

## $\bigcirc$ AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT ON ~ **o STUDENTS' DESCRIPTIVE PARAGRAPH WRITING AT** Ipta **BABUSSALAM JUNIOR HIGH SCHOOL** milik **PEKANBARU** UIN S





BY ABDUL RAHMAN FIRDAUS SIN. 11414103062 UNSUSKA RIAU

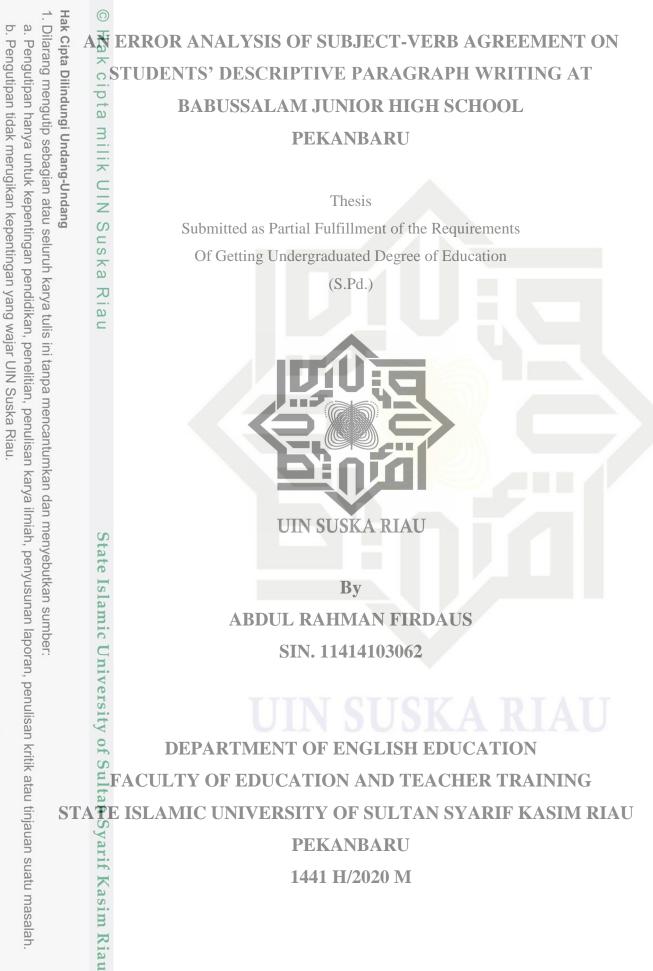
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## Rahman Firdaus, (2020): An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph Writing at Babussalam

Junior High School Pekanbaru.

ABSTRACT

milik One of problem arises in English learning is on grammar. Subject-verb agreement is one of basic rules in English, and the students still producing errors in producing it, especially in writing paragraph. The aim of this research was to analyze errors of subject-verb agreement on students' descriptive paragraph writing at Babussalam Junior High School Pekanbaru. The specific objective of this research was to know types of errors and the most frequent type of errors on subject-verb agreement in descriptive paragraph writing made by the students. This research was a descriptive qualitative research. The population of this research was the eighth grade students which consisted of 5 classes. The total population of this research was 130 students. The researcher used purposive sampling technique to take the sample. Thus, the researcher took 27 students as the sample of this research. In collecting the data, the researcher used writing testt to measure students' error of subject-verb agreement in descriptive paragraph writing. The researcher analyzed the data by classifying the errors into the types of the errors based on Surface Strategy Taxonomy by Dulay, Burt and Krashen and making percentage for each type of errors. Based on the results, it was found that the errors of omission was 85 or 31.3%, the errors of addition was 31 or 11.4%, the errors of misformation was 154 or 56.6%, and the error of misordering was 2 or 0.7%. Based on the research findings, it can be concluded that misformation is the most frequent type errors on subject-verb agreement in descriptive paragraph writing made by the eight grade students at Babussalam Junior High School Pekanbaru.

Keywords: Error Analysis, Subject-Verb Agreement, Descriptive Paragraph



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## ABSTRAK

Abdul Rahman Firdaus, (2020):

Analisa Kesalahan Kesesuaian Subjek-Kata Kerja dalam Penulisan Paragraf Deskriptif Siswa di Sekolah Menengah Pertama Babussalam Pekanbaru.

z Salah satu masalah yang muncul dalam belajar bahasa Inggris adalah tata bahasa. Kesesuaian subjek-kata kerja adalah salah satu aturan dasar dalam bahasa Inggris, dan siswa masih membuat kesalahan dalam membuatnya, khususnya datam menulis paragraf. Tujuan penelitian ini adalah untuk menganalisa kesalahan kesesuaian subjek-kata kerja dalam penulisan paragraf deskriptif di SMP Babussalam Pekanbaru. Tujuan khusus dari pelitian ini adalah untuk menemukan tipe kesalahan dan tipe kesalahan kesesuaian subjek-kata kerja dalam penulisan paragraf deskriptif yang paling sering dibuat oleh siswa. Penelitian ini adalah penelitian deskriptif kualitatif. Populasi penelitian ini adalah siswa kelas delapan yang terdiri dari 5 kelas. Total populasinya adalah 130 siswa. Peneliti menggunakan teknik purposive sampling untuk mengambil sampel. Jadi, peneliti mengambil 27 siswa sebagai sampel dari penelitian ini. Dalam pengumpulan data, peneliti menggunakan tes menulis untuk menilai kesalahan kesesuaian subjek-kata kerja dalam penulisan paragraf deskriptif siswa. Peneliti menganalisa data dengan mengklasifikasikan kesalahan kedalam beberapa tipe kesalahan berdasarkan Surface Stratefy Taxonomy oleh Dulay, Burt dan Krashen dan membuat persentase untuk setiap tipe kesalahan. Berdasarkan hasil penelitian, ditemukan bahwa kesalahan omission adalah 85 atau 31.3%, kesalahan addition adalah 31 atan 11.4%, kesalahan misformation adalah 154 atau 56.6%, dan kesalahan misordering adalah 2 atau 0.7%. Berdasarkan penemuan penelitian, dapat disimpulkan bahwa misformation adalah kesalahan paling banyak ditemukan pada kesesuaian subjek-kata kerja dalam penulisan paragraf deskriptif yang dibuat oleh siswa kelas delapan di Sekolah Menengah Pertama Babussalam Pekanbaru.

Kata Kunci: Analisa Kesalahan, Kesesuaian Subjek-Kata Kerja, Paragraf niversity of Sultan Syarif Kasim Riau **Deskriptif** 



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الكلمات الأساسية: تحليل أخطاء، ملاءمة الموضوع-الفعل، الفقرات

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## ACKNOWLEDGEMENT والتذار <u>ت</u>یمی ا يتفتح المص

ta In the name of Allah S.W.T. The Most Beneficent and The Most Merciful. AH praises are to Allah S.W.T. for all the blesses so that the researcher can accomplish this thesis. In addition, may Peace and Shalawat salam be given to the prophet Muhammad who has taken all human being from the darkness to the lightness. The researcher is truly grateful also for the never-ending supports, love and care of beloved parents, the heroes of life, Mr. Muhammad Kholid (Alm) and Mrs. Syamsiah. They are the reasons why I still keep walking and spirit in my education to reach my bright future. There is no word which can represent how I am proud for having them.

This thesis is written and intended to submit in partial of the requirements for the Undergraduate degree in the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau.

In this occasion the researcher would like to express her genuine gratitudes to:

1. Prof. Dr. H. Akhmad Mujahidin, M.Ag., the Rector of State Islamic tate University of Sultan Syarif Kasim Riau, Dr. Drs. H. Suryan A. Jarmah, MA., as Vice Rector I, Dr. H. Kusnadi, M.Pd., as Vice Rector II, Drs. H. Promadi, lamic U MA., Ph.D., as Vice Rector III and all staff. Thank you for kindness and encouragement.

2.2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Faculty of ers Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. Alimuddin, M.Ag., as Vice Dean I, Dr. Dra. Rohani, ty of S M.Pd., as Vice Dean II, Dr. Drs. Nursalim, M.Pd., as Vice Dean III and all staff. Thank you for kindness and encouragement.

3. Drs. Samsi, M.H.Sc., the Chairperson of English Education Department and Syai Cut Raudhatul Miski, M.Pd., the secretary of English Education Department urif of State Islamic University of Sultan Syarif Kasim Riau.

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4. Yusrida, M.Pd., as my beloved academic advisors who has given me suggestion, support, and advice during the courses. 0

57 Robi Kurniawan, MA., as my beloved and very kind supervisors who has 0 given me correction, suggestion, support, advice and guidance in finishing В this thesis.

6, Rizki Amelia, M.Pd., and Dodi Setiawan, M.Pd., as my rater who have  $\geq$  helped me to check students' writing test in this thesis.

7<sup>60</sup> Cut Raudhatul Miski, M.Pd., and Dedi Wahyudi, M.Pd., who have given me correction, suggestion, support, advice and guidance in finishing this thesis.

- 8. All lecturers of English Education Department who have taught me and transferred their knowledge during the courses, given suggestions and motivations.
- 9. Drs. H. Ali Munar, the headmaster of Babussalam Junior High School Pekanbaru who has given the researcher permission to conduct a research at this school and also Mam Afrini, S. Pd., the English teacher who has guides the reseacher in conducting this research.
- 10. My beloved brothers and sisters: Abdul Rauf and Fitriyani, Ropiah and Fauzi, Khuzaimah and Febri Lubis, Syamrah and Wan Rasyid, Muhammad Amin on and Erniwati, and also Said Arif Badrusyah, who have given me support to accomplish this thesis. You are my best siblings ever.
- 1 2. My beloved wife: Devi Erfiana, S.Pd., thank you for always supporting me to B complete this thesis. You are my one and only.
- 12. My best friends ever: Saidia Syahdat, and all of my best friends, I cannot mention one by one. You are always in my days.
- 13. My beloved classmates EED B in academic year 2014.
- 14. All of my KKN 2017 team in Desa Palas, Pelalawan. Thanks for your support to complete this thesis. S
- 15. All of my PPL team at SMP Babussalam Pekanbaru.

And all of the people who cannot the researcher mentions one by one who 16. yarif Kasim Riau have the role in finishing this thesis.

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 $\bigcirc$ На Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive comments, critiques and suggestion are appreciated very much. Q milik UIN Suska "May Allah Almighty bless you, bless me, and bless us" امين يا ربّ العالمين Ria 

> Abdul Rahman Firdaus SIN.11414103062

The Researcher,

Pekanbaru, April 17<sup>th</sup>, 2020

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The Background of the Research

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information by reading, observing, talking with others, synthesizing and testing data (Gould, 1943, p.6). State As an essential skill, writing should be taught intensively at school. Is Learning to write has widely spread from the junior level of education lamic University through university levels. Especially in Junior High School, writing has been a compulsory subject and part of the overall evaluation of English learning. Writing skills help the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered these skills, they will write ot Sultan so that not only they can read what they have written, but other speakers of that language can read and understand it. Syarif Kasim Riau

**CHAPTER I** 

**INTRODUCTION** 

Writing is one of the essential English productive skills students

should master at that. It plays an important role in English as a Second

Language (ESL) or English as a Foreign Language (EFL) learning. Hughey

(1983, p.50) stated that writing should be taught deeply and creatively

understanding. It is an ability to combine words and thoughts through the

written form. Many people can express their idea, opinion with writing. But it

sometimes neglects writing for students; besides the students confuse to utter

the meaning of the short functional text and types of texts, students gather

 $\pi$  because writing is a medium to express feelings, information, and

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• Descriptive paragraph is one of the various composition. The word descriptive is the word that can create pictures and impression that appeal not only to the mind but also to the five senses: sight, sound and smell, taste, and c touch (Simon and Schuster, 2003, p.122). It means that descriptive paragraph is to describe or imagine things on many sides whether its sense or form of things.

There are many kinds of paragraphs in the composition of language.

R Writing a descriptive paragraph is not a simple job. In writing a descriptive paragraph, the students have to arrange the sentence and details according to where the objects being described are located (Syafi'i, 2016, p.19). The students should follow the generic structure by describing things. Then, descriptive paragraphs should clear, detailed, and render the represented reality chronologically rather than advising. It also focuses on essential information that presented in a step-by-step manner.

Babussalam Junior High School is one of junior high schools in Islamic Pekanbaru. It serves English as a compulsory subject in this school. The time allocation of English subject is two times a week (80 minutes). It is referring Univers to the competence-based in 2013 curriculum, "it demands the students to comprehend the purpose, structure, and literature element of descriptive text ity in the form of spoken or written about person, animals, and inanimate object ot shortly and simply". (Kemendikbud, 2013). Regarding the quotation above, students should be able to write a descriptive paragraph.



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Т In descriptive paragraph writing, it teaches students to write the ۵ X • correct sentences based on the grammar. Subject-verb agreement is the study 0 is related to grammar. According to Arlove (2004, p.271), subject-verb milik agreement is a singular subject requiring a singular verb and a plural subject requiring a plural verb. Langan and Winstanley (1996, p. 341) pointed out Z o that a verb must agree with its subject, a singular subject or one person or ISKa thing takes a singular verb, a plural subject or over one person or things takes R a plural verb. They relate it to tenses. The students should master that. So, Q they expect the students at Babussalam Junior High School to actualize their knowledge about tenses in writing based on the grammar rules in English, especially on subject-verb agreement materials.

Lane and Lange (1993, p. 170), stated that subject-verb agreement error is an error in which the form of a verb does not fit grammatically with the subject. Based on the researcher's preliminary study on January 10<sup>th</sup>, 2019 5 tate at Babussalam Junior High School Pekanbaru, by doing an interview with the Islamic English teacher and giving a writing test to the students, the researcher found some phenomena dealing with students' grammar in writing a descriptive University of Sultan Syarif Kasim Riau paragraph far from the expectation that is stated in 2013 curriculum. The phenomena that were found by the researcher:

- 1. Some students do not understand the use of grammar in writing a descriptive paragraph.
- 2. Some students have difficulties understanding the rules on grammar while writing a descriptive paragraph.



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3. Some students cannot identify the singular and plural verb while writing a descriptive paragraph.

Z From the phenomena above, the example error that is made by the S SD students on subject-verb agreement is the irregular plural noun which has no  $\frac{1}{2}$  "s" ending may confuse the students so they choose a wrong form of the verb, J <sup>10</sup> such as mouse (singular)-mice (plural). The students might write an incorrect sentence: "The mice is big," instead of "The mice are big." Another example is the uncountable such as homework (uncountable noun). The students might write an incorrect sentence:" Their homeworks are difficult," instead of "Their homework is difficult." That is why the researcher is interested in investigating the problems into a research project entitled "An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph 👼 Writing at Babussalam Junior High School Pekanbaru."

**B**<sup>2</sup> The Problem of the Research

## ic University **1. The Identification of the Problem**

Based on the background of the problem, it is very clear that most of the students at Babussalam Junior High School Pekanbaru still get some problems in their grammar, especially in their subject-verb agreement on writing descriptive paragraphs. To make it clearer, it will identify the problems:

<sup>4.</sup> Some students made errors on subject-verb agreement on writing a descriptive paragraph.



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descriptive paragraph? b. What factors caused some students to have difficulties understanding the rules on grammar while writing a descriptive paragraph? c. Why are some students not able to identify the singular and plural verb

while writing a descriptive paragraph?

d. What kinds of subject-verb agreement errors made by students in writing a descriptive paragraph?

a. Why do some students not understand the use of grammar in writing a

2. The Limitation of the Problems

> After identifying the problems stated above, thus, the researcher is necessary to limit and focus the problems on an error analysis of subjectverb agreement on students' descriptive paragraph writing.

## 3. The Formulation of the Problems

Based on the limitation of the problems above, the research questions are formulated in the following questions:

a. What are the types of errors on subject-verb agreement in descriptive paragraph writing made by the students at Babussalam Junior High School Pekanbaru?

b. Which are the most frequent type of errors on subject-verb agreement in descriptive paragraph writing made by the students at Babussalam Junior High School Pekanbaru?

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## $C_{\Delta}^{\mathbf{T}}$ The Objective and Significance of the Research

## × o 1. The Objective of the Research 0

a. To know types of errors on subject-verb agreement in descriptive paragraph writing made by the students at Babussalam Junior High School Pekanbaru.

b. To know the most frequent type of errors on subject-verb agreement in descriptive paragraph writing made by the students at Babussalam Junior High School Pekanbaru.

## 2. The Significance of the Research

- a. Hopefully, this research can give benefit to the researcher as a novice researcher, especially in learning how to conduct research.
- b. These research findings are also hoped to be useful and valuable, especially for students and teachers of English at Babussalam Junior High School Pekanbaru, and it becomes a consideration for their future English learning process.
- c. Besides, it also expects these research findings to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign and second language.
- d. The implication of the research is hopeful can be a way to eliminate the problems of subject-verb agreement.

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## $D_{\Delta}^{\perp}$ The Reasons for Choosing the Title

There are some reasons the researcher was interested in carrying out this research:

The title of this research applies to the researcher's status as a student of English Education.

The problems of this research have not yet investigated by other previous w<sup>2</sup>. SD researchers. ka

₽3. The location of the research facilitates the researcher to conduct the Q research.

## The Definition of Key Terms E.

There are so many terms involved in this research. Thus, to avoid misunderstanding on the terms used, it defines the following terms:

1. Error

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Brown (2000, p.217) defined error as a noticeable deviation from the adult grammar of native speakers, reflecting the competence of the learners. The competence of error is where the students do not recognize their errors and cannot be self-corrected. It means that error in this research refers to errors that occur because the students at Babussalam Junior High School Pekanbaru do not know which one is the correct one. 2. Analysis

An analysis is an examination of something together with thought and judgment about it (Richard, 2003, p.323). In this research, the analysis refers to the examination of the students' errors of subject-verb agreement



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on descriptive paragraph writing at Babussalam Junior High School Pekanbaru.

3. Subject-verb Agreement

According to Arlove (2004), subject-verb agreement is a singular subject requires a singular verb, and a plural subject requires a plural verb. Thus, the writer gets the point that subject-verb agreement is one part of grammar, the collocation between subject and verb. When a subject is singular, its verb should take a singular form. 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. So in this research, the subject-verb agreement refers to the errors that are made by students at Babussalam Junior High School Pekanbaru.

4. Writing

Oshima and Ann Hogue (2007, p.15) pointed out that writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. In this research, writing refers to an activity students at Babussalam Junior High School Pekanbaru will do that.

5. Descriptive Paragraph

Hogue (1996, p.70) said that descriptive paragraph is a paragraph that tells readers "how something looks, smells, tastes, and sounds." When



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Hak cipta milik UIN Suska we describe something or someone, we give our readers a picture in words. In this research, the descriptive paragraph refers to the paragraph students

wrote that at Babussalam Junior High School Pekanbaru.



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## **CHAPTER II**

## **REVIEW OF RELATED LITERATURE**

## A The Theoretical Framework

milik It bases the theoretical framework of this research on the concepts, C theories and previous research about subject-verb agreement on students' Z o writing descriptive paragraph discussed below. SD

## ∑ 1. Sources of Error

Brown (2000, p.223) classified the sources of error into four sources, those are interlingual, intralingual, the context of learning and communication strategies. The four sources of error will be discussed briefly below.

a. The first source of error is interlingual transfer. It is the beginning stage of learning the second language. It is the negative influence of the mother tongue of learners. In this stage, students are not familiar yet with the use of the target language, so they use a previous experience when they learn it. For example: She beautiful (the students omit the auxiliary verb because, in students' mother tongue, the sentence dia cantik do not need an auxiliary verb).

b. The second source of error is intralingual transfer. It is the negative transfer of items within the target language. In this stage, students just learn some target language, so students apply the structure into an alternative form and develop it that does not correspond to target



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languages or mother language. For example: I goed to market (the

c. The third source of error is the context of learning. It overlaps both

types of transfer. In this stage, context refers to the teacher or the

textbook. In the classroom, the teacher or the textbook can lead the

students to make errors. It can be called a false concept. For example:

the error occurs because of faulty presentation of a structure or a word

d. The last source of error is communication strategies. It relates to

learning style. In this stage, students have to use their production

strategies for getting the message. But sometimes, it can be sources of

error. For example: *He do not rich enough* (the students cannot interpret

the structure well; the students did not understand that auxiliary verb

"do" is used to the sentence uses verb, not the sentence uses adjective

be considered by the student. From the source of error above, in fact

writing is more difficult, because it is not only vocabulary and

grammatical patterns but also the capability to express the students' desire

on the paper and able to use their own language. In addition, the students

should do more practices and needs to read a lot of books using English

It can be concluded that there are a four sources of errors that must

students generalized all verbs in regular verb).

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## 2. The Differences between Mistakes and Errors

In learning the foreign language, not only the students make an error but also a mistake. Most people misunderstanding about errors and mistakes, they think errors and mistakes are the same meaning. In this research, the researcher explained the differences between error and mistake. According to Susan and Larry (2008), it described mistakes as a slip of tongue and not systematic, while an error shows systematic and rule based grammar.

Based on the statement above, we can conclude that mistakes are one time only events. The people or student who made a mistake can recognize it as a mistake and correct it, and they would realize what the right answer is. An error, on the other hand, is systematic. Error is the wrong response because the students do not have knowledge about what the right answer is.

## State 3. Surface Strategy Taxonomy

According to Dulay, Burt, and Krashen (1982, p.150), the classification of errors is called surface strategy taxonomy; the taxonomy that classified the errors based on how the structure of language changes that lead to the error. It elaborates the classification of error:

a. Omission, this error is where some elements are omitted which should be present. For example: My mother beautiful (it omits the verb in this sentence, linking verb (is) is needed to make the correct sentence, as it should be: *My mother is beautiful*).



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b. Addition, this error is where some element is present which should not be there. For example: My cat is has black eyes (the auxiliary (is) is added even though the verb had been applied, it should be: My cat has black eyes).

According to Dulay, Burt, and Krashen, errors, in addition, were divided into:

- 1) Double markings: where two items are used as the marker in the same feature (example: tense). For example: My little brother is goes to mosque, the auxiliary (was) is added as the marker that the sentence is in past tense even though the verb has been applied, it should be "My little brother goes to mosque".
- 2) Regularization: where there is an addition of the suffix -ed for an irregular verb.
- 3) Simple addition: an addition error is not double markings nor regularization.
- c. Misformation, it is the use of the wrong form of a structure. For example: My sister does not a doctor (does not is grammatically incorrect, linking verb is not is needed to make a correct sentence, it should be: My sister is not a doctor).

According to Dulay, Burt, and Krashen, there were three kinds of errors in misformation:

1) Regularization error: using a marker of regular verb (suffix –ed) even it is an irregular verb where there is a significant change



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from present to past verb. For example: "The boy eated the food" instead "The boy ate the food."

- 2) Archi-forms: selecting one item to represent others; using the item for all the sentences. For example: "He \*is not know that Mr.Andi is my father" instead of "He do not know that Mr.Andi is my father." Using auxiliary (is) to represent all sentences in the past form. In fact, the sentence which uses verb needs auxiliary "do" not "is".
- 3) Alternating form: an error where the used form is not alternated truly into the form of the target language. For example: "I \*go to market yesterday" instead of "I went to market yesterday."
- d. Misordering, this error is where some elements presented are correct but wrongly sequenced. For example: She every month gives me a thousand dollars, ("every month" is not in exact position. The position should be in the last as an adverb of time, and it should be she gives me a thousand dollars every month).

So, in this research, the researcher analyzed the error of subjectverb agreement on students' descriptive paragraph writing based on this surface strategy taxonomy. It classified the errors into omission, addition, misformation and mis-ordering. And the researcher used two ratters to check the students' error in this research. The first ratter was Mrs. Rizki Amelia, M. Pd., and the second ratter was Mr. Dodi Settiawan, M. Pd.



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## **4.** Concept of Error Analysis

Richard in Emmaryana (2010, p.5) stated that error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) get information on common difficulties in language learning, as an aid in teaching or preparing teaching materials. Those who assert the functions of error analysis. James (1998, p.1) pointed out that error analysis is determining the incidence, nature, causes, and consequences of unsuccessful language. According to Crystal in Hasyim (2002, p.43), error analysis is a technique identifying, classifying and systematically for interpreting the unacceptable forms produced by someone learns a foreign language, using any of the principles and procedures provided by linguistics.

Based on the statement above, the researcher concluded that error analysis is a technique that is used by someone to identify and find out the common errors of someone who is learning a language produced that. In this research, the researcher used this technique to find out the errors the students makes that in writing a descriptive paragraph.

## Islamic University of Sultan Syarif Kasim Riau **5. Procedure of Error Analysis**

In analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their books. One of them is Ellis (1997, p.15), he suggested four steps in analyzing students' errors, those are: identifying errors, describing errors, explaining errors and testing errors.



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## 1) Identifying errors

In this step, the researcher must identify errors from data collection. For identifying error, the researcher must compare the sentence produced by students to the correct sentence in the target language.

For example: Anita and Della is Maya's step sisters.

The correct form in the target language is: Anita and Della are Maya's step sister.

By comparing two sentences it can be seen that the student produces subject-verb agreement error where the student uses a singular verb is for plural subject (Anita and Della) instead of a plural verb *are*.

2) Describing errors

After identifying errors, the next step is the description of errors. In this step, all errors that have been identified, then they will be classified into the types of errors which consist of omission, addition, misformation and misordering.

3) Explaining errors

This step will explain why errors occur. This explanation concerns the sources of errors. From the example above, the researcher may consider that the student makes subject-verb agreement error by using singular verb is for the plural subject (Anita and Della) instead of a plural verb are whether because of interlingual, intralingual, context of learning or communication strategies.

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## 4) Evaluating errors

In this step, the researcher must decide the criteria of errors which will be corrected because we can consider some errors more serious than others. The aim of evaluating errors is to distinguish it will correct which errors.

So, the researcher followed the procedures of error analysis based on the explanation above. It bases these procedures on Ellis suggestion that suggested about four steps to analyze the errors. As the first step, the researcher identified the errors from the data collection, then the researcher described or classified the errors into some types of errors. The third step, the researcher explained the errors and the last; the researcher tested the errors.

## 6. Subject-Verb Agreement

## a. Definition of Subject-Verb Agreement

According to Arlove, subject-verb agreement is a singular subject requires a singular verb, and a plural subject requires a plural verb. Langan and Winstanley point out that a verb must agree with its subject, a singular object or one person or thing takes a plural verb. Based on the theories, the researcher concluded that it will agree when a singular subject of a sentence is followed by a singular verb. When the subject is plural, the plural verb must follow it either in present tenses or past tenses.



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## **b.** Basic Rules of Subject-Verb Agreement

## 1) The rules of subject-verb agreement with the third-person singular and plural subject

Every clause and sentence in English has a subject and a verb, and these must agree in person and number when the verb is be or is in the simple present tense. Thus, if a subject is singular, its verb must also plural. According to Lane and Lange (1993, p.172) in the book entitling "Writing Clearly and Editing Guide", when the subject is the third-person singular (one-person or thing, except 'you' and 'I'), the verb must end with -s or -es.

## **Example:**

a) My friend lives in Jakarta.

b) The sun rises from the east.

c) The dress looks brand new.

The rules above also occur to the third-person singular include the pronoun, he, she, and it, and all other singular subjects, such as *the doctor, the dog,* and *the police*.

## **Example:**

a) She works as a secretary at the big company.

b) The police stops in the car in the road.

While for all pronouns (I, you, they, we) and plural subjects, such as *books* or *classes*, we do not take a verb ending –s.

**Incorrect** : Many students chooses playing football.



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**Correct** : Many students choose playing football.

## 2) The rules of subject-verb agreement with the collective nouns as subject

Collective nouns are a singular word that refers to a group as a whole. When collective nouns are used in the plural, they refer to several groups, as in families and teams. The examples of collective nouns are: Organization, congress, government, family, team, group, club, class, crowd, and others.

## **Example:**

a) The committee has met, and it has rejected the proposal.

b) The family was elated by the news.

c) The crowd was wild excitement.

d) <u>Congress has initiated</u> a new plan to combat inflation.

The following nouns are used to show groups of certain animals. It is unnecessary to learn the nouns, however; they mean the same as a *group* and thus are considered singular.

Flock of bird Herd of cattle School of fish Pride of lion

The flock of birds is circling overhead.

The herd of cattle is breaking away.

<u>A school of fish is being attacked</u> by sharks.

3) The rules of subject-verb agreement when the clause/sentence begins with *There is / There are* 

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Using introductory *there* is in sentences, which have function to fill the subject position. The verb should agree with the noun that follows. It is used in sentences to say something exists or happens.

## **Example:**

a) There is a new book on the table.

b) There are new books on the table.

When the sentence of clause begins with there, the verb agrees with the true subject, which follows the verb.

a) There is is used before a singular or uncountable subject.

Example: There is enough air in my tires.

b) There are is used before a plural subject.

**Example:** There are two new books on the bestseller list.

c) When there is followed by a compound subject (two noun phrases joined by and), the verb agrees with the noun immediately following it.

**Example:** 

There is a new stereo and a new tape deck in her room.

There are new twin beds and a CD player in her room.

4) The rules of subject-verb agreement when the clause/ sentence begins with the word 'one of the'

'One of the' is the example of phrase of quantity, when the quantity is singular such as 'one of the', the verb is singular but the noun of that phrase must be plural. You should keep in mind that



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even though they are a group of words, one of the is always followed by a plural noun, the verb must agree with one, which is the true subject of the sentence.

## **Example:**

a) <u>One</u> of the boxes is open.

b) One of the students is sick.

c) <u>One of the rooms is very messy</u>.

From the points above, subject-verb agreement has 4 basic rules students should consider that when they want to write and speak English grammatically.

## c. 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 (http//www.wikipedia.org/wiki/error). 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.



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- 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.

## 7. Descriptive Paragraph Writing

There are many ways to improve writing, one of them is learning about paragraph, especially descriptive paragraphs. A descriptive paragraph is one kind of writing. Syafi'i (2016, p.18) stated there are several ways of developing a paragraph: by narration, by description and by exposition, by comparison, and contrast, and by cause and effect. One way to develop a paragraph is by description. Syafi'i said that descriptive paragraph is the paragraph containing the descriptions of place, thing, or a person, and time order that would not be logical. It means that in producing a descriptive paragraph, one should build sentences where the objects being described are located.

The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt and heard. Whether the students want to



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describe a person, a place or a thing, we aim to reveal a subject through vivid and carefully selected details. According to Means and Lindner (1998, p.139) showed that writing an excellent description is using details. You need not describe everything, however; just use a few telling details that give the reader the idea.

A descriptive paragraph serves a comprehensive background to any essential element of one's subject of writing. It helps to define, exemplify, and situate thoughts, objects, or ideas in proper contexts and, even more importantly, attribute their crucial functions to the context in which they appear. It should detail the descriptive paragraph, clear, and render the represented reality chronologically, then it should focus on the essential information that is presented in a step-by-step manner.

The elements of a descriptive paragraph are:

- a. Information descriptive paragraphs describe ideas and things and informing about their functions.
- b. Context in a descriptive paragraph, information is always contextualized. The context given piece of information is presented, also subject to description and evaluation.
- c. Descriptive language descriptive paragraph uses considerable amounts of vocabulary that describes an action (verbs).

Example of a descriptive paragraph:

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is in central Java. Borobudur temple is one of the Seven



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Wonders of the World which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest artworks that ever known since a long time ago. Syailendra Dynasty built Borobudur temple during the eighth century. It needed over two millions of river stones. After going to some restorations, Borobudur is visited by domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance, and the story of the relief on its wall.

## $\mathbf{B}^{\mathbf{Z}}_{\mathbf{Z}}$ The Relevant Research Q

There were some researches relevant to this research. To prove the purity of this study, it was very important for the researcher to show some reviews of previous studies. One of the research was conducted by Daflizar in 2011, entitled "Analysis of Errors on Subject-Verb Agreement made by the Second-Year Students at State Islamic Senior High School 2 Model Pekanbaru." The second research was conducted by Tama Aprezki Anantari 5 tate in 2017, entitled "An Error Analysis of Subject Verb Agreement in Narrative Writing of the Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang." The description of each research was explained as follows:

Univ First, the research was conducted by Daflizar in 2011, entitled /ers "Analysis of Errors on Subject-Verb Agreement made by the Second-Year ity ot Students at State Islamic Senior High School 2 Model Pekanbaru." He Sultan concludes that the most error made by the second year students of State Islamic Senior High School 2 Model Pekanbaru is the subject-verb agreement S yarif Kasim Riau in present perfect progressive tense by percentage 33% students error in the



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 $\pm$  simple present tense, 50% students error in present perfect tense, 75.33% ۵ X • students error in simple present perfect progressive tense and 50% students 5 a error in simple past tense. While, based on the level of the students' ability in E constructing subject-verb agreement, the second year's students at State ⊂ Islamic Senior High School 2 Model Pekanbaru is categorized into fair to Z o poor.

Sn Tama Aprezki Anantari conducted the second research in 2017. He ka Z conducted a descriptive qualitative research entitled "An Error Analysis of Q Subject Verb Agreement in Narrative Writing of the Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang." He concluded that the students contributed the three types of error in terms of subject-verb agreement in their narrative writing, those were omission (23.36%), addition (9.34%), and misformation (67.3%). This study also revealed that the most frequent type of subject-verb agreement errors contributed by the students on their narrative 5 tate writing was misformation with the occurrence of 72 errors and the percentage Islamic Uni 67%. It showed that the students failed in interpreting the rule of the sentence form.

In conclusion, this research is original from the previous research on ers the location and subject of the research. The similarity with the previous ity ot research is the variable of the research.



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### $C_{cb}^{T}$ The Operational Concept

The operational concept is used to clarify the theories used in the b theoretical framework of this research. The concept is also used to clarify the literature reviewed to avoid misunderstanding in this research. Therefore, the ~  $\subseteq$  researcher needs to clarify briefly the variable used in this research. The Z or researcher establishes some indicators of analyzing error analysis of subjectuska verb agreement on students' descriptive paragraph writing based on Dulay, R Burt, and Krashen (1982), Theory Surface Strategy Taxonomy as follows: Q 1) The students make omission errors of subject-verb agreement on descriptive paragraph writing.

- 2) The students make additional errors of subject-verb agreement in descriptive paragraph writing.
- 3) The students make misformation errors of subject-verb agreement in descriptive paragraph writing.

State 4) The students make misordering errors of subject-verb agreement in Islamic University of Sultan Syarif Kasim Riau descriptive paragraph writing.

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### **CHAPTER III**

### **RESEARCH METHOD**

### Ap The Research Design

milik This research was a descriptive research design which has only one ⊂ variable. According to Cholid (2013), descriptive research is a research trying Z to express the problems existing now based on the data. Aliaga and ISKa Gunderson in Mujis (2004, p.1) said the quantitative method is explaining R phenomena by collecting numerical data that analyzed using are Q mathematically based methods. The researcher used the descriptive quantitative method by which the data would be collected and expressed in terms of numbers, then the descriptive method is used to clarify and mention the errors. In this research, the researcher collected the data from the students' descriptive paragraph writing and investigated them whether the students used correct subject-verb agreement or not, and identify the students' error.

### **B** The Time and Location of the Research

This research conducted in November 2019. The location of this research was at Babussalam Junior High School Pekanbaru on Soebrantas Street, Panam, Pekanbaru.

### C The Subject and Object of the Research

The subject of this research was the eighth-grade students at Babussalam Junior High School Pekanbaru, while the object of this research 9 was an error analysis of subject-verb agreement on students' descriptive paragraph writing.



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### $D_{\Delta}^{T}$ The Population and Sample of the Research

### 1. The Population of the Research

According to Gay (2012, p.129), the population is any size and may cover almost any geographical area. It refers to a sample comprises the individuals, items, or events selected from a larger group. The population of this research was the eighth-grade students of Babussalam Junior High School Pekanbaru. It comprised five classes with a total population of 130 students.

Table III.1
The Population of Students at the Eight Grade of Babussalam Junior
High School Pekanbaru

No	Class	Total
1	VIII.1	23
2	VIII.2	27
3	VIII.3	25
4	VIII.4	26
5	VIII.5	25
	Total	126

### 2. The Sample of the Research

According to Donald (2010, p.148), the sample is the small group that is observed or a portion of a population. The researcher used purposive sampling technique to take the sample. According to Teddlie and Yu (2007, p.80), purposive sampling technique involved selecting certain units or cases based on a specific purpose rather than randomly. The researcher used this sampling technique because of some reason. The first was because the English teacher of Babussalam Junior High School



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Pekanbaru recommended VIII.1 students as the sample because of the score of their English achievement is lower than the other class.

The second reason was when the researcher did a writing test in the preliminary study, the researcher found that VIII.1 students made the most errors in writing. That is why class VIII.1 was chosen as the sample of this research. So, the sample of this research was 23 students.

### E<sup>\$\$\sec{1}{5}\$</sup> The Technique of Collecting Data

J Collecting the data is the most important thing in conducting research. 2 In this research, the researcher will use the writing test.

Test

The researcher used test as a technique of collecting the data. Brown (2007, p.3) stated that test means a method of measuring a person's ability, knowledge, or performance in the domain. The researcher used the writing test. The students were asked to make a descriptive paragraph. Because they 5 tate have learned descriptive paragraph at the seventh grade. It based on the 2013 Islamic syllabus that stated the basic competence: understanding the social function, text structure, and language from descriptive text to state and ask about Univers person, animal, and thing short and simple, based on the use of context. They did the test three times to get the accurate data of students' error of subjectverb agreement on descriptive paragraph writing at Babussalam Junior High of Sultan Syarif Kasim Riau School Pekanbaru. The researcher followed the following steps:



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 $\pm$  1. The researcher explained the test direction.

 $\circ$  2. The researcher asked the students to write a descriptive paragraph about 5 ta

"My Mother" and "My Friend" around 30 minutes.

### **F**— The Technique of Analyzing Data X

After collecting the data, the errors were identified and described. To Z o identify and describe subject-verb agreement errors in descriptive paragraph uska writing, the researcher applied the following steps:

2. 1. Selecting the sentences which contained subject-verb agreement errors in Q

- writing a descriptive paragraph and then circling them.
- 2. Rewriting down the error sentences on the table.
- 3. Classifying the errors into the types of errors based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982).

After doing the process above, to know which the most frequent type

of errors is, it applied the following steps:

- State 1. Measuring the total number of frequency of each type of error.
- Islamic University of Sultan Syarif Kasim Riau 2. Measuring the total number of frequencies of all types of errors.

3. Making percentage for each type of errors. To know the most frequent errors, it was done by dividing the total number of frequency of each type of errors by the total number of all frequencies of types of errors and then multiplying with one hundred percent.

Percentage = 
$$\frac{n}{\sum n} \ge 100$$

Where,

n

: total number of frequency of each type of errors



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To know the level or criteria the ability of the eighth-grade students at 0 5 Babussalam Junior High School, the researcher referred to criteria of ESL mII composition profile made by Hughey, Wormuth, Hartfiel and Jacobs (1983, F p.185) are excellent to very good, good to average, fair to poor and very poor.  $\subset$ Z Based on these standards, the researcher interpreted the criteria of students' uska ability into the following categories:

: total number of all frequencies of types of errors

	Tab	le III.2	
he	Category of	f Students'	Ability

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	Score	Category
76-100%		Excellent to Very Good
56-75%		Good to Average
40-55%		Fair to Poor
Less than 40%		Very Poor

The rater assessed the data based on the Surface Strategy Taxonomy by According to Dulay, Burt, and Krashen (1982, p.150). The rubric below explained it:

Table III.3 The Rubric for Data Assessment

Type of Errors	Category
Omission	It omits some elements which should be present. For example: <i>My mother beautiful</i> (it omits the verb in this sentence, linking verb (is) is needed to make the correct sentence, as it should be: <i>My mother is</i> <i>beautiful</i> ).



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Some element is present which should not be there. For example: My cat is has black eyes (the auxiliary (is) is added even though the verb had been applied, it should be: My cat has black eyes).

- 1) Double markings: where two items are used as the marker in the same feature (example: tense). For example: My little brother is goes to mosque, the auxiliary (was) is added as the marker that the sentence is in past tense even though the verb has been applied, it should be "My little brother goes to mosque".
- 2) Regularization: where there is an addition of the suffix -ed for an irregular verb.

3) Simple addition: an addition error is not double markings nor regularization.

Using the wrong form of a structure. For example: My sister does not a doctor (does not is grammatically incorrect, linking verb is not is needed to make a correct sentence, it should be: *My sister is not a doctor*).

1) Regularization error: using a marker of regular verb (suffix -ed) even it is an



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Т irregular S R auxiliary "do" not "is". Misordering month"

significant change from present to past verb. For example: "The boy eated the food" instead "The boy ate the food." 2) Archi-forms: selecting one item to represent others; using the item for all the sentences. For example: "He \*is not know that Mr.Andi is my father" instead of "He do not know that Mr.Andi is my father." Using auxiliary (is) to represent all sentences in the past form. In fact, the sentence which uses verb needs

verb

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3) Alternating form: an error where the used form is not alternated truly into the form of the target language. For example: "I \*go to market yesterday" instead of "I went to market yesterday."

Some elements presented are correct but wrongly sequenced. For example: She every month gives me a thousand dollars, ("every is not in exact position. The position should be in the last as an adverb of time, and it should be she gives me a thousand dollars every month).



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### $G_{db}^{\perp}$ The Validity and Reliability of the Instrument

### • 1. The Validity of the Test

A test is said valid if it measures accurately what it intends to measure (Hughes, 2003, p.26). in this research, the researcher used content validity. According to Sugiyono (2013, p.353), content validity is used to measure the achievement of the students. It must create the test based on appropriate material, it is easy to comprehend or suitable for a student's level. In this research, the researcher used the material test based on the students have learned. It was a descriptive paragraph. So, Mr. Robi Kurniawan, MA. checked and validated the test as the researchers' academic advisor.

### 2. The Reliability of the Test

Creswell pointed out that reliability means that scores from an instrument are stable and consistent (2012, p.159). To analyzing the instrument of the data, the researcher checked and analyzed the test and to avoid bias; the researcher used two ratter. Brown (2014, p.21) stated that inter ratter is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular "good" and "bad" students, or simple carelessness. So, in this research, Mrs. Rizki Amelia, M.Pd., as the first ratter and Mr. Dodi Setiawan, M.Pd., as the second ratter. They were checked the data the researcher collected that analyzed and classified it in to some types of errors.

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### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

### A The Conclusion

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milik The specific objectives in this research were to find out the types of c errors on subject-verb agreement and the most frequent type of errors on Z o subject-verb agreement in descriptive paragraph writing made by the students uska at Babussalam Junior High School Pekanbaru. Based on the research finding R and the data analysis on the previous chapters, the researcher concludes that Q the types of errors made by the eighth-grade students of Babussalam Junior High School Pekanbaru in their descriptive paragraph writing were errors of misformation with the percentage 57.6%, error of omission with the percentage of 30.4%, error of addition with the percentage of 11.3%, and error of misordering with a percentage of 0.7%. Then, the most frequent type of errors on subject-verb agreement in descriptive paragraph writing made by 5 tate the eighth-grade students at Babussalam Junior High School Pekanbaru is Isla misformation with 148 errors or percentage 57.6%.

### **B**<sup>2</sup> The Suggestion

Uni Based on the finding of the research above, it needs for the researcher ers to give some suggestions that may be beneficial in improving students' ability ity of in using simple present tense in writing descriptive text either in speaking or Sultan Syarif Kasim Riau writing.



### **I**1 For teachers

- a. It suggests the teachers to encourage the students to students more motivated in learning English.
- b. It suggests the teachers to give more knowledge about subject-verb agreement in writing descriptive text.
- For students ഗ2.
  - a. It suggests the students to master as many as vocabulary to make easier
    - in making sentences.
  - b. The students are suggested learning subject-verb agreement cases, intensively and actualized in speaking and writing.

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Hak Cipta Dilindungi Undang-Undang

### APPEN

### **The Documentation of Students'**

Name



### Students' Name of VIII.2 Class at Babussalam Junior High School Pekanbaru

No.	Name *
1	Muhammad Irghi Farid Syah
2	Muhammad Umarudin Fatah
3	M.Jefri Noer
4	Fadel Shihab HSB
5	Al Zikri Ramadhan
6	Julian W.J
7	Fachrezy Irham Raihan
8	M.Dhefanda Bahjan
9	M.Fajar Al Munawar
10	Muhammad Dzaki
11	Haikal Sanusi
12	M.Arya Erlangga
13	Reyhan Septian Dwi Ca
14	Daniel Rahmadian S.
15	M.Faiz Al Farizi
16	Julian Wimanjaya
17	Rahmadhin Ilyas
18	Ahmadi Putra Gahara
19	Muhammad Zaki Hadi Nugraha
20	Farros Ammar D.
21	Rinto Abi Setiawan
22	Alberto Yekti Manggolo
23	Al Masyuri
24	M.Fadlan Rhido
25	Kelvin Pratama
26	M.Daffa Irham
27	Ariel Fauzan

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau

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### WRITING TEST

**Descriptive Paragraph** 

1. This test is used for scientific research purpose only. It is used to know how is your

hour !

ability in descriptive paragraph writing.

2. It does not influence your score in English.

My Mother

2. The paragraph consist of 100-150 words.

b. My Friend

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 $\frac{70}{20}$  3. Thank you for your participation in doing this test.

1. Write simple descriptive paragraph based on the title:



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The Documentation of Students'

**Descriptive Paragraph Writing** 

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Name : Muhammad. Dzok Class : YII

### WRITING TEST

Descriptive Paragraph

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This test is used for scientific research purpose only. It is used to know how is your z

ability in descriptive paragraph writing.

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### Instructions:

- 1. Write simple descriptive paragraph based on the title:
  - My Mother а.
  - My Friend b.

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2. The paragraph consist of 100-150 words

### Kelvin

Sultan Syarif Kasim Riau

kelvin is my close Friend, i usually go to conteen with him every day, but we are not in the same room, i'm on room khalid bin whalid and the on the First Room we usually call him momong, because sometime kelvin is doing conzy, sometime 5 ta te he doncing by himself, and of every day opter proging subuh (helvin is not come) to the tearn, cause helvin is such, we call him "korbon subuh, cause every progsubuh S La The would not completen kelvin is very love to make story, listento music Le would not complimentelling is very love to moke story, listento music Playing Pionika, and some lime the "adding like gonibol, and kelvin is a very tall guy, and the used gge glasses, and like to bring the look into the masjid and in like to listenkelvin playing pionar cause its very very nice song and cool instrumentellikelvin is a smort guy the same Always come to alympics letrin is a good writer, be usually take a permission on every sunday merning he always speech when muhadharan and letrin its also the panny guy he can make all the class lough the never late to scholl, and kelvin is very honest. Internal just that the things dust i know about hedwin ic C nIV e rs ty very honest, the all just that the things that I know about kelvin. of



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- 1. Write simple descriptive paragraph based on the title:
  - My Mother a. .
  - b. My Friend

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 Hak Cipta Dilindungi Undang-Undang
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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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ini tanpa mencantumkan dan menyebutkan sumber:

### WRITING TEST

### **Descriptive Paragraph**

This test is used for scientific research purpose only. It is used to know how is your

ability in descriptive paragraph writing.

riger

It does not influence your score in English

RTa Thank you for your participation in doing this test.

Instructions:

- Write simple descriptive paragraph based on the title: 1.
  - a. My Mother
  - b. My Friend

The paragraph consist of 100-150 words. 2

Friend My

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# State Islamic University of Sultan Syarif Kasim Riau

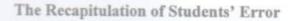
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di.

Pekanbaru, December 9th, 2019

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Surat Pembimbing Skripsi

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### Hak cipta milik UIN Suska Riau

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Kegiatan Bimbingan Skripsi

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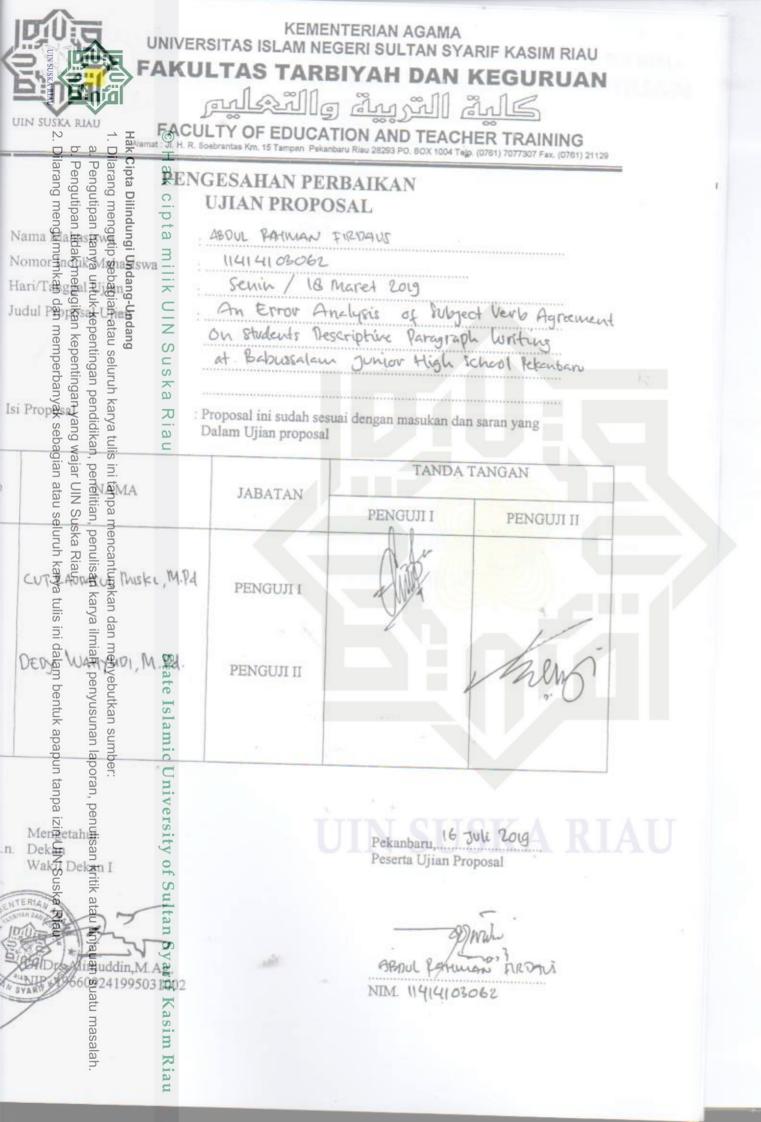
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APPEN

**Recommendation Letters** 

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**Kasim** Riau

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Pengutipan tidak merugikan kepentingan yang wajar

ABDUL RAHMAN FIRDAUS, he was born on May 30th, 1992 in Panipahan, Rokan Hilir. He is the fifth child of beloved couple, Mr. M.Kholid (Alm) and Mrs. Syamsiah. The researcher lives in Kubu, Rokan Hilir. He had finished

his study at SDN 001 Tanjung Lumba-Lumba, Kubu S (2005) MTs Arroyan Taqwa Pekanbaru (2008), then continued at Pondok Modern Gontor Indonesia (2012). Then, at the year of 2014, he continued his study at English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau.

In finishing his study at the University to fulfil requirements for me Undergraduate Degree in English Education, he conducted Proposal Seminar on Ikan March 18th, 2019. Then, he conducted the research on November 2019 at dan menyebutkar Babussalam Junior High School Pekanbaru entitled "An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph Writing at Babus@alam Junior High School Pekanbaru." Before conducting the research, he did KKN program on July up to August 2017 in Desa Palas, Pelalawan. Next, the regarcher followed PPL program on September up to December 2017 at Babussalam Junior High School Pekanbaru. Finally, he passed his examination and got the Bachelor Degree of Education at State Islamic University of Sultan Syarif Kasim Riau on May 19th, 2020. He finished his study and appropriate to get Undergraduate Degree (S.Pd.).