

**THE ANALYSIS OF STUDENTS ‘WRITING DIFFICULTIES IN USING
SUBJECT-VERB AGREEMENT “EXPRESSION OF QUANTITY (MANY,
MUCH, AND SOME)”’: A CASE STUDY AT SMAN 8 MATARAM GRADE
XII SEMESTER 1 ACADEMIC YEARS 2015/2016**



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By:

LALU MANDRA MAYA

NIM : E1D 011 039

**English Education Program
Faculty of Teacher Training and Education
Mataram University**

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KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI
Jln. Majapahit No. 162 Mataram NTB. 83125
Telp. (0370) 623873, Mataram

RATIFICATION

This thesis entitled : **“The Analysis of Students’ Writing Difficulties in Using Subject-Verb Agreement “Expression of Quantity (many, much, and some)” : A Case Study at SMAN 8 Mataram Grade XII Semester 1 Academic Years 2015/2016”** by Lalu Mandra Maya (E1D011039) has been approved to be examined on September 2016 by:

Advisor I

Drs. Udin, M.Pd.

NIP. 195401021985022001

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VERB AGREEMENT “EXPRESSION OF QUANTITY (MANY, MUCH, AND SOME)”:
A CASE STUDY AT SMAN 8 MATARAM GRADE XII SEMESTER 1 ACADEMIC
YEARS 2015/2016**

Program Studi Bahasa Inggris
FKIP UNIVERSITAS MATARAM
lalumandramaya@gmail.com

By

LALU MANDRA MAYA
E1D011039

ABSTRACT

This research aimed to investigate the students’ difficulties in using subject verb agreement, expression of quantity, *many*, *much*, and *some* and what makes them make errors in it. This research was conducted in SMAN 8 Mataram and the instruments used are questionnaire 1, writing test and questionnaire 2. This research used qualitative method to analyze the result and it is a kind of case study research. The researcher used purposive sampling technique to get the sample and the sample taken is 110 students from science class only, in this case, all of the science class students. It is taken from the population, science class and social class, grade XII 1st semester in SMAN 8 Mataram. In this research the researcher divide the errors made by students into 8 categories as follows : Error in using “some” in writing but correct in using “many and much” , Error in using “many” in writing but correct in using “much and some”, Error in using “much” in writing but correct in using “many and some”, Error in using “much and some” but correct in using “many” only, Error in using “some and many” but correct in using “much” only, Error in using “many and much” but correct in using “some” only, Error in using “many, much and some” in writing, There is no error in using “many, much, and some” in writing. From the research result taken from writing test instrument, the error in much, many, and some done by students is in the highest place of errors happen between 8 categories of those errors whereas the lowest one is the Error in using “much and some” but correct in using “many” only and based on the data in questionnaire 1 and questionnaire 2, they get some difficulties in using many, much, and some in their writing because of some reasons like: 95 students don’t master the rules of using of subject verb agreement (many, much, and some) and appropriate noun/vocabulary used for appropriate subject verb agreement words (some, many, much), 1 student doesn’t get the materials of subject verb agreement in their school since they were in elementary school till now, 5 students seldom apply subject verb agreement material (many, much, and some) in their life because they don’t like speaking or writing in English, or they use other words beside many, some, or much.

ANALISIS KESULITAN MENULIS PADA SISWA DALAM PENGGUNAAN SUBJECT VERB AGREEMENT “PENGEKSPRESIAN JUMLAH (MANY, MUCH, DAN SOME)” : STUDI KASUS DI SMAN 8 MATARAM KELAS XII SEMESTER 1 ANGKATAN TAHUN 2015/2016

riset ini bertujuan untuk meneliti kesulitan siswa dalam menggunakan Subject Verb Agreement, pengekspresian jumlah, many, much, dan some dan apa yang membuat mereka melakukan kekeliruan dalam penggunaannya. Riset ini dilakukan di SMAN 8 Mataram dan instrumen yang digunakan adalah kuesioner 1, tes tulis, dan kuesioner 2. Riset ini menggunakan metode kualitatif untuk menganalisa data dan riset ini merupakan studi kasus. Peneliti menggunakan teknik pengambilan sampel purposive untuk pengambilan sampel dan sampel yang diambil adalah 110 siswa yang berasal dari kelas sains saja, dalam kasus ini, semua siswa dari kelas sains. Sampel ini diambil dari populasi kelas sains dan kelas sosial kelas XII semester 1 di SMAN 8 Mataram. dalam riset ini, peneliti membagi kesalahan yang dilakukan oleh siswa ke dalam 8 kategori antara lain : salah dalam penggunaan “some” dalam tulisan tapi benar dalam penggunaan “many dan much”, salah dalam penggunaan “many” dalam tulisan tetapi benar dalam penggunaan “much dan some”, salah dalam penggunaan “much” dalam tulisan tetapi benar dalam penggunaan “many dan some”, salah dalam penggunaan “much dan some” tapi benar dalam penggunaan “many” saja, salah dalam penggunaan “some dan many” tapi benar dalam penggunaan “much” saja, salah dalam penggunaan “many dan much” tapi benar dalam penggunaan “some” saja, salah dalam penggunaan “many, much dan some” dalam tulisan, dan tidak ada kesalahan dalam penggunaan “many, much, dan some” dalam tulisan. Dari hasil penelitian yang diambil dari instrument tes tulis, kesalahan dalam penggunaan much, many, dan some yang dilakukan siswa menempati posisi tertinggi di antara 8 kategori sedangkan yang terendah adalah kesalahan dalam penggunaan “much dan some” tapi benar dalam penggunaan “many” saja dan berdasarkan data dalam kuesioner 1 dan kuesioner 2, mereka terbukti mendapatkan kesulitan dalam penggunaan *many*, *much*, dan *some* dalam writing mereka karena beberapa alasan antara lain: 95 siswa tidak menguasai aturan dalam penggunaan subject verb agreement (*many*, *much*, dan *some*) dan tidak menguasai kata benda/perbendaharaan kata yang digunakan untuk kata-kata subject verb agreement yang cocok (*some*, *many*, *much*), 1 siswa tidak mendapatkan materi subject verb agreement di sekolahnya sejak dia SD sampai saat ini, 5 siswa jarang mengaplikasikan materi subject verb agreement material (*many*, *much*, dan *some*) dalam kehidupan mereka karena mereka tidak menyukai berbicara ataupun menulis dalam bahasa inggris atau mereka menggunakan kata-kata selain *many*, *some*, dan *much*.

1. Background of Study

In many countries, as a global language, English language is used in communication, either spoken or written. It is taught as the second language around the world including Indonesia . According to Powers (2010:1-2), in studying English language, there are four skills that must be known by students; they are writing and speaking as productive skill and listening and reading skills as ordinary skill for students. Productive skill here means that the students produce it by themselves and when they try to create some words or sentence in their mind, they will face some difficulties especially in writing because in writing the students must master two kinds of important elements in writing such as grammar and vocabulary. Grammar means rules and the vocabulary means the mastery of the words. Both grammar and vocabulary have a lot of patterns and words that students must memorize. In this case, most people say that grammar is more

difficult than vocabulary because the students are obliged to know and understand the structure of sentence or paragraph. It is like Bram (1995: 54) who states “The students feel easier to write semantically only than to write grammatically and semantically. This is possibly because of the complicated grammar in which the language rules have not yet been internalized”.

In grammar, there is one material that makes students even the college students feel so difficult and confused when they try to apply it in writing because it has very spacious aspect and materials and it is the subject verb agreement ‘expression of quantity’. One thing that makes some students confused in this material is the rules and the noun that is appropriate or not with the subject verb agreement word. In this research, the researcher will try to reveal some difficulties faced by students in applying subject verb agreement ‘expression of quantity’ in their writing. But the writer

here just focuses on the using of *many*, *much* and *some* only.

2. Review of Related Literature

2.1 Definition of Writing Skill

Based Harl (2009: 30) writing is a practice specifically defined as a creative process where meaning is actively produced. Additionally, by writing, students can express their feeling and their attitude, in this case, the way of their thinking and universal life around them.

2.2 Subject Verb Agreement as One of The Material of Grammar

subject verb agreement is one of the grammar material that learn about quantity, how to express it when we convey about something. The function of it is to understanding and specifying the noun that we talk about to some people or someone who we talk to. The subject verb agreement has many rules and the pronoun used is too much.

According to Turkenik (1998) in Mbau (2014:3-4), there are three basic rules of subject-verb agreement. They are:

a. In simple present or past tense, the main verbs are 'be' and 'have'.

b. The verbs in the third person singular must be added -s, -es, or -ies in simple present tense.

c. Compound tenses use be or have as the first auxiliary.

3. Research Methodology

This research applied qualitative research. The population of this research is third graders students of SMAN 8 Mataram in the academic year 2015-2016 period, first semester and the sample is third graders students of science program with total 110 students. To take this sample the writer used purposive sampling technique.

4. Findings and Discussions

Like previous explanation, the instrument used by researcher here is

questionnaire and test. There are two questionnaires and one test which had to be done by students and the order is:

Questionnaire 1 + Test + Questionnaire 2

From the data collected by researcher, in SMAN 8 Mataram, there are 4 science classes grade XII semester 1, they are:

- XII IPA 1 = 29 students (1 student is absent, so the total is 28 students)
- XII IPA 2 = 28 students (1 student is absent, so the total is 27 students)
- XII IPA 3 = 25 students (4 students are absent, so the total is 21 students)
- XII IPA 4 = 28 students (3 students are absent, so the total is 25 students)

SUM (total of students) => $28+27+21+25=$
101 students

It is little bit different from the number of students in the first, the total is 110 students but 9 students were absent so the total number becomes 101.

The next step is count the data based the questionnaire and test.

4.1 Questionnaire 1 (before test) just for asking students related to the applying material in their life.

XII IPA 1- XII IPA 4

- The number of students who **know** about Subject Verb Agreement = 37 students
- The number of students who **don't know** about Subject Verb Agreement = 64 students
- The number of students who **like** writing in English = 65 students
- The number of students who **don't like** writing in English = 36 students
- The number of students who get some difficulties when they apply this material focus on many, much and some in writing = 71 students

4.2 Test (applying some, many and much in writing)

In this part the writer grouped the kinds of error of applying *some*, *many*, and *much* in writing done by students.

Nu mb.	The criteria of error that writer use	Number of students	Percentage
1.	Error in using “ some ” in writing but correct in using “ many and much ”	11 students	10,89 %
2.	Error in using “ many ” in writing but correct in using “ much and some ”	18 students	17,82%
3.	Error in using “ much ” in writing but correct in using “ many and some ”	5 students	4,95%
4.	Error in using “ much and some ” but correct in using “ many ” only	3 students	2,97%
5.	Error in using	12 students	11,88%

	<p>“some and many” but correct in using “much” only</p>		
6.	<p>Error in using “many and much” but correct in using “some” only</p>	9 students	8,91%
7.	<p>Error in using “many, much and some” in writing</p>	30 students	29,70%
8.	<p>There is no error in using “many, much, and some” in writing</p>	13 students	12,87%

4.3 Questionnaire 2 (After test), asking about the difficulties faced by students when they do the test and what factors that make them face it

Based on questionnaire 2, some factors that makes students get the difficulties in applying some many and much in writing as follows:

- 1) 5 students = never apply subject verb agreement in their life
- 2) 1 student = never study it because he never got this material
- 3) 95 students = don't know the rules and appropriate noun/vocabulary used for appropriate subject verb agreement words (some, many, much)

5. Conclusions

Based on the analysis the researcher has done, there are some difficulties or errors made by students when they apply subject verb agreement; many, much, and some in writing and they are:

1. Put the article, pronoun, or subject between subject verb agreement (some, many, and much) and noun after it. They forget to put 'of' as the separation.
2. They can't distinguish the rules between the using of *many*, *much* or *some*
3. They can't differentiate which one is countable noun and uncountable noun.
4. Some of them forget to put 's' behind the special noun (countable noun) after they use subject verb agreement 'some and many'
5. The limitation of vocabulary and it is proved by almost all respondents always use *people*, *water*, *time*, *thing*, *food*, and *fruit* as noun.
6. They can't differentiate which one is noun or adjective
7. If we see from their writing, the sentence construction is still messy.

Based questionnaire 1 and questionnaire 2, the causes or some factors that make them get difficulties can be revealed as follows:

1. Most of students don't master the rules of using subject verb agreement (many, much, and some) and appropriate noun/vocabulary used for appropriate subject verb agreement words (some, many, much)

2. Some of the students don't get the materials of subject verb agreement in their school since they were elementary school till now

3. Rarely apply subject verb agreement in their life because they don't like speaking or writing in English, or they use other words beside many, some, or much. For additional, they rarely apply it because they don't know about this material and they just master little bit English vocabulary

Some of them know what subject verb agreement is but they don't know the rules and how to apply it in their life.

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