state some major features of communicative language teaching as follows:

1. Language learning is learning to communicate.
2. Communicative competence is the desired goal.
3. Any device, which helps the learners, is accepted according to the age, interest, etc.
4. Attempt to communicate may be encouraged from the very beginning.
5. The target linguistic systems will be learned best through the process of struggling to communicate.
6. Teachers help learners in any ways that motivate them to work with the language.
7. Intrinsic motivation will spring from an interest in what is being communicated by the language.

Those major features of communicative language teaching above influence the method of teaching language, especially English as the first foreign language in Indonesia

2. 2. 17 **Subject-Verb Agreement**

The generic structure of descriptive text, the tense that is used is simple present tense. Simple present tense contains a lot of agreement; one of them is

subject-verb agreements. According to Murcia and Freeman (1983: 36) that subject-verb number agreement (sometimes referred to as subject-verb concord) poses a problem only in the present tense, where third person singular forms are explicitly inflected while other forms are not.

We must consider what subject and agreement are. A subject is the noun or pronoun (person, place, or thing) that the sentence is about. It sometimes called the performer. In other words, the subject is also the thing that is performing. When a subject is singular, its verb must be singular. When a subject is plural, its verb must be plural. When a subject is in the first, second, or third person, the verb must match to it. This matching in number and person of subject and verbs is called '**Agreement**' (Leech and Svartvik, 1984:153). Subject is the first element of the sentence. Frank (1972:1) defines that subject as who or what is being talked about. Roberts (1958:170) also states that subject is a noun or its equivalent tied to a verb by agreement

The verb and subject are very closely tied to each other. This relation will give influence to the form of subject and verb. Michael (1982) states that verb follows the subject in declarative sentence; it generally shows the action of the sentence. Every sentence must have a verb. The verb may be a single word.

The verb begins the statement or predicate about the subject. A verb says what the subject *does* or is and usually follows the subject, it is may contain more than one word and usually has a tense, indicating if the time is in the present, past, or future, changes forms to **agree** with the subject in some tenses.

In some tenses (mainly those that refer to the present) verbs change forms to **agree** with their subjects. Especially these verbs add –s or –es when their subjects are third person singular, such as he, she, or it.

2. 2. 18 Subject-Verb Agreement Rules

Burchfield (1996) states some regulations of subject-verb agreement which are stated follow:

1) The indefinite pronouns *anyone, everyone, someone, no one, nobody* are always singular and, therefore, require singular verbs.

- a) Everyone **has** done his or her homework.
- b) Somebody **has left** her purse.

Some indefinite pronouns — such as *all, some* — are singular or plural depending on what they're referring to. It is referred to the countable or uncountable noun.

- a) Some of the beads **are** missing.
- b) Some of the water **is** gone.

On the other hand, there is one indefinite pronoun, *none*, that can be either singular or plural; it often doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number.

(Writers generally think of *none* as meaning *not any* and will choose a plural verb, as in "None of the engines are working," but when something else makes us regard *none* as meaning *not one*, we want a singular verb, as in "None of the food is fresh.")

- a) None of you **claims** responsibility for this incident?

b) None of you **claim** responsibility for this incident?

None of the students **have done** their homework. (In this last example, the word “their” precludes the use of the singular verb.

2) Some indefinite pronouns are particularly troublesome **everyone** and **everybody** (listed above, also) certainly *feel* like more than one person and, therefore, students are sometimes tempted to use a plural verb with them. They are always singular, though. **Each** is often followed by a prepositional phrase ending in a plural word (Each of the cars), thus confusing the verb choice. *Each*, too, is always singular and requires a singular verb.

a) Everyone **has** finished his or her homework.

You would always say, "Everybody *is* here." This means that the word is singular and nothing will change that.

a) Each of the students **is** responsible for doing his or her work in the library.

Don't let the word "students" confuse you; the subject is *each* and *each* is always singular — each is responsible.

3) Phrases such as *together with*, *as well as*, and *along with* are not the same as *and*. The phrase introduced by *as well as* or *along with* will modify the earlier word (*mayor* in this case), but it does not compound the subjects (as the word *and* would do).

a) The mayor as well as his brothers **is** going to prison.

b) The mayor and his brothers **are** going to jail.

4) The pronouns *neither* and *either* are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

- a) Neither of the two traffic lights **is** working.
- b) Which shirt do you want for Christmas?

Either **is** fine with me.

In informal writing, *neither* and *either* sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with *of*. This is particularly true of interrogative constructions: "Have either of you two clowns read the assignment?" "Are either of you taking this seriously?" Burchfield calls this "a clash between notional and actual agreement."

- 5) The conjunction *or* does not conjoin (as *and* does): when *nor* or *or* is used the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.
 - a) Either my father or my brothers **are** going to sell the house.
 - b) Neither my brothers nor my father **is** going to sell the house.
 - c) **Are** either my brothers or my father responsible?
 - d) **Is** either my father or my brothers responsible?

Because a sentence like "Neither my brothers nor my father is going to sell the house" sounds peculiar, it is probably a good idea to put the plural subject closer to the verb whenever that is possible.

- 6) The words *there* and *here* are never subjects.
 - a) There **are** two reasons [plural subject] for this.
 - b) There **is** no reason for this.
 - c) Here **are** two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

7) Verbs in the present tense for third-person, singular subjects (*he, she, it* and anything those words can stand for) have *s*-endings. Other verbs do not add *s*-endings.

8) Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

The **mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, **is** finally going to jail.

9) Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa. Consult the section on the **Plural Forms of Nouns** and the section on **Collective Nouns** for additional help. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).

a) My glasses **were** on the bed.

b) My pants **were** torn.

c) A pair of plaid trousers **is** in the closet.

10) Some words end in *-s* and appear to be plural but are really singular and require singular verbs.

a) The news from the front **is** bad.

b) Measles **is** a dangerous disease for pregnant women.

On the other hand, some words ending in -s refer to a single thing but are nonetheless plural and require a plural verb.

- a) My assets **were** wiped out in the depression.
- b) The average worker's earnings **have** gone up dramatically.
- c) Our thanks **go** to the workers who supported the union.

11) Fractional expressions such as *half of, a part of, a percentage of, a majority of* are sometimes singular and sometimes plural, depending on the meaning. (The same is true, of course, when *all, any, more, most* and *some* act as subjects.) Sums and products of mathematical processes are expressed as singular and require singular verbs. The expression "more than one" (oddly enough) takes a singular verb: "More than one student has tried this."

- a) Some of the voters **are** still angry.
- b) A large percentage of the older population **is** voting against her.
- c) Two-fifths of the troops **were** lost in the battle.
- d) Two-fifths of the vineyard **was** destroyed by fire.
- e) Forty percent of the students **are** in favor of changing the policy.
- f) Forty percent of the student body **is** in favor of changing the policy.
- g) Two and two **is** four.
- h) Four times four divided by two **is** eight.

12) If your sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

- a) It is not the faculty members but the president who **decides** this issue.
- b) It was the speaker, not his ideas, that has provoked the students to riot.

BAB III

METHOD OF INVESTIGATION

In this chapter, the writer presented the type of research design, object of the study, subject of the study, population, sample and sampling technique, instrument which consisted of construction of the test, try-out of the test, scoring of the test, validity of the test, reliability of the test and measurement of the test which consisted of difficulty level and discriminating power, and method of collecting data.

3. 7. Research Design

According to Arikunto (2002:82), kind of approach used in this study is “One-Shot” mode. Arikunto (2002:83) states that “One-Shot” mode is a kind of approaches that uses just once in collecting data where the writer got the data needed by conducting once achievement test with a valid and reliable test item then describe the test result.

The writer carried out the test at SMP N 4 Cepiring in Kendal Regency. Before conducting the test, the writer had asked the permission to the headmaster. After getting the permission from the headmaster, then the writer composed an instrument of the research and administrated it to the students for collecting the data.

3. 8. The object of the Study

Based on the title of this study, the object of the study was junior high school students' mastery of subject-verb agreement in descriptive text.

3. 9. The Subjects of the Study

In this study, the subjects of this study were the eighth grade students of SMP N 4 Cepiring in the academic year of 2008/2009.

3. 10. Population

In reserach, population and sample were needed. Arikunto (2002: 108) state s that “population is the whole subjects of the research when someone wants to conduct a research dealing with all elements in the area of his or her research.” In this study, the population of the study is all the eighth grade students of SMP N 4 Cepiring in the academic year 2009/2010. The population is chosen because, based on School-Based Curriculum (KTSP). The writer chose the eighth-grade students of SMP Negeri 4 Cepiring as the population in this research is based on some consideration as follow:

- (1). The population is homogenous for the research and they are all the same grade and have been studying English for the same time.
- (2). The students have studied the materials related to subject-verb agreements in simple present tense in the second term of seventh grade until the first term of eighth grade. Based on the consideration, the writer assumed that they have mastered the Basic English material related to subject-verb agreements.

The population consists of 200 students which was divided into five classes, 8A, 8B, 8C, 8D and 8E.

Table of the Distribution of the Population

No.	Class	Number of Student
1	8A	40
2	8B	40
3	8C	40
4	8D	40
5	8E	40
	Total	200

Socioeconomically, the population, in this case, students of SMP N 4 Cepiring was commonly villagers, and their life was far from the city of Kendal regency, where modernism and crowd were out of their reach. The background of their family was commonly farmers and fishermen, and a few of employees. Cepiring district where the school was located was a religious place. So, most of students had afternoon school, usually called Madrassah. It was not a common thing that they had additional English after school hours.

3. 11. Sample and Sampling Technique

However, the writer didn't take the whole population as the respondents. So, after determining the population, sample was selected to make easier in conducting the research. According to Arikunto (2002: 109), sample is limited number of elements from a population to be representative of the population. The process of taking the sample is discussed below.

This study used random sampling technique. In this technique, every subject in the population got the same chance to be chosen as sample. Every subject, in this case, every student was regarded as a person who has the same qualification.

If the number of the population was too big to be investigated a researcher can take 10% - 15% or 20% - 25% as sample. Here the study took 20% or 40 students as the sample. A sample was taken randomly in order so that every individual in the population had an equal chance to be selected as the member of sample. The procedure is as follows:

- a. each of the classes is written on a piece of paper
- b. each pieces of paper is rolled and put into a can
- c. the pieces of paper are mixed well
- d. one of 5 pieces of rolled paper are dropped, and that was the sample.

The data was obtained from class 8B consisted of 40 students. To obtain the data, an instrument was needed.

3. 12. Instrument

In a research, an instrument plays an important role. It influences the process of collecting data. Arikunto (2005:110) stated that instrument is a device chosen by the researcher so that the process of collecting data or information can be easier and systematic.

In this research, the writer used one objective type test only, and completion item was used here. Completion item was used in this research because it was highly structured and required shorter scoring time.

Completion item is written statement which require the respondents to supply the correct words or short phrases in response to an incomplete sentence in which each sentence has a word or phrase in the bracket as the clue. The respondents have to change the word or phrase in the bracket into the correct form.

3. 6. 1. Construction of the Instrument

The construction of the test items were based on the observation from the grammar book and students' textbook (*JOYFUL English Book for Junior High School*). The range of vocabularies of the test included vocabularies that students practiced daily in the students' textbook.

In constructing the test, the writer classified the possible problem in some categories. The outline of the test is in *appendix 2*.

3. 6. 2. Try-Out of the test

The purpose of conducting try-out test is to get the validity, reliability and difficulty level and discrimination power of the test instruments. All of them were used to decide which items should be used in the test instrument.

The completion test used in this research consisted of 50 items which had to be finished in 50 minutes. The test item was tried out first. By randomly, class

8D was chosen as the respondent of the try-out test. Forty valid and reliable items were chosen as the instruments for collecting data which had to be finished in 40 minutes. The test instruments used in try-out test is in *appendix IV*.

3. 6. 3. Scoring of the Try-Out Test

In the try-out test, students would get score 100 if they answered all items correctly. The students got score 2 for each question.

3. 6. 4. Validity of the Test

Validity is the standard or criterion that shows whether the instrument is valid or not. According to Arikunto (2002: 159), a test is valid when it measures what to measure. In the other word, a valid test is test that really tests one's ability in certain object.

According to Arikunto (2002: 69), there is another kind of validity that is item validity. In this study, the item validity was used and calculated by using the Pearson Product Moment formula.

The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = coefficient of correlation between x and y variable or validity of each item.

N = the number of the students participating in the test.

ΣX = the sum of score in each item.

ΣX^2 = the sum of square score in each item.

ΣY = the sum of the total score from each student.

ΣY^2 = the sum of the square score of each item.

ΣXY = the sum of multiple of score from each students with the total score in each item.

(Arikunto, 2002: 146)

The computation of item number 1:

$$N = 40$$

$$\Sigma X = 35$$

$$\Sigma X^2 = 35$$

$$\Sigma Y = 1316$$

$$\Sigma Y^2 = 46042$$

$$\Sigma XY = 1212$$

$$r_{xy} = 0,5520$$

From the computation above, the “r” (correlation coefficient) was 0,552, whereas the critical value for “r” with significant level 5 % and number of subject 40, $r_{table} = 0,312$. The value of resulted is higher than its critical value or $r_{xy} > r_{table}$, then the number 1 is valid.

3. 6. 5. Reliability of the Test

Reliability of the test shows the stability of the test scores when the test is used. The test cannot measure anything well unless it measures consistently. The

test is said to be reliable if its scores remain relatively stable from one administration to another.

In this study the writer used the formula KR-20 to know the reliability of test. The formula is:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

k= the number of the items

p = proportion of the subject answering the item correctly

q = proportion of the subject answering the item incorrectly

s^2 = total varians

$$\begin{aligned} \sum pq &= pq_1 + pq_2 + pq_3 + \dots + pq_{E0} \\ &= 0,1814 + 0,2494 + 0,1049 + \dots + 0,222 \\ &= 8,7594 \end{aligned}$$

$$s^2 = \left(\frac{4602 - \frac{(1316)^2}{40}}{40} \right)$$

$$= 68,640$$

$$r_{11} = \left(\frac{50}{50-1} \right) \left(\frac{68,640 - 8,7594}{68,640} \right)$$

$$= 0,890$$

For $\alpha = 5\%$, number of subject = 40, $r_{table} = 0,312$, and $r_{11} > r_{table}$, so it can said that the instrument is reliable.

3. 6. 6. Difficulty Level

An item is considered to have a good difficulty level if it is not too easy or too difficult for the students, so that they can answer the items. An item that is too easy to do will not stimulate students to make their efforts harder in solving the items.

An item that is too difficult to do will cause the students desperate to try to answer it. Therefore, if a test contains a lot of item which is too difficult or too easy, it is not a good means of evaluation, so every item should be analyzed first before it is used in test. The writer determined the students` difficulties by using the formula below:

$$ID = \frac{RU + UL}{T}$$

Explanation:

ID : Index of difficulty of item.

RU : The number of students in upper group who answered the item correctly.

RL : The number of students in lower group who answered the item correctly.

T : The real number of the students.

Criteria:

Interval ID					Criteria
0,00	<	ID	≤	0,30	Difficult
0,30	<	ID	≤	0,70	Medium
0,70	<	ID	<	1,00	Easy

The following table is the example of the computation of the discriminating power of item number 1, and for the other items will use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	S1	1	1	S15	1
2	S5	1	2	S40	1
3	S22	1	3	S17	1
4	S11	1	4	S8	1
5	S2	1	5	S16	1
6	S10	1	6	S12	1
7	S4	1	7	S36	1
8	S7	1	8	S31	0
9	S21	1	9	S33	1
10	S23	1	10	S18	1
11	S3	1	11	S27	1
12	S30	1	12	S28	0
13	S37	1	13	S34	1
14	S39	1	14	S25	1
15	S9	1	15	S35	1
16	S14	1	16	S19	1
17	S6	1	17	S13	0
18	S24	1	18	S20	1
19	S32	1	19	S29	0
20	S38	1	20	S26	0
Σ		20	Σ		15

$$ID = \frac{20}{20} - \frac{15}{20} = \frac{5}{20} = 0,25$$

According to the criterions, the item number 1 is easy.

3. 6. 7. Discriminating Power

The discrimination power is used to measure of the effectiveness of an item in discriminating between high and low scorers of the whole test. Harris (1969: 105) states that discriminating power is a criterion in the test item selection to determine how well each item discriminates between high and low level examinees, for each item in a test should help to separate the proficient subjects from those who lack the tested skills or learning.

The formula of Discriminating power is as follow:

$$DP = \frac{RU - RL}{1/2 T}$$

Where:

DP : The Discriminating index

1/2 T : The number of students in upper group who answered the item correctly

RL : The number of students in lower group who answered the item correctly

RU : The number of students in one group

Criteria:

Interval				Criteria	
		DP	≤	0,00	Very Poor
0,00	≤	DP	≤	0,20	Poor
0,20	<	DP	≤	0,40	Satisfactory
0,40	<	DP	≤	0,70	Good
0,70	<	DP	≤	1,00	Excellent

The following is the example of the computation of the discriminating power of item number 1, and for the other items will use the same formula.

$$ID = \frac{20}{20} - \frac{15}{20} = 0,25$$

According to the criterions, the item number 1 is satisfactory.

3.7 Method of Collecting Data

In collecting data in this study, the actual test was conducted on January 4th, 2010 that was given to the forty students as the sample. The procedures of the test in order to get the required data were stated as follows:

- 1) coming to the class that was prepared for the test,

- 2) checking the students' attendance,
- 3) giving information to the students about the test,
- 4) distributing the test instrument,
- 5) asking them to do the test,
- 6) taking the results home.

3.8 Method of Analyzing Data

After the data were collected they were analyzed. In analyzing the data, the procedures were as follows:

3.8.4 Calculating Students' Score

The procedures for calculating students' score were:

- 1) correcting the students' answer by matching them to the key answer,
- 2) determining the students' correct and incorrect answers,
- 3) giving score of one for the correct answer and a score of zero for the wrong pronunciation.
- 4) entering the data into the prepared table below:

PERPUSTAKAAN
UNNES

The Table of Score Analysis

Students' Code	Number Item							RCA	MCA
	1	2	3	4	...	...	50		
S1	1	0	1	1	0	0	1	15	50
S2	0	0	1	1	1	0	1	30	50
S3	...	...	...	...	...	...	...	22	50
...
...
S40	...	...	...	...	...	...	...	...	...
NCL	31	44	23	11	...	...	...	...	...
$\sum RCA$								2309	
MCL	40	40	40	40	40	40	40		
$\sum MCA$									2510

3.8.5 Calculating the Scores of Correct Answers

Based on the data above, in order to know the percentage of the correct pronunciation of the students, therefore the formula below was used:

$$X = \frac{\sum RCA}{\sum MCA} \times 100$$

Where:

X = the percentage of students' score.

$\sum RCA$ = the sum of respondents' correct answer

$\sum MCA$ = the total of maximum correct answer

3.8.6 Determining Criterion of Mastery Level

After knowing the correct percentage of the students' mastery of subject-verb agreement, then, the writer determined the students' mastery level by using one of the criteria below:

a) Mastery Level by Harris (1969:134)

Student's Achievement	
<i>Test Score</i>	<i>Level of Achievement</i>
80-100	Good to Excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

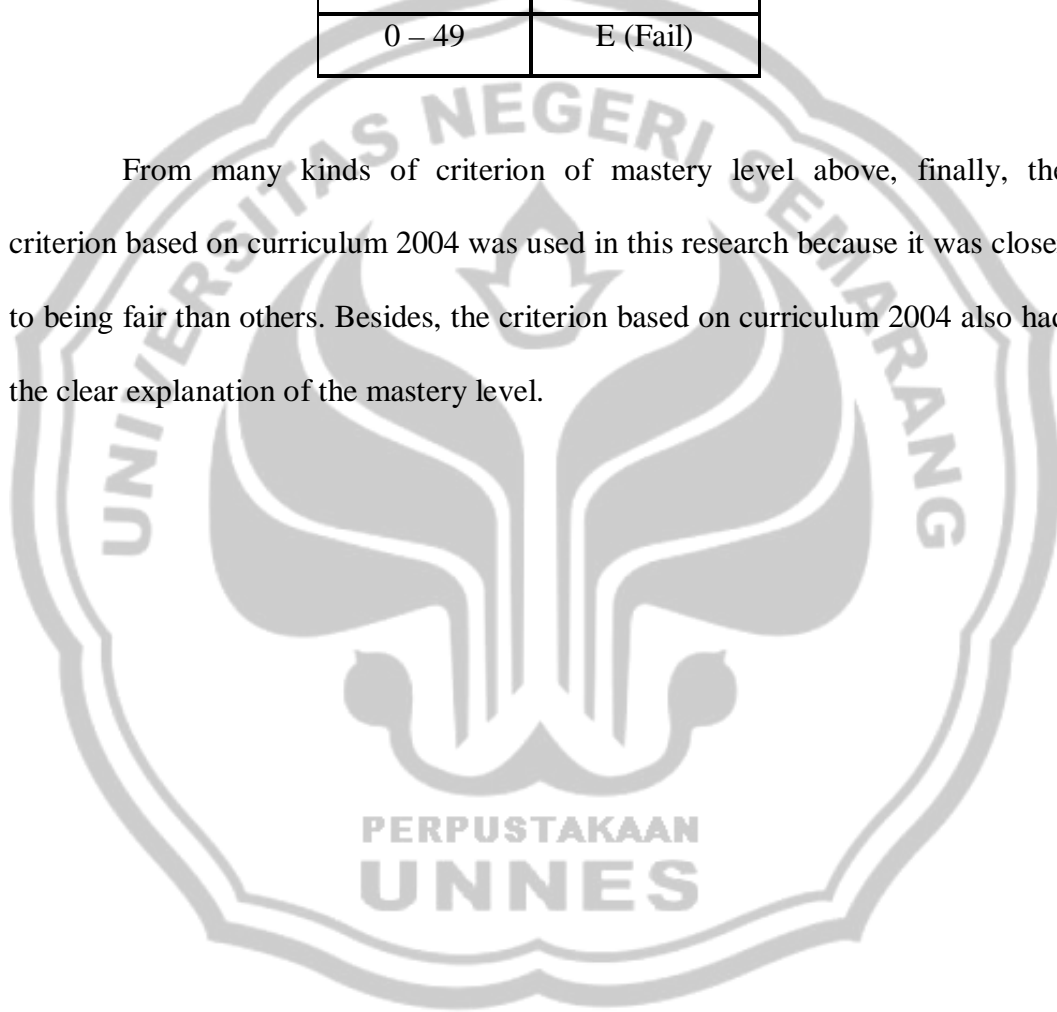
b) Mastery Level by Tinambunan (1988:129)

Percentage of correct answer	Grade	Level achievement
93% - 100%	A (outstanding)	outstanding achievement
85% - 92%	B (very good)	above average achievement
75% - 84%	C (satisfactory)	average achievement
60% - 74%	D (very weak)	below achievement
Below 60%	E (fail)	insufficient achievement

c) Mastery Level by Based on Curriculum 2004

Score	Criteria
85 – 100	A (Excellent)
72 – 84	B (Good)
60 – 71	C (Average)
50 – 59	D (Poor)
0 – 49	E (Fail)

From many kinds of criterion of mastery level above, finally, the criterion based on curriculum 2004 was used in this research because it was closer to being fair than others. Besides, the criterion based on curriculum 2004 also had the clear explanation of the mastery level.



CHAPTER IV

FINDING AND DISCUSSION

This study was intended to measure the mastery of subject-verb agreement of the eighth-grade students of SMP N 4 Cepiring in academic year of 2009/2010. The test was conducted on January 4th, 2010. The result and data analysis are presented in this chapter. It will be very important to know how far the subject of the study masters subject-verb agreement in descriptive text.

Chapter IV deals with the analysis, computation and interpretation of the data of the study. This chapter is designed in order to answer the research questions through the data analysis.

4.1. Test Items

In this section the data were organized, analyzed and interpreted in form of students' scores and average score to decide the students' mastery level. Then to make the interpretation of the data easier, the writer arranged the score from higher to lowest score. After the writer had grouped the test items in term of subject-verb agreements, then he calculated the test scores. The test items were divided into two groups as follow:

- (1). The test items of subject-verb agreements in which the subjects belong to the singular forms consisting of 27 items.

- (2). The test items of subject-verb agreements in which the subjects belong to the plural forms consisting of 13 items.

Beside deviding the test items into two groups above, the writer also classified the forty test items as follow:

- 1) 12 test items were classified into subject-verb agreement using third person pronoun.
- 2) 7 test items were classified into subject-verb agreement using some irregularities form of noun.
- 3) 4 test items were classified into subject-verb agreement using there/here be.
- 4) 8 test items were classified into subject-verb agreement using the expression of quantity.
- 5) 3 test items were classified into subject-verb agreement using indefinite pronoun.
- 6) 2 test items were classified into subject-verb agreement using either, neither, other and another.
- 7) 4 test items were classified into subject-verb agreement using third gerund

The detail explanation is on the table of the test items classification in *appendix 2*.

The writer gave test items in which the subjects belong to the singular forms more than in plural forms. The writer wanted to know whether the students applied the rule of subject-verb agreements or not. Then the writer computed the percentage of the students' mastery in subject-verb agreements. It was calculated from their wrong answers.

The writer found that the highest percentage of the wrong answer was in identifying the subject-verb agreements in which the subjects belong to the singular forms. It means that the practice on singular forms must be given more.

4.2.Data Analysis

After gathering the data, then the writer analyzed the data based on the procedures elaborated in Chapter III. The data analysis answered the research question of this research if the eighth-grade students of SMP N 4 Cepiring master subject-verb agreement in descriptive text and how well the eighth-grade students of SMP N 4 Cepiring master subject-verb agreement in descriptive text.

It is necessary for the writer to find an accurate method to obtain the data, so the data will be easily selected. The method used to collect the data is achievement test. Then, the method of the data analysis is close procedure of descriptive text dealing with subject-verb agreement completed by the subject of the study.

Before doing the test, the writer gave them the clear instructions related to the test. After the test was finished, the results of the test were scored. Based on those results, later the writer analyzed the data by computing and describing.

4.3.Computing the Students' Mastery Level

There were 40 items as the achievement test doing by 40 students. The detail computation of the test result is in *appendix 7*. Afterwards, in order to know

the mastery level of each student, the writer measured the average proportion by using the formula below:

The average proportion

$$\begin{aligned} X &= \frac{\sum RCA}{\sum MCA} \times 100 \\ &= \frac{1020}{1600} \times 100 \\ &= 63,75 \end{aligned}$$

4.4. Interpreting the Result of the Data

From the computation above, it can be seen that the average proportion of the correct pronunciations was 63,75. Based on the mastery level stated by curriculum 2004, the score 63,75 represents average mastery about subject-verb agreement of the eighth-grade students of SMP N 4 Cepiring.

This result is a line with Maria Ulfah, in the previous study, who stated that students were not fully understanding the subject-verb agreement. That's why they still have some difficulties in learning descriptive text. In her study, the criterion of the mastery used by Maria Ulfah was Harris' one. Although, it has a different average point to this study, but it has the same criteria of the mastery. Maybe it is caused by the different object of the study who has a different background in many sides.

Furthermore, the table below shows us the detail mastery of each student;

Students' Achievement of the Test

Score	Criteria	Frequency	Percentage
85 - 100	A (Excellent)	8	20,00%
72 - 84	B (Good)	9	22,50%
60 - 71	C (Average)	8	20,00%
50 - 59	D (Poor)	4	10,00%
00 - 49	E (Fail)	11	27,50%

4.5. Interpretation of Data

According to the result of the mastery of subject-verb agreements in descriptive text by the eighth-grade students of SMP Negeri 4 Cepiring in the academic year of 2009/2010, the writer interprets the data. It shows that the average proportion is 63,75. It means that the students' level in mastering subject-verb agreement belonged to the average level. The result of the data analysis also proves that the students of the respondents' class are homogeneous. It can be seen on the table above, that all respondents achieve all criteria, from A (Excellent) to E (Fail). Eight or 20% of forty students have excellent achievement. Nine or 22,5% of forty students have good achievement. Then, 20% of forty students just get average achievement. Four students are in poor criteria, and eleven students fail the achievement test.

Although, the average proportion of the test result shows that the eighth-grade students of SMP N 4 Cepiring is on average level, but most of them still have a lot of problem in identifying whether a subject in a sentence is singular or plural, this understanding influences the form of its verb, especially in adding the verb by s/es or even not at all. As stated in chapter II, that a singular subject has singular verb and plural subject also has plural verb.

They have to know that sentences in simple present tense use simple form (read, speak, study, etc) and the –s form or verb type I with suffix –s or –es (reads, speaks, studies, etc). Verb ended with –s is only used for third person singular subjects (He, She, It, Rita, The girl, etc), but in this study, the writer found that the students make errors in verbs end –s or –es in sentences as below, that they make a wrong decision in adding s/es on the verb:

- 1). **Test no. 2**, Mr. and Mrs. Smith visits Borobudur temple twice a year.
- 2). **Test no. 7**, Andrew and Barry's brother is in a goverment bank in London.
- 3). **Test no. 33**, Jaipong and Reog dance is original dance of Indonesia.

Conjunction “and” between the subject give the meaning that the subject is plural, so actually, ending s/es in the verb is not true. The right answers are:

- 1). Mr. and Mrs. Smith visit Borobudur temple twice a year.
- 2). Andrew and Barry's brother are in a goverment bank in London.
- 3). Jaipong and Reog dance are original dance of Indonesia.

In other cases, some students also have difficulties in realizing subject with irregularities form of noun.

- 1). **Test no. 5**, The children plays in the school yard.

2). **Test no. 9**, The teeth in our mouth helps us cutting and chewing food.

3). **Test no. 12**, The mice breaks some furniture in my house.

We know that there are some irregularities form of noun related to its changing from singular into plural. “Children” is the plural form of “child”. “Teeth” is plural form of “tooth” and “mice” is from the word “mouse”. It means that the students stills also have some problem in it. So, the right answer should be:

- The children play in the school yard.
- The teeth in our mouth help us cutting and chewing food.
- The mice break some furniture in my house.

The writer also finds out some mistakes doing by the students in adding between s or es in a verb. We can see the example below:

- 1). **Test no. 5**, The children plaies in the school yard.
- 2). **Test no.30**, Everybody haves his or her own lifestyle.
- 3). **Test no.40**, He usually watches soccer program every night.

In subject-verb agreement, there are also some rules in adding 's/es' on verbs. When it is ended by 's', and we add 'es' at the end of a verb. Simply, all verbs which subjects are singular third person pronoun should be added by 's', but not for some classification below (they should be added by 'es' when their subjects are singular third person pronoun):

- a). Verbs which are ended by letter 'o', for example: **go** and **do**.
- b). Verbs which are ended by letter 'y' with a consonant before it, for example: **study**, **cry**, **fly**, and so on.

c). Verbs which are ended by letter '*sh, ss, x*', for example: *wash, fix, kiss* and so on.

d). Verbs which are ended by letter '*ch*', for example: *wacth, catch, match* and so on.

Not only noun, but also verb that has irregularities form between singular and plural. That is "have". "Have" is the plural form of "has".

So, from a brief explanation ebove, we can correct some mistakes occuring in test no.5, 30 and 40.

- The children plays in the school yard.
- Everybody has his or her own lifestyle.
- He usually watches soccer program every night.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducted this study the writer concludes that the mastery of subject-verb agreements in descriptive text by the eighth-grade students of SMP N 4 Cepiring in the academic year of 2000/2010 are on average level. It also proves that the hypothesis in chapter I is right, that a lot of students still have difficulties in mastering descriptive text, it's caused by their level of mastering subject-verb agreements which is taught in simple present tense. As we know that simple present tense is the general structure of descriptive text.

The students should know that descriptive text is a text is used to create visual image of people, place, even of units of time (days, times of day, or season). It may be used to describe more about the appearance of people, their character or personality. Descriptive text reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods such as happiness, loneliness, or fear. The social purpose or function of descriptive text is to describe a particular person, place, or thing.

The writer suggested that the teaching and learning process should be repeated and the teaching plan should also be reconstructed to get better result in the next test. The students get the problem when they have to identify the singular or plural subject forms with the verb adding by s /es. In the present tense, **nouns**

and verbs form plurals in opposite ways: nouns add an **s** to the singular form; **verbs** remove the **s** from the singular form.

Sentences in simple present tense use simple form (read, speak, study, etc) and the –s form or verb type I with suffix –s or –es (reads, speaks, studies, etc). Verbs end in –s are used with third person singular subjects (He, She, It, Rita, The girl, etc). The verb must be singular when a subject is singular. When a subject is plural, its verb must be plural. When a subject is in the first, second, or third person, the verb must match to it.

Hopefully, when the students have mastered subject-verb agreements, they can apply it in writing descriptive text. So, it could be assumed that when the students' achievement in subject-verb agreement is better, it will influence their achievement in writing descriptive text.

We know that in the generic structure of descriptive text the tense that is used simple present tense. In simple present tense contains a lot of agreement, one of them is subject-verb agreements.

Subject-verb agreements in simple present tense consists of almost all plural nouns end in –s or –es (if the singular form already ends in –s, –ss, –ch, –sh, –z, or –x), but the verbs that agree with them do not ; almost all singular nouns do not end in –s, but the verbs that agree with them do.

The pronoun he, she, and it and all singular nouns agree with verbs ending in –s. All other subject pronouns (I, we, you, and they) and all plural nouns agree with verbs that do not end in –s.

The writer finds that the subjects are he, she it, singaraja, the medical staff, his father and the verbs are *like, live, comb, put, make, clean, cook, sing, provide, bring, mean, consist, work, go, walk.*

5.2 Suggestions

Realizing that most of the students still find difficulties in using subject-verb agreements, through this study the writer would like to give some suggestions:

- a) To the English teachers, as a matter of fact, most of the students still find serious problems related to the use of subject-verb agreements, and it influences them in writing descriptive text. By finding the result and interpretation of this study, hopefully the teachers are able to make a mapping about students problem, then create some strategies in teaching this material.
- b) To the students, by doing the test conducted by writer then knowing the result, hopefully it will be a great motivation for them to know how far their ability, and moreover, they will learn subject-verb agreement anymore. The students must recognize that learning a language is to practice by using the language in everything for instance in making a descriptive text.

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Standard of Competence

Standard of competence of the eighth-grade of junior high school for the first term is as follow:

No.	Skill	Standard of Competence
1	Listening	Understanding the meaning of simple transactional and interpersonal conversation to interact with the surrounding environment
2	Listening	Understanding the meaning of simple short functional and monologue spoken text in the form of descriptive and recount to interact with the surrounding environment
3	Speaking	Expressing the meaning of simple short transactional and interpersonal spoken conversation to interact with the surrounding environment
4	Speaking	Expressing the meaning of simple short functional and monologue spoken text in the form of descriptive and recount to interact with the surrounding environment
5	Reading	Understanding the meaning of simple short functional and essay written text in the form of descriptive and recount to interact with the surrounding environment
6	Writing	Expressing the meaning of simple short functional and essay written text in the form of descriptive and recount to interact with the surrounding environment

Basic of Competence

Basic of competence of the eighth-grade of junior high school for the first term is as follow:

No .	Standard of Competence	Basic of Competence
1	1. Listening Understanding the meaning of simple transactional and interpersonal conversation to interact with the surrounding environment	1.1. Responding the meaning of simple transactional and interpersonal conversation, spoken accurately, fluently and acceptably to interact with the surrounding environment: <i>asking, giving and refusing help, asking, giving and refusing things, admitting and denying reality, asking and giving opinion.</i> 1.2. Responding the meaning of simple transactional and interpersonal conversation, spoken accurately, fluently and acceptably to interact with the surrounding environment: <i>inviting, accepting and refusing invitation, agreeing and disagreeing, and expressing congratulation</i>
2	2. Listening Understanding the meaning of simple short functional and monologue spoken text in the form of descriptive and recount to interact	2.1. Responding the meaning of simple short functional spoken text accurately, fluently and acceptably to interact with the surrounding environment. 2.2. Responding the meaning of simple short monologue text accurately, fluently and acceptably to interact with the surrounding environment in the form of descriptive and

	with the surrounding environment	recount.
3	<p>3. Speaking</p> <p>Expressing the meaning of simple short transactional and interpersonal spoken conversation to interact with the surrounding environment</p>	<p>3. 1. Expressing the meaning of simple spoken transactional and interpersonal conversation accurately, fluently and acceptably to interact with the surrounding environment: <i>asking, giving and refusing help, asking, giving and refusing things, admitting and denying reality, asking and giving opinion.</i></p> <p>3. 2. <i>Expressing the meaning of simple spoken transactional and interpersonal conversation accurately, fluently and acceptably to interact with the surrounding environment: inviting, accepting and refusing invitation, agreeing and disagreeing, and expressing congratulation</i></p>
4	<p>4. Speaking</p> <p>Expressing the meaning of simple short functional and monologue spoken text in the form of descriptive and recount to interact with the surrounding environment</p>	<p>4. 1. Expressing the meaning of simple short functional spoken text accurately, fluently and acceptably to interact with the surrounding environment.</p> <p>4. 2. Expressing the meaning of simple short monologue text accurately, fluently and acceptably to interact with the surrounding environment in the form of descriptive and recount.</p>
5	<p>5. Reading</p> <p>Understanding the</p>	<p>5. 1. Reading aloud the meaning essay and functional written text in the form of short and simple</p>

	<p>meaning of simple short functional and essay written text in the form of descriptive and recount to interact with the surrounding environment</p>	<p>descriptive and recount in acceptable pronunciation, stress and intonation related to the surrounding environment</p> <p>5.2. Responding the meaning of simple short functional written text accurately, fluently and acceptably related to the surrounding environment</p> <p>5.3. Responding the meaning and rhetorical step in simple essay text in the form of descriptive and recount accurately, fluently and acceptably related to the surrounding environment</p>
6	<p>6. Writing</p> <p>Expressing the meaning of simple short functional and essay written text in the form of descriptive and recount to interact with the surrounding environment</p>	<p>6. 1. Expressing the meaning of short simple written functional text accurately, fluently and acceptably to interact with the surrounding environment</p> <p>6. 2. Expressing the meaning and rhetorical step in simple essay text in the form of descriptive and recount accurately, fluently and acceptably to interact with the surrounding environment</p>

The Subject-Verb Agreement Try-Out Test

The Eight Grade of SMP N 4 Cepiring

(50 Minutes)

Complete the sentences with the correct form of words in the bracket!

1. Rina _____ to Bogor Botanical Garden every holiday. (*go*)
2. Mr. and Mrs. Smith _____ Borobudur temple twice a year. (*visit*)
3. A lot of furniture in my house _____ from Jepara. (*be*)
4. Alvina is a vegetarian. She only _____ rice and vegetable everyday.
(*eat*)
5. The children _____ in the school yard. (*play*)
6. Tooth _____ an important part of our mouth. (*be*)
7. Zoo _____ the place to keep any kinds of animals. (*be*)
8. Andrew and Barry's brother _____ in a goverment bank in London.
(*work*)
9. A child usually _____ watching cartoon film. (*like*)
10. The most popular sports in Indonesia _____ badminton and football. (*be*)
11. The teeth in our mouth _____ us cutting and chewing food. (*help*)
12. Bank _____ the place where we can save or borrow some money. (*be*)
13. One of my classmates _____ from Canada. (*be*)
14. The Olympic Games _____ every four years. (*take place*)
15. The mice _____ some furniture in my house. (*break*)
16. Women in central java _____ Kebaya in traditional ceremony. (*wear*)
17. A mouse _____ all fish on the table. (*eat*)
18. Playing football _____ Edwin's everyday activity right now. (*be*)
19. Rafflesia Arnoldi _____ one of rare plants in Indonesia. (*be*)
20. A man _____ an important role in a family. (*play*)
21. Here _____ some water from Salak Mountain. (*be*)
22. There _____ a letter on your desk. (*be*)
23. Some of the book _____ still in a good condition. (*be*)

24. The news about tourism _____ very interesting. (*be*)
25. Growing plants _____ my father's job. (*be*)
26. Half of his money _____ in a bank. (*be*)
27. There _____ some students reading books at the library. (*be*)
28. Each of students in my school _____ to wear a hat on Monday. (*have*)
29. Somebody _____ my room and takes my money. (*enter*)
30. Catching the rubbers _____ not only a police's duty. (*be*)
31. Here _____ some pens and notebooks of mine. (*be*)
32. Every one of my friends _____ basketball. (*like*)
33. Some of tigers in that zoo _____ still wild. (*be*)
34. A lot of people _____ a raincoat in rainy season. (*wear*)
35. Water _____ at 100°C. (*boil*)
36. Everybody _____ his or her own lifestyle. (*have*)
37. Half of tourists in Kuta beach _____ international tourist. (*be*)
38. None of my family _____ in Australia. (*live*)
39. Everyone usually _____ to be rich instantly. (*want*)
40. Jaipong and Reog dance _____ original dance of Indonesia. (*be*)
41. Flying an aeroplane _____ my dream in the future. (*be*)
42. Neither Andy nor Rodman _____ not like going to the movie. (*do*)
43. The earth _____ around the sun in approximately 365 days. (*travel*)
44. My father is a dilligent gardener. He _____ one of rare plants named Rafflesia Arnoldi. (*grow*)
45. I have two brothers in my family. One of them is twenty years old. Another one _____ seventeen years old. (*be*)
46. Either the president in a government or the director of a company _____ to make a good decision. (*have*)
47. Students at SMP N 4 Cepiring come from many countries. Some students are from Australia. Others _____ from China. (*be*)
48. One of important parts of tree is root. It _____ mineral and water from the ground. (*absorb*)

49. Eight hours of sleeping everynight _____ very good for our health. (*be*)
50. He usually _____ soccer program every night. (*watch*)



Answer Key of Try-out Test:

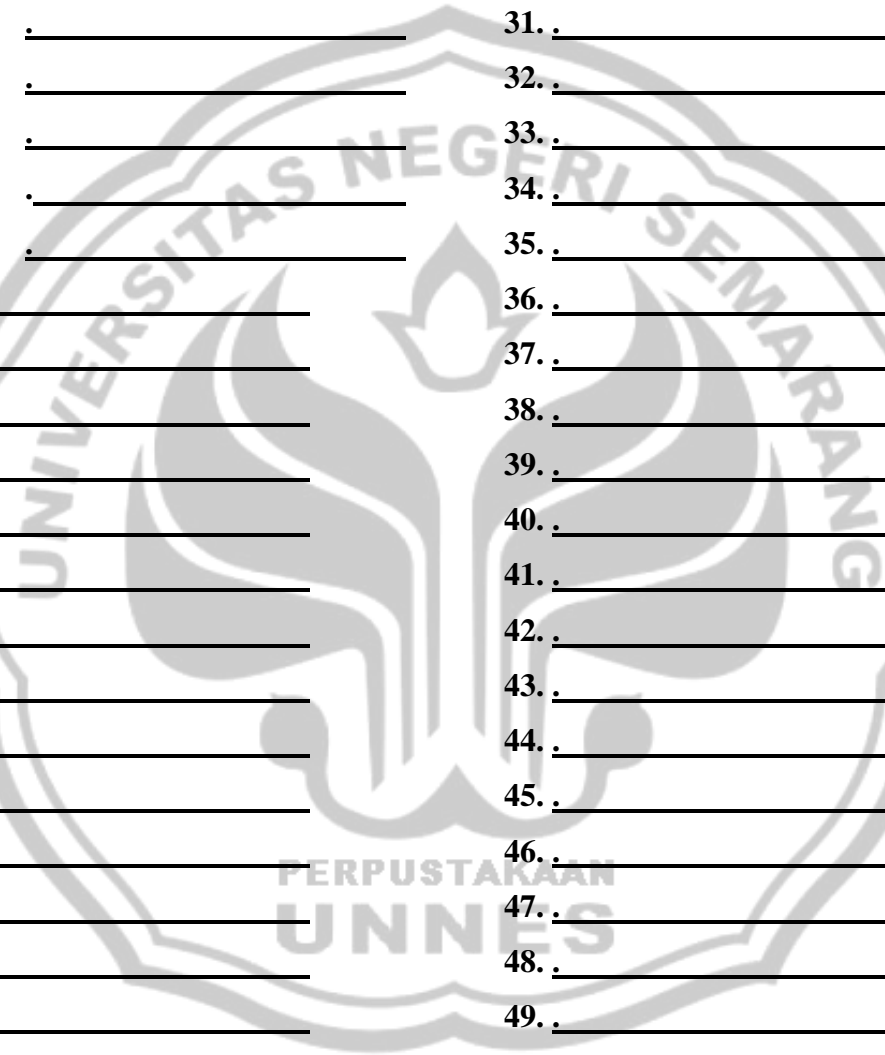
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|-----------------|-------------|
| 1. goes | 28. has |
| 2. visit | 29. enters |
| 3. is | 30. is |
| 4. eats | 31. are |
| 5. play | 32. likes |
| 6. is | 33. are |
| 7. is | 34. wear |
| 8. work | 35. boils |
| 9. likes | 36. has |
| 10. are | 37. are |
| 11. help | 38. lives |
| 12. is | 39. wants |
| 13. is | 40. are |
| 14. takes place | 41. is |
| 15. break | 42. does |
| 16. wear | 43. travels |
| 17. eats | 44. grows |
| 18. is | 45. is |
| 19. is | 46. is |
| 20. plays | 47. are |
| 21. is | 48. absorbs |
| 22. is | 49. is |
| 23. is | 50. watches |
| 24. is | |
| 25. is | |
| 26. is | |
| 27. are | |

Student Code (number) : _____
Class : _____

ANSWER SHEET



1. _____
2. _____
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41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____



Subject-Verb Agreement Test
The Eight Grade of SMP N 4 Cepiring
(40 Minutes)

Complete the sentences with the correct form of words in the bracket!

1. Rina _____ to Bogor Botanical Garden every holiday. (*go*)
2. Mr. and Mrs. Smith _____ Borobudur temple twice a year. (*visit*)
3. A lot of furniture in my house _____ from Jepara. (*be*)
4. Alvina is a vegetarian. She only _____ rice and vegetable everyday.
(*eat*)
5. The children _____ in the school yard. (*play*)
6. Tooth _____ an important part of our mouth. (*be*)
7. Andrew and Barry's brother _____ in a goverment bank in London.
(*work*)
8. A child usually _____ watching cartoon film. (*like*)
9. The teeth in our mouth _____ us cutting and chewing food. (*help*)
10. Bank _____ the place where we can save or borrow some money. (*be*)
11. One of my classmates _____ from Canada. (*be*)
12. The mice _____ some furniture in my house. (*break*)
13. Women in central java _____ Kebaya in traditional ceremony. (*wear*)
14. A mouse _____ all fish on the table. (*eat*)
15. Playing football _____ Edwin's everyday activity right now. (*be*)
16. Rafflesia Arnoldi _____ one of rare plants in Indonesia. (*be*)
17. Here _____ some water from Salak Mountain. (*be*)
18. There _____ a letter on your desk. (*be*)
19. Some of the book _____ still in a good condition. (*be*)
20. Growing plants _____ my father's job. (*be*)
21. Half of his money _____ in a bank. (*be*)
22. There _____ some students reading books at the library. (*be*)

23. Each of students in my school _____ to wear a hat on Monday. (*have*)
)
24. Somebody _____ my room and takes my money. (*enter*)
25. Catching the rubbers _____ not only a police's duty. (*be*)
26. Here _____ some pens and notebooks of mine. (*be*)
27. Some of tigers in that zoo _____ still wild. (*be*)
28. A lot of people _____ a raincoat in rainy season. (*wear*)
29. Water _____ at 100°C. (*boil*)
30. Everybody _____ his or her own lifestyle. (*have*)
31. Half of tourists in Kuta beach _____ international tourist. (*be*)
32. Everyone usually _____ to be rich instantly. (*want*)
33. Jaipong and Reog dance _____ original dance of Indonesia. (*be*)
34. Flying an aeroplane _____ my dream in the future. (*be*)
35. The earth _____ around the sun in approximately 365 days.
(*travel*)
36. My father is a dilligent gardener. He _____ one of rare plants named
Rafflesia Arnoldi. (*grow*)
37. I have two brothers in my family. One of them is twenty years old. Another
one _____ seventeen years old. (*be*)
38. Students at SMP N 4 Cepiring come from many countries. Some students are
from Australia. Others _____ from China. (*be*)
39. One of important parts of tree is root. It _____ mineral and water from the
ground. (*absorb*)
40. He usually _____ soccer program every night. (*watch*)

Answer Key of The Test:

- | | | | |
|----|-------|-----|---------|
| a. | goes | u. | is |
| b. | visit | v. | are |
| c. | is | w. | has |
| d. | eats | x. | enters |
| e. | play | y. | is |
| f. | is | z. | are |
| g. | work | aa. | are |
| h. | likes | bb. | wear |
| i. | help | cc. | boils |
| j. | is | dd. | has |
| k. | is | ee. | are |
| l. | break | ff. | wants |
| m. | wear | gg. | are |
| n. | eats | hh. | is |
| o. | is | ii. | travels |
| p. | is | jj. | grows |
| q. | is | kk. | is |
| r. | is | ll. | are |
| s. | is | mm. | absorbs |
| t. | is | nn. | watches |

Student Code (number) : _____

Class : _____

ANSWER SHEET

51. _____ 71. _____
52. _____ 72. _____
53. _____ 73. _____
54. _____ 74. _____
55. _____ 75. _____
56. _____ 76. _____
57. _____ 77. _____
58. _____ 78. _____
59. _____ 79. _____
60. _____ 80. _____
61. _____ 81. _____
62. _____ 82. _____
63. _____ 83. _____
64. _____ 84. _____
65. _____ 85. _____
66. _____ 86. _____
67. _____ 87. _____
68. _____ 88. _____
69. _____ 89. _____
70. _____ 90. _____
- 