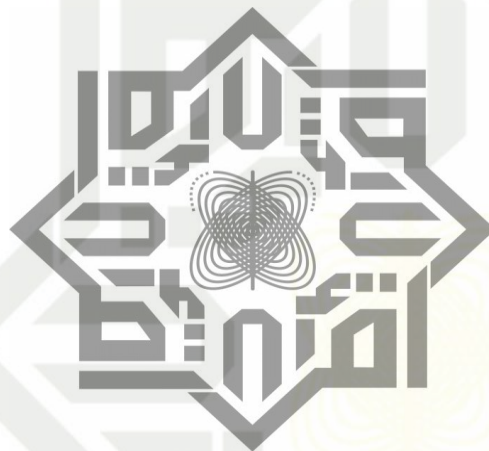


**AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT ON  
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING AT  
BABUSSALAM JUNIOR HIGH SCHOOL  
PEKANBARU**

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STUDENTS' DESCRIPTIVE PARAGRAPH WRITING AT  
BABUSSALAM JUNIOR HIGH SCHOOL  
PEKANBARU**

Thesis

Submitted as Partial Fulfillment of the Requirements  
Of Getting Undergraduated Degree of Education  
(S.Pd.)



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**SUPERVISOR APPROVAL**

The thesis entitled *An Error Analysis of Subject-verb Agreement on Students Writing Descriptive Paragraph at Bahussalam Junior High School Pekanbaru.* is written by Abdul Rahman Firdaus, SIN. 11414103062. It is accepted and approved to be examined in the meeting of the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Sya'ban 23<sup>th</sup>, 1441 H  
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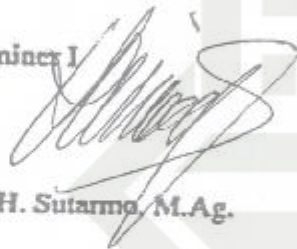
### EXAMINER APPROVAL

This thesis entitled *An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph Writing at Babussalam Junior High School Pekanbaru* is written by Abdul Rahman Firdaus, SIN.11414103062. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for undergraduate Degree (S.Pd.) in English Education Department.

Pekanbaru, Ramadan 26<sup>th</sup>, 1441 H  
May 19<sup>th</sup>, 2020 M

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**ABSTRACT**

**Andul Rahman Firdaus, (2020): An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph Writing at Babussalam Junior High School Pekanbaru.**

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 test 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.**

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 dalam menulis paragraf. Tujuan penelitian ini adalah untuk menganalisa kesalahan kesesuaian subjek-kata kerja dalam penulisan paragraf deskriptif di SMP Babussalam Pekanbaru. Tujuan khusus dari penelitian 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 atau 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 Deskriptif*



## ملخص

عبد الرحمن فردوس، (٢٠٢٠): تحليل أخطاء مدى ملاءمة الموضوع-الفعل  
 كتابة الفقرات الوصفية لدى التلاميذ في مدرسة  
 باب السلام المتوسطة بكنبارو

إن من المشكلات الظاهرة عند تعلم اللغة الإنجليزية لمشكلات قواعدية. كملاءمة  
 الموضوع-الفعل هي من القواعد الأساسية في اللغة الإنجليزية، والتلاميذ لا يزالون يخطئون  
 فيها وبالتخصيص عند كتابة الفقرة. وهذا البحث يهدف إلى تحليل أخطاء مدى ملاءمة  
 الموضوع-الفعل في كتابة الفقرات الوصفية لدى التلاميذ في مدرسة باب السلام المتوسطة  
 بكنبارو. فهدفه الخاص هو معرفة أنواع الأخطاء وأكثر أنواع أخطاء مدى ملاءمة  
 الموضوع-الفعل شيوعاً في كتابة الفقرات الوصفية لدى التلاميذ. وهذا البحث هو بحث  
 وصفي كفي. ومجمعه تلاميذ الفصل الثامن الذين يتكونون من خمسة فصول. وعددهم  
 ١٣٠ تلميذاً. ولأخذ العينة استخدم الباحث أسلوب العينة الهادفة، فحصل على ٢٧  
 تلميذاً. وجمع البيانات قام بالاختبار التحريري، وذلك لمعرفة أخطاء مدى ملاءمة  
 الموضوع-الفعل في كتابة الفقرات الوصفية لدى التلاميذ. وقام بتحليل البيانات عن  
 طريق تصنيف الأخطاء إلى عدة أنواع استناداً إلى علم التصنيف السطحي للدولاي  
 وبورت وكراشين، وجعل النسبة المؤوية لكل نوع من الأخطاء. وبناء على نتيجة البحث  
 عرف بأن الأخطاء في الحذف ٨٥ أو ٣١,٣٪، والأخطاء في الإضافة ٣١ أو  
 ١١,٤٪، والتضليل ١٥٤ أو ٥٦,٦٪، وسوء الترتيب ٢ أو ٠,٧٪. وبناء على ما  
 سبق استنتج بأن التضليل هو أكثر الأخطاء شيوعاً عند كتابة الفقرات الوصفية لدى  
 تلاميذ الفصل الثامن في مدرسة باب السلام المتوسطة بكنبارو.

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



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امين يا رب العالمين

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

The Researcher,

Abdul Rahman Firdaus  
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## CHAPTER I INTRODUCTION

### The Background of the Research

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 because writing is a medium to express feelings, information, and 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 information by reading, observing, talking with others, synthesizing and testing data (Gould, 1943, p.6).

As an essential skill, writing should be taught intensively at school. Learning to write has widely spread from the junior level of education 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 so that not only they can read what they have written, but other speakers of that language can read and understand it.

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

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 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 to the competence-based in 2013 curriculum, "it demands the students to comprehend the purpose, structure, and literature element of descriptive text in the form of spoken or written about person, animals, and inanimate object shortly and simply". (Kemendikbud, 2013). Regarding the quotation above, students should be able to write a descriptive paragraph.

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In descriptive paragraph writing, it teaches students to write the correct sentences based on the grammar. Subject-verb agreement is the study related to grammar. According to Arlove (2004, p.271), subject-verb 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 that a verb must agree with its subject, a singular subject or one person or thing takes a singular verb, a plural subject or over one person or things takes a plural verb. They relate it to tenses. The students should master that. So, 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 at Babussalam Junior High School Pekanbaru, by doing an interview with the English teacher and giving a writing test to the students, the researcher found some phenomena dealing with students' grammar in writing a descriptive 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.

3. Some students cannot identify the singular and plural verb while writing a descriptive paragraph.
4. Some students made errors on subject-verb agreement on writing a descriptive paragraph.

From the phenomena above, the example error that is made by the students on subject-verb agreement is the irregular plural noun which has no “s” ending may confuse the students so they choose a wrong form of the verb, 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.”**

## **The Problem of the Research**

### **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:

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

**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 subject-verb 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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## The Objective and Significance of the Research

### 1. The Objective of the Research

- 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. The Reasons for Choosing the Title**

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

1. The title of this research applies to the researcher's status as a student of English Education.
2. The problems of this research have not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher to conduct the research.

**E. The Definition of Key Terms**

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

1. Error

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



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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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

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

##### 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 students generalized all verbs in regular verb).

- 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 in a textbook.
- 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 or noun).

It can be concluded that there are a four sources of errors that must 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 writing to be an excellent writer.

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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.

## 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 subject-verb 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 for identifying, classifying and systematically 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.

**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) Congress has initiated 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	School of fish
Herd of cattle	Pride of lion

The flock of birds is circling overhead.

The herd of cattle is breaking away.

A school of fish is being attacked 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) One of the boxes is open.
- b) One of the students is sick.
- c) One of the rooms is very messy.

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.

#### The Relevant Research

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 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:

First, 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.*” He 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 in present perfect progressive tense by percentage 33% students error in the

simple present tense, 50% students error in present perfect tense, 75.33% students error in simple present perfect progressive tense and 50% students error in simple past tense. While, based on the level of the students' ability in constructing subject-verb agreement, the second year's students at State Islamic Senior High School 2 Model Pekanbaru is categorized into fair to poor.

Tama Aprezki Anantari conducted the second research in 2017. He conducted a descriptive qualitative research entitled “*An Error Analysis of 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 writing was misformation with the occurrence of 72 errors and the percentage 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 the location and subject of the research. The similarity with the previous research is the variable of the research.

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## The Operational Concept

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

- 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.
- 4) The students make misordering errors of subject-verb agreement in descriptive paragraph writing.

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## CHAPTER III RESEARCH METHOD

### A **The Research Design**

This research was a descriptive research design which has only one variable. According to Cholid (2013), descriptive research is a research trying to express the problems existing now based on the data. Aliaga and Gunderson in Mujis (2004, p.1) said the quantitative method is explaining phenomena by collecting numerical data that are analyzed using 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 was an error analysis of subject-verb agreement on students' descriptive paragraph writing.

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## D 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.

**The Technique of Collecting Data**

Collecting the data is the most important thing in conducting research.

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 have learned descriptive paragraph at the seventh grade. It based on the 2013 syllabus that stated the basic competence: understanding the social function, text structure, and language from descriptive text to state and ask about 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 subject-verb agreement on descriptive paragraph writing at Babussalam Junior High School Pekanbaru. The researcher followed the following steps:

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1. The researcher explained the test direction.
2. The researcher asked the students to write a descriptive paragraph about “My Mother” and “My Friend” around 30 minutes.

### The Technique of Analyzing Data

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

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

1. Measuring the total number of frequency of each type of error.
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.

$$\text{Percentage} = \frac{n}{\sum n} \times 100$$

Where,

n : total number of frequency of each type of errors

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$\sum n$  : total number of all frequencies of types of errors

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

**Table III.2**  
**The Category of Students' Ability**

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 beautiful</i> ).



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Addition	<p>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: <i>My cat has black eyes</i>).</p> <ol style="list-style-type: none"> <li>1) Double markings: where two items are used as the marker in the same feature (example: tense). For example: <i>My little brother is goes to mosque</i>, 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 “<i>My little brother goes to mosque</i>”.</li> <li>2) Regularization: where there is an addition of the suffix –ed for an irregular verb.</li> <li>3) Simple addition: an addition error is not double markings nor regularization.</li> </ol>
Misformation	<p>Using the wrong form of a structure. For example: <i>My sister does not a doctor</i> (<i>does not</i> is grammatically incorrect, linking verb <i>is not</i> is needed to make a correct sentence, it should be: <i>My sister is not a doctor</i>).</p> <ol style="list-style-type: none"> <li>1) Regularization error: using a marker of regular verb (suffix –ed) even it is an</li> </ol>

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

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## 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

The specific objectives in this research were to find out the types of errors on subject-verb agreement and the most frequent type of errors on subject-verb agreement in descriptive paragraph writing made by the students at Babussalam Junior High School Pekanbaru. Based on the research finding and the data analysis on the previous chapters, the researcher concludes that 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 the eighth-grade students at Babussalam Junior High School Pekanbaru is misformation with 148 errors or percentage 57.6%.

#### B The Suggestion

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



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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.
2. For students
  - 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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# APPENDICES

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# APPENDIX 1

## The Documentation of Students'

Name

UIN SUSKA RIAU



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 Anmar 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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# APPENDIX 2

## The Instrument of the Research

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WRITING TEST

Name :

Class :

Descriptive Paragraph

Direction

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

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

*Approved!*  
*[Signature]*  
 20/12/2014

Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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# APPENDIX 3

## The Documentation of Students' Descriptive Paragraph Writing

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UIN SUSKA RIAU

## WRITING TEST

Name : Muhammad Dzok

Class : VII<sup>II</sup>

### Descriptive Paragraph

#### Direction

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

#### Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

#### Kelvin

kelvin is my close friend, i usually go to canteen with him every day, but we are not in the same room, i'm on room khalid bin whalid and he on the first room we usually call him mamang, because sometime kelvin is doing crazy, sometime he dancing by himself, and at every day after praying Subuh, kelvin is not come to my learn, cause kelvin is sick, we call him "kurban Subuh", cause every Pray Subuh morning he would not come, then kelvin is very love to make a story, listen to music playing pianika, and sometime he acting like qonibol, and kelvin is a very tall guy, and he used eye glasses, and like to bring the book into the masjid and like to listen kelvin playing piano, cause it's very very nice song and cool instrument, kelvin is a smart guy, he always come to olympics kelvin is a good writer, he usually take a permission on every Sunday morning he always speech when muhadharah and kelvin is also the funny guy he can make all the class laugh, he never late to school, and kelvin is very honest, that's all just that the things that i know about kelvin.

#### Hak Cipta Dilindungi Undang-Undang

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WRITING TEST

Name: Elvin Pratama

Class: III- II

Descriptive Paragraph

Direction

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

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

My Mother

My mother is My Hero. Because, She Make me Happy  
~~Her~~ She have a black hair, Brown eyes, and She beatifull. I want  
~~I~~ Make Her Happy, with I must Study for My dream make My Dreams Come  
~~True. with that~~ (Her so happy) Her Characteristic is kind, Honest, Polite,  
 and Smart because She can help me to make My homework.  
 I hope ~~she~~ My Mother can teach me everyday and Lokely me to. Her -  
So Kind with me, and Teach Me how to be a good day good boy for  
her and Make My dreams come true. I wish My Mother so healthy in  
 there and I want say "Sorry" If I make you Cry, and Angry.

Sorry Mgm

and (I so Love You)

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WRITING TEST

Name : M. Dhefanda Bahyan

Class : VIII.1

Descriptive Paragraph

Direction

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

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

B. Friend

I have a friend. His name is Reyfan septian dwi cahya A. He is always sleep in the class. He always gives me some food. He is comes from Pekanbaru. his hobby is singing. He is always late comes to the class, and comes to mosque.

He is very lazy and idiot, but he is smart in english because his favorite subject is english. he is bad in math, so he always see my answer. Because I'm smart in math he have one big brother. His dad names Ardiyanto and his mother name Merry. We always play, sleep and take a bath together.

Reyfan always help me when I have a problem. he is very handsome when wear a glasses. He is the best friend that I know. I want to say sorry for every thing you have do some. and I want to say sorry if I have a mistake with you.

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## WRITING TEST

Name : Fachrezy Irfan Raihon

Class : VIII 44

### Descriptive Paragraph

#### Direction

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

#### Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

my mother

my mother. she is my family. she cant cook everything. I love her because she always make i happy. she so beautiful. she like all food. his hobby is sew. his hairs is so black. she come to my boarding school only Sunday. this skin is brown. she doesn't use the glasses. I think my mother is beautiful and nice. she like "jadul film" and she like donydut, and she like to pasanggi and stawat. his hair is so tall. she like daster cloths. she doesn't like footbal. I love her because he love me. she like ~~to~~ to market

addition

#### Hak Cipta Dilindungi Undang-Undang

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### WRITING TEST

#### Descriptive Paragraph

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Defri noer  
11

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

This test is used for scientific research purpose only. It is used to know how is your ability in descriptive paragraph writing.

- 2. It does not influence your score in English.
- 3. Thank you for your participation in doing this test.

#### Instructions:

- 1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
- 2. The paragraph consist of 100-150 words.

My Friend

have a handsome friend His name is Ery. He learning bussalam islamic Boarding school to. His hobby makes a novel. The name of the novel is Ehtred. The Novel about war, Islam. He don't tall, but He is very smart. He and cute He join the martial art. When He want to join contest martial art He lose, but He never give up. His lips very big and Funny. He is very kind. His eyes very clean. He in class eight one He 15 years old I guest, maybe 2". He always vacation moon on night. He join a dance club. He sleep twelve pm after a few day his hand broken but He join a dance club. He his hand once broken but by sp but just kidding He want to by agent. He very lucky to by the friend because He very kind to me!

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WRITING TEST

Name : ANIEL RAGMADIAN S

Class : III

Descriptive Paragraph

Instruction

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

Instructions:

- Write simple descriptive paragraph based on the title:
  - My Mother
  - My Friend
- The paragraph consist of 100-150 words.

My friend

I have a friend his name fannos ammar daokiana nova, his hobby is playing football in the afternoon we always playing football in the field, and fannos. fannos like to eat fried chicken and drink Pop ice. fannos like to hang with gahana and they usually together and fannos ever hang out with gahana. fannos and gahana sometimes watching movies together saturday night together. fannos very love playing game mobile game and make a youtube. fannos very love if gahana joint to play football together and he is sitting in front of me. he love to say bad words in the class when we study.

omission

misformation

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WRITING TEST

Name : Muhammad Dzaki

Class : VIII<sup>11</sup>

Descriptive Paragraph

Direction

This test is used for scientific research purpose only. It is used to know how is your ability in descriptive paragraph writing.

It does not influence your score in English.

Thank you for your participation in doing this test.

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

My Mother

My Mother like a light in the darkness, i'll never to be rebellious to her, i loved her, she is very kind and polite to me, every mistake that i make, she always give me the money, every morning she always wake me, give me food, and very much good things. She is the true hero of my life, i will remind in my mind that my mother is the hero for ever in my life, without her i'll be Grumble and don't know anythings.

She has long curly hair, and she work on Eka hospital, my mother is a nurse, she is the head of nurse, my mother is very smart, she can speak english like a water. I can write this things on english, she always give me the money, every time i meet her she always bring me somethings, sometimes she mad to me cause i don't listen to her, but its okay, she mad cause she loved me so much, i love my mother very much.

THE END  
169 words

Misspelled

missin

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





WRITING TEST

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

Direction

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

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

My Mother

My mother is My Hero. Because, ~~Her~~ She Make me Happy I said. She have a black hair, Brown eyes, and She beatifull. I want to Make her Happy. ~~that~~ I must Study for ~~my dream~~ make My Dreams Come True. ~~that~~ with that, Her so happy. Her Characteristic is kind, Honest, Polite and Smart because She can help me to make My homework. I hope ~~she~~ My Mother can teach me everyday and Lokely me to. Her so Kind with me, and ~~teach~~ Teach Me how to be a ~~good day~~ good boy for her and Make My dreams come true. I wish My Mother so healthy if here and I want say "Sorry" If I make you Cry, and Angry.

Sorry Mgm

and I so Love you

misformation

omission

*[Handwritten mark]*

1. Diararang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## WRITING TEST

Name : Johan wimandala

Class : VIII <8>

### Descriptive Paragraph

#### Direction

This test is used for scientific research purpose only. It is used to know how is your ability in descriptive paragraph writing.

It does not influence your score in English.

Thank you for your participation in doing this test.

#### Instructions:

1. Write simple descriptive paragraph based on the title:

a. My Mother

b. My Friend

2. The paragraph consists of 100-150 words.

My Friend

I have a friend, he from Pekanbaru. his name is Fachlezy isham rayhan popular name is Ezy, he have a smooth and shiny hair, his body is short, he have two sister and 1<sup>st</sup> brother, his school in babussalam Junior high school in Eight one <8> class, in dormitory he in room: 3 <Three>, he favorite color is blue and red. his hobby is play football and play video game. his favorite food is fried chicken and his favorite drink is juice, his favorite film is Jomer and he want's to be a teacher he want's to be "R" because he could a catel. in class room we have chairman his name is muhammad umarudin fatmah, he is a clear and handsome man, and remember we are best best friend's



WRITING TEST

1. FAIZ ALFARIZI

Descriptive Paragraph

The test is used for scientific research purpose only. It is used to know how is your ability in descriptive paragraph writing.

2. It does not influence your score in English.
3. Thank you for your participation in doing this test.

Instructions.

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

My friend

My friend  
 has a friend. his name is Ihsam Setiawan. He is smart and handsome.  
 He is a football player. He is fat and short. He is from Rohul. His favorite  
 food is fried chicken. His favorite drink is pop ice. He stays in third room.  
 He has a watch. He stays in eight three. He is nice. His favorite subject is  
 English. He wants to be a doctor. He can speak English.  
 He is five generation. He likes a song. His skin is black. He has

omission

misformation

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 1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
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## WRITING TEST

Name : Muhammed fajar almunawar

Class : ~~VI~~ VII

### Descriptive Paragraph

#### Direction

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

#### Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

My Friend

have a friend His name ~~is~~ <sup>has</sup> gahara. gahara ~~have~~ <sup>has</sup> hobby His hobby is play video game  
 he ~~is~~ <sup>has</sup> from pekanbaru. he ~~have~~ <sup>has</sup> a best friend he is faros. he ~~is~~ <sup>is</sup> wearing a glasses. he ~~has~~ <sup>has</sup> des  
 a be success. he has a favourit food is fried chicken, and he has favourit drink is ice tea. and His  
 Hoby is ~~is~~ <sup>is</sup> drawing. his drawing is very beautiful. I love be his drawing.

he ~~hardly~~ <sup>hardly</sup> ever play football in field. he ~~don't~~ <sup>don't</sup> like play football but he ~~like~~ <sup>like</sup> subject  
 a sport his favourit teacher is mr. Rusdi. he from eight one class and he from Room three.  
 he is naughty man. he always naughty in dormitory, school, and Home. and some times he is a Lazy  
 he always angry in moment teacher give a duty. HHH ... and he so hard some man

Good luck

Thank's for ~~every~~ <sup>all</sup> attention

WassalamuAlaikum ur.wb

Mission





WRITING TEST

Name : DANIEL RAGMADIAN S

Class : VIII "

Descriptive Paragraph

Direction

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

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

6. My friend

I have friend his name Fannos amman daoria nava his hobby is playing football in the afternoon we always playing football in the field, and fannos. Fannos love to eat fried chicken and drink Pop ice. Fannos very neat with Gahana and they usually together and fannos even buy for Gahana. Fannos and Gahana sometimes watching movies together Sunday night together. Fannos very love playing game mobile gend and make a game. Fannos very love if Gahana joint to play football together and he is sit in front of me he love to say bad words in the class when we study.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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WRITING TEST

Name: Fachrezy khom Rainan

Class: VIII II

Descriptive Paragraph

Direction

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

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

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My friend

have a friend. his name is reyfan septian dwi cahya. he like a son  
 his favourite song is english song. he can speak english, but he can to in  
 his skin is white. he use a glasses. his from pekanbaru. his  
 hobby is singsong. his sound is. so good, beatiful and very nice.  
 But sometimes, he like sleep every lesson he sleep but. if the  
 lesson sport. he never sleep he has a watch. his grand is  
 sport. his hair is black. he has a mustache. he very handsome  
 rarely. he like play football. i and reyfan usually play fully and  
 laughs together. we have a much story to laugh together.  
 Sunday. he never permission every sunday he permission after  
 pay dzukur. he has a cap the brand is alim

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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





WRITING TEST

Name : M. Jefri noer

Class : VIII

Descriptive Paragraph

Direction

This test is used for scientific research purpose only. It is used to know how is your ability in descriptive paragraph writing.

It does not influence your score in English.

Thank you for your participation in doing this test.

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

My Friend

have a handsome friend His name is Ezy . He learning in Babussalam islamic Boarding School to. His hobby makes a novel the ~~name~~ name of the novel is Ehmed . The Novel about war islam. He don't tall , but He is very smart . He and cute He join the martial art . When He want to join contest martial art He lost , but He never give up . His lips very big and Funny . He very kind . His eyes very clean . He in class eight one . He twenty years old I guest , maybe . He always vacation Moon (Pulbul) His from Pekanbaru in Arengka . He sleep twelve AM on night . He join a dance club . His hand once broken , but after a few day his hand back again . His Dreams want to by spy but just kidding . He want to by agent . I very lucky to by His friend because He very kind to me !

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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WRITING TEST

Hak Cipta Dilindungi Undang-Undang

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direction

Name: Muhammad Umaruddin Fatah  
 Class: 8.11

Descriptive Paragraph

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

Instructions:

1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
2. The paragraph consist of 100-150 words.

MY Friend

My friend is Fais. I met him three years ago. He come from Bagan and he look like goe dark hair and brown eyes. Fais often smiles and he often laughs. He most cheerful person I know. He is very talkative and he friendly. He like Fais he is handsome, diligent, and smart. Fais, he is seirgy every Friday. He is a student in Babussalam senior High School. He favourite colour is black. He teacher name is Mahdi Marzuki and he favourite food and drink is Sate and Rap Ice. He wa from class eight one. He full name is Muhammad Fais al Faisi. My best friend is Fais. Thank for Fais.

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



WRITING TEST

Name: Juson wimaraja  
 Class: VIII "C"

Descriptive Paragraph

Direction

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

Instructions:

- 1. Write simple descriptive paragraph based on the title:
  - a. My Mother
  - b. My Friend
- 2. The paragraph consist of 100-150 words.

My Friend

I have a friend, he From Pekanbaru. his name is Fachryz Ibrahim Rayhan his popular name is Ezy, (he have a smooth and shiny hair, his body is short (he have two sister and 1 brother) he school in babussalam Junior high School in Eight one (87) class, in dormitory he in room: 303 Threez, he favorite color is blue and red. his hobby (is play football and play video game his favorite food is Fried chicken and his favorite drink is Juice, his favorite film is Jonez and he want's to be a teacher he call say "R" because (he cedol of cate) in class room we have chairman his name is muhammad uratulillah fathah, he is a clear and handsome man, and remember we are best friend's

State Islamic University of Sultan Saifur Kasim Riau

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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# APPENDIX 4

## The Recapitulation of Error Analysis on Students' Descriptive Paragraph Writing

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## The Recapitulation of Students' Error

NO	SAMPLE	TYPES OF ERROR			
		OMMISSION	ADDITION	MIS-FORMATION	MIS-ORDERING
1	STUDENT 1	1	0	6	0
2	STUDENT 2	2	0	4	0
3	STUDENT 3	3	2	4	0
4	STUDENT 4	0	0	4	0
5	STUDENT 5	2	1	8	0
6	STUDENT 6	4	3	5	0
7	STUDENT 7	4	0	4	0
8	STUDENT 8	1	1	10	0
9	STUDENT 9	4	1	9	0
10	STUDENT 10	8	0	8	0
11	STUDENT 11	3	1	11	0
12	STUDENT 12	0	1	6	1
13	STUDENT 13	3	1	9	0
14	STUDENT 14	3	1	5	0
15	STUDENT 15	2	2	8	0
16	STUDENT 16	0	0	2	1
17	STUDENT 17	6	6	7	0
18	STUDENT 18	11	0	10	0
19	STUDENT 19	7	2	5	0
20	STUDENT 20	5	3	11	0
21	STUDENT 21	4	0	4	0
22	STUDENT 22	1	4	4	0
23	STUDENT 23	4	0	4	0
24	STUDENT 24	0	2	2	0
25	STUDENT 25	3	0	2	0
26	STUDENT 26	2	0	1	0
27	STUDENT 27	2	1	1	0
	<b>Total</b>	<b>85</b>	<b>31</b>	<b>154</b>	<b>2</b>

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STUDENTS' NUMBER	TYPES OF ERROR				TOTAL ERROR
	OMMISSION	ADDITION	MIS-FORMATION	MIS-ORDERING	
STUDENT 1	1	-	3	-	4
STUDENT 2	2	-	4	-	6
STUDENT 3	3	1	2	-	6
STUDENT 4	-	2	5	-	7
STUDENT 5	1	-	6	-	7
STUDENT 6	3	-	7	-	10
STUDENT 7	3	-	4	-	7
STUDENT 8	1	-	4	-	5
STUDENT 9	-	-	3	-	3
STUDENT 10	8	-	9	-	17
STUDENT 11	1	-	11	-	12
STUDENT 12	-	-	2	-	2
STUDENT 13	1	-	9	-	10
STUDENT 14	3	-	5	-	8
STUDENT 15	1	-	6	-	7
STUDENT 16	-	-	2	-	2
STUDENT 17	4	-	7	-	11
STUDENT 18	9	-	6	-	15
STUDENT 19	-	-	1	-	1
STUDENT 20	-	1	11	-	12
STUDENT 21	2	-	4	-	6
STUDENT 22	1	1	1	-	3
STUDENT 23	4	-	4	-	8
STUDENT 24	-	-	5	-	5
STUDENT 25	-	-	5	-	5
STUDENT 26	-	-	1	-	1
STUDENT 27	-	1	1	-	2

Pekanbaru, December 9<sup>th</sup>, 2019

Rizki Amelia, M.Pd

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STUDENTS' NUMBER	TYPES OF ERROR				TOTAL OF ERRORS
	OMMISSION	ADDITION	MIS-FORMATION	MIS-ORDERING	
STUDENT 1	-	-	6	-	4
STUDENT 2	2	-	4	-	6
STUDENT 3	3	2	4	-	6
STUDENT 4	-	-	4	-	7
STUDENT 5	2	1	8	-	7
STUDENT 6	4	3	5	-	10
STUDENT 7	4	-	4	-	7
STUDENT 8	1	1	10	-	5
STUDENT 9	4	1	9	-	3
STUDENT 10	7	-	8	-	17
STUDENT 11	3	1	11	-	12
STUDENT 12	-	1	6	-	2
STUDENT 13	3	1	7	-	10
STUDENT 14	2	1	4	-	8
STUDENT 15	2	2	8	-	7
STUDENT 16	-	-	1	-	2
STUDENT 17	6	6	7	-	11
STUDENT 18	11	-	10	-	15
STUDENT 19	7	2	5	-	1
STUDENT 20	5	3	6	-	12
STUDENT 21	4	-	4	-	6
STUDENT 22	1	4	4	-	3
STUDENT 23	4	-	4	-	8
STUDENT 24	-	-	5	-	5
STUDENT 25	-	-	5	-	5
STUDENT 26	-	-	1	-	1
STUDENT 27	-	1	1	-	2

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Pekanbaru, December 9, 2019

Rater,

Dodi Settiawan, M.Pd.

UIN SUSKA RIAU



# APPENDIX 5

## Surat Pembimbing Skripsi

UIN SUSKA RIAU

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
 FAKULTAS TARBIYAH DAN KEGURUAN  
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FACULTY OF EDUCATION AND TEACHER TRAINING

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Pekanbaru, 06 Desember 2018

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Surat Bimbingan Skripsi

Surat Bimbingan

Surat Bimbingan Skripsi

Surat Bimbingan

Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Wassalamu'alaikum warahmatullahi wabarokatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ABDUL RAHMAN FIRDAUS  
 NIM : 11414103062  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT ON STUDENTS' WRITING DESCRIPTIVE PARAGRAPH AT JUNIOR HIGH SCHOOL BABUSSALAM PEKANBARU  
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

UIN SUSKA RIAU

Wassalam.



Drs. Alimuddin, M.Ag  
 NIP. 19660924 199503 1 002



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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
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Un.04/F.II.4/PP.00.9/4521/2020

Pekanbaru, 16 April 2020

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada

Yth. Robi Kurniawan, MA

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ABDUL RAHMAN FIRDAUS

NIM : 11414103062

Jurusan : Pendidikan Bahasa Inggris

Judul : An Error analysis of subject-verb agreement on students' writing descriptive paragraph at Babussalam junior high school Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



Drs. Alimuddin, M.Ag.

NIP. 19660924 199503 1 002

Tembusan  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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# APPENDIX 6

## Kegiatan Bimbingan Skripsi

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

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PROPOSAL MAHASISWA**

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: Proposal  
: Penelitian  
: Laporan Penelitian  
: Robi Kurniawan, S.Pd. MA.  
: 130117006  
: ABDUL RAHMAN HROANI  
: 11414103062

tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
12-2018	Introduction		
1-2019	Planning the proposal		
1-2019	Theory, Problems, Method		
2-2019	-revise some sentences in the background -revise some sentences in the problem -revise the objectives of the research		
2-2019	final draft accepted.		

Pekanbaru, 12/2/2019  
Pembimbing,

Robi Kurniawan, MA

State Islamic University of Sultan Syarif Kasim Riau



LAMPIRAN BERITA ACARA  
 UJIAN PROPOSAL

: ABDUL RAHMAN FIRDAUS  
 : 11919103062  
 : SENIN / 18 MARET 2019  
 : AN ERROR ANALYSIS OF SUBJECT - VERB AGREEMENT  
 ON STUDENTS' DESCRIPTIVE PARAGRAPH WRITING  
 AT BABUSSALAM JUNIOR HIGH SCHOOL PEKANBARU

URAIAN PERBAIKAN

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Penguji I  
  
 Penguji II

Pekanbaru, .....  
 Penguji II  
  
 Dedy Wartyan, M.Pd.

Note :  
 Dengan harapan dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing.





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**PERSEKUTUAN PERBAIKAN  
UJIAN PROPOSAL**

ABDUL RAHMAN FIRDAUS  
11414103062  
Senin / 18 Maret 2019  
An Error Analysis of Subject Verb Agreement  
On Students Descriptive Paragraph Writing  
at Babussalam Junior High School Pekanbaru

Proposal ini sudah sesuai dengan masukan dan saran yang  
Dalam Ujian proposal

JABATAN	TANDA TANGAN	
	PENGUJI I	PENGUJI II
PENGUJI I		
PENGUJI II		

UIN SUSKA RIAU  
Pekanbaru, 16 Juli 2019  
Peserta Ujian Proposal

ABDUL RAHMAN FIRDAUS  
NIM. 11414103062

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State Islamic University of Sultan Syarif Kasim Riau

Mentah  
n. Dek  
Wak Dek I





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**KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA**

Nama Pembimbing : Skripsi  
 :  
 :  
 : Robi Kurniawan, MA.  
 Nomor Induk Pegawai (NIP) : 130117006  
 Nama Mahasiswa : Abdul Rahman Firdaus  
 Nomor Induk Mahasiswa : 11414103062  
 Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
25 Maret 2020	Consultation and revision of the result of data analysis		Revision
2 April 2020	Consultation and revision of Chapter IV		Revision
8 April 2020	Consultation and revision of Chapter III, IV, and Abstract		Revision
15 April 2020	Consultation and revision of Chapter III, IV, V and Abstract		Revision
16 April 2020	Consultation and revision of Chapter III, IV, V and Abstract		Revision
17 April 2020	Thesis approved		Accepted

Pekanbaru, 17 April 2020  
 Pembimbing,

Robi Kurniawan, MA.  
 NIK. 130117006

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# NOTA PERBAIKAN SKRIPSI

Selasa/19 Mei 2020

Pukul : 08.00-12.00 WIB

Drs. H. Sutarmo, M.Ag  
Melgis Dilkawaty Pratama, M.Pd.  
Idham Syahputra, M.Ed.  
Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd.  
Abdul Rahman Firdaus Nim : 11414103062

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Hari/Tanggal

Dewan/Penguji

Nama/Kendat

Perbaikan

- a. Provide difference between mistakes and errors in chapter II
- b. The information about raters in chapter III
- c. Provide information about validity and reliability of the test
- d. Provide reliability in chapter III
- e. Provide fabric for data assessment
- f. Provide research findings to indicators and theories
- g. Provide phrasing in chapter II
- h. For the abstract in chapter II end it by a concluding paragraph

Catatan untuk memeriksa setelah diperbaiki

Telah diperiksa dan disetujui penguji I

: Drs. H. Sutarmo, M. Ag  
NIP. 196305114992031002

Telah diperiksa dan disetujui penguji II

: Melgis Dilkawati Pratama, M.Pd  
NIK. 130 117 074

Telah diperiksa dan disetujui penguji III

: Idham Syahputra, M.Ed  
NIP. 19821226 200912 1 000

Telah diperiksa dan disetujui penguji IV

: Muhammad Taufik Ihsan, S.Pd, S. Kom., M.Pd  
NIK. 130117074

Pekanbaru, Juni 2020  
Penguji II/Panitia

Melgis Dilkawati Pratama, M.Pd  
NIK. 130 117 074

Sate Islamic University of Sultan Syarif Kasim Riau

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# APPENDIX 7

## Recommendation Letters

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**LEMBAR DISPOSISI**

Indeks Berkas :

Kode : 009

Judul : *Keagamaan Judul Skripsi*  
 Nomor :

Tanggal : *4 September 2018*

Nama : *Abdul Rahman Firdaus*  
 NIM : *1414103062*

Tingkat Penyelesaian :

Sifat : *Biasa*

**INSTRUKSI/INFORMASI\*)**

Diteruskan Kepada :

1. *Kajur PBI 14/9 2018*
2. *[Signature]*
3. *Plenibung*
4. *Robi Kermawan*
5. *[Signature] 5/2018*
6. *[Signature]*

- \*) 1. Kepada bawahan "Instruksi" atau "Informasi"  
 2. Kepada atasan "Informasi" coret "Instruksi"

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dan  
Cetakan

Kepala Sekolah  
PBBABUSSALAM PEKANBARU  
Empat

Assalamu Alaikum warahmatullahi wabarakatuh

Nama : ABDUL RAHMAN FIRDAUS  
NIM : 11414103062  
Semester/Tahun : X (Sepuluh)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Ditujukan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Dengan ini disampaikan atas kerjasamanya diucapkan terima kasih.

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PP.00.9/2935/2019

Pekanbaru, 14 Februari 2019

Mohon Izin Melakukan PraRiset

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an. Dekan  
Wakil Dekan III



Dr. Drs. Nursalim, M.Pd  
NIP. 19660410 199303 1 005





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 المدرسة الثانوية العامة معهد باب السلام  
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Nomor : .../BS/VI/2019  
 Lant...  
 Hal : ...  
 Kep...  
 Dek...  
 UIN...  
 Di...

Assalamu 'alaikum warahmatullahi wabarakatuh.

Mendekatkan maksud surat Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor: Un./F/Il./00.9/2935/2019, tanggal 14 Februrai 2019 perihal seperti pada pokok surat telad...

Nama : Abdul Rahman Firdaus  
 NIM : 11414103062  
 Semester/Tahun : X (Sepuluh)/2019  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Untuk...  
 Untuk...  
 Demikian surat izin riset ini dibuat untuk dipergunakan sebagaimana mestinya.  
 Wasalam 'alaikum warahmatullahi wabarakatuh.

Pekanbaru, 18 Juli 2019  
 Kepala SMP Babussalam Pekanbaru,

Drs. H. ALIMUNAR  
 NIP.-

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 Email : dpmpstp@riau.go.id \*

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 TENTANG



182010

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

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 dan Riset dari : **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU, Nomor :**  
 11/P.00.9/389/2019 Tanggal 26 Juli 2019, dengan ini memberikan rekomendasi kepada:

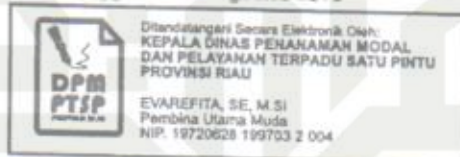
- |                      |   |
|----------------------|---|
| 1. Nama              | : ABDUL RAHMAN FIRDAUS  |
| 2. NIM / NIP         | : 114141030620  |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS   |
| 4. Jenjang           | : S1  |
| 5. Alamat            | : PEKANBARU   |
| 6. Judul Penelitian  | : AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT ON<br>STUDENTS' DESCRIPTIVE PARAGRAPH WRITING AT BABUSSALAM<br>JUNIOR HIGH SCHOOL PEKANBARU |
| 7. Lokasi Penelitian | : SMP BABUSSALAM PEKANBARU  |

dan ketentuan sebagai berikut:

- tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- sepihak pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 14 Agustus 2019



**Terdapat :**

- Disampaikan Kepada Yth :**
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
  2. Walikota Pekanbaru
  3. Kaban Keslingpol dan Linmas di Pekanbaru
  4. DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU di Pekanbaru

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Pekanbaru, 26 Juli 2019 M

00.9/11389/2019

Melakukan Riset

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Penanaman Modal dan Pelayanan Terpadu

'alhamdulillah warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini

Nama : ABDUL RAHMAN FIRDAUS  
 NIM : 11414103062  
 Semester/Tahun : X (Sepuluh)/ 2019  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan  
 judul kripsinya : An Error Analysis of Subject-Verb Agreement on Students Descriptive  
 Paragraph Writing at Babussalam Junior High School Pekanbaru  
 Lokasi Penelitian : SMP BABUSSALAM PEKANBARU  
 Waktu Penelitian : 3 Bulan (26 Juli 2019 s.d 26 Oktober 2019)

hubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang

disampaikan atas kerjasamanya diucapkan terima kasih.



Rektor  
 Dekan  
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**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : 096/SMP-BS/IV/2020

Surat keterangan ini menerangkan bahwa :

Nama : Drs. H. ALI MUNAR  
 : -  
 Jabatan : Kepala Sekolah SMP Babussalam Pekanbaru  
 : -  
 Nama : ABDUL RAHMAN FIRDAUS  
 NIM : 11414103062  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul : AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT ON STUDENT'S DESCRIPTIVE PARAGRAPH WRITING AT BABUSSALAM JUNIOR HIGH SCHOOL PEKANBARU.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 14 April 2020  
 Kepala Sekolah SMP Babussalam



*(Signature)*  
 Drs. H. ALI MUNAR  
 NIP. -



**Hak Cipta Dilindungi Undang-Undang**



## CURRICULUM VITAE

**ABDUL RAHMAN FIRDAUS**, he was born on May 30<sup>th</sup>, 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

(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 Undergraduate Degree in English Education, he conducted *Proposal Seminar* on March 18<sup>th</sup>, 2019. Then, he conducted the research on November 2019 at Babussalam Junior High School Pekanbaru entitled "An Error Analysis of Subject-Verb Agreement on Students' Descriptive Paragraph Writing at Babussalam Junior High School Pekanbaru." Before conducting the research, he did *KKN* program on July up to August 2017 in Desa Palas, Pelalawan. Next, the researcher 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 19<sup>th</sup>, 2020. He finished his study and appropriate to get Undergraduate Degree (S.Pd.).

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