A DESCRIPTIVE ANALYSIS ABOUT STUDENTS' MASTERY ON
SUBJECT VERB AGREEMENT IN STUDENTS' WRITING PERFORMANCE
OF THE ELEVENTH GRADE STUDENTS OF SMK Negeri 1
Wono Secoro Boyolali Regency in the Academic Year of
2013/2014

A GRADUATING PAPER

Submitted to the Board Examiner In Partial Fulfillment of the Requirements For
the Sarjana Degree of Islamic Education Studies (S.Pd.I) in the English and
Educational Department

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Salatiga, January 15th 2014

Mashlihatul Ummati, S.Pd.I.M.A
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ATTENTIVE COUNSELOR'S NOTE
Case: Alfi Okta Shofia's Graduating Paper

Dear

The Head of State Institute of
Islamic Studies Salatiga

Assalamualaikum, W. Wb.

After reading and correcting Alfi Okta Shofia's graduating paper entitled "A DESCRIPTIVE ANALYSIS ABOUT STUDENTS' MASTERY ON SUBJECT VERB AGREEMENT IN STUDENTS' WRITING PERFORMANCE OF THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 WONOSEGORO BOYOLALI REGENCY IN THE ACADEMIC YEAR OF 2013/2014". I have decided and would like to propose that if it could be accepted by Educational Faculty. I hope it would be examined as soon as possible.

Wassalamualaikum, W. Wb.

Counselor

Mashlihatul Ummati, S.Pd.I.M.A
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GRADUATING PAPER

A DESCRIPTIVE ANALYSIS ABOUT STUDENTS' MASTERY ON SUBJECT VERB AGREEMENT IN STUDENT'S WRITING PERFORMANCE OF THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 WONOSOEGORO BOYOLALI REGENCY IN THE ACADEMIC YEAR OF 2013/2014

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has been brought to the board of examiners of English Department of Educational faculty of State Institute of Islamic Studies (STAIN) Salatiga on 8th March 2014 and hereby considered to completely fulfill the requirement for the degree of Sarjana Pendidikan Islam (S. Pd. in English and Education Department.

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Salatiga, 8th March 2014

Signed: STAIN Salatiga
DECLARATION

بسم الله الرحمن الرحيم

Hereby the writer fully declares that this thesis is made by the writer herself, and it is not containing materials written or has been published by other people ideas except the information from the references.

The writer is capable to account her graduating paper if in the future it can be proved of containing others' idea or in fact, the writer initiates the others' graduating paper.

Likewise, this declaration is made by the writer, and she hopes that this declaration can be understood.

Salatiga, January 15th 2014

The Writer

Alif Okta Shofia
NIM. 11309105
MOTTO

Be Grateful Allah will Gives More

Every Thousand Step Started from One Step
DEDICATION

This graduating paper is whole heartedly dedicated to:

➢ My beloved parents, Khuniah (Mother), Muhxin (Father) who always give me support both in spirit and finance. My brothers (Zubaid, Kozak and Riziq)

➢ My honorable consultant Mrs. Mashrilhatul Umami, S.Pd.I, M.A who has guided me until my graduating paper finished.

➢ My best friend (Inggi, Nunung, Anang, Laily, Adi, Fuah) thanks for your help and support.

➢ My classmates TBPE 09.

➢ All of the English Department Lectures.

➢ The big family of MA Darussalam Bandung, Wonosengoro, Boyolali Thanks for your support.
ACKNOWLEDGEMENTS

In the name of Allah, The Most Gracious and The Most Merciful. The Lord of Universe. Because of Him, the writer could finish this graduating paper as one of the requirement for Sarjana Pendidikan Islam in English Department of Educational faculty of State Institute of Islamic Studies (STAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without supports, guidance, advices, helps, and encouragements from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Mr. Dr. Imam Sutomo, M. Ag, the Rector of State Institute for Islamic Studies (STAIN) Salatiga.

2. Mr. Sutardi, M. Pd., as the Chief of Education Faculty.

3. Mrs. Maslihatul Umami, S. Pd. I, M. A, as the Chief of English Department and also as a counselor who has educated, support, directed and given the writer advice, suggestions, and recommendations for this graduating paper from beginning until the end.

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5. Her beloved father (Muhlasin, S.Pd.I) and mother (Khotijah, S.Pd.I) who always give me sincere prayers for success in my life.

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7. All of the staffs who have helped the writer in processing of graduating paper administration.

8. All of my friends who have help me to finish this graduating paper.

9. The head master, English teacher, staffs and the students of SMKN 1 Wonosenggoro

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the graduating paper.

Salatiga, January 15th 2014

The writer

Alif Okta Skoffa
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ABSTRACT

Shofia, Alif Octa. 2014. *A Descriptive Analysis about Students’ Mastery on Subject Verb Agreement in Students’ Writing Performance of the Eleventh Grade Students of SMK Negeri 1 Wonosegoro Boyolali Regency in the Academic Year of 2013/2014*. Counselor: Miftahul Umami, S.Pd., M.A.

The aims of the research are to find out the data of students' mastery on subject verb agreement in students' writing performance and the varieties of students' difficulties in the use of subject verb agreement in the eleventh grade students of SMKN 1 Wonosegoro in the academic year of 2013/2014. This research is descriptive quantitative research. The writer chose the eleventh grade students of SMKN 1 Wonosegoro in the academic year of 2013/2014 as the sample and the subject are 33 students. Based on four various level of mastery there are varieties of students' mastery. According to the result of the research, the profile of students' mastery on subject verb agreement that get excellent level are 4 students, 12 students get good level, 13 students get average level and 4 students get poor level. The kind of students' difficulties in the use of subject verb agreement rules is in indefinite pronoun rule. It is because students have difficulties to determine the third personal pronoun from a sentence. It means that students' mastery on subject verb agreement in students writing performance of the eleventh grade students of SMKN 1 Wonosegoro in the academic year of 2013/2014 have good level generally.

Keywords: Mastery, Subject Verb Agreement, Writing Performance
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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produce symbols (Slapier, 1949: 3). Everyone uses language every day in every occasion for several reasons such as to interact with other people, to express their thought and to show their opinion or ideas. There are many languages in this world. One of the languages is English, it is considered as an international language. English makes people easier to interact and communicate with other people in this universe. So, many people in the universe excite to learn English as a tool to communicate with others people.

However, English as an International language has many rules especially about grammar. Grammar is series of statements about the way a particular language work (Show, Harry, 1986: 1). According to Nayan (2002: 2) knowledge of grammar enables language users to put words together in the correct form in order to communicate ideas and intentions efficiently. In her opinion, grammar is also the very
Foundation of all verbal communication. So, we cannot listen, speak, read or write without grammar.

From the above theory, we are able to know that grammar is important in English not only in writing but also in other skills. But many students in Indonesia assume that grammar is difficult. It is because Indonesia and English grammar are different. The differences of rules between Indonesia and English grammar is tense; tense is the time of verb's action or state of being, such as present or past. The other rule in English grammar is subject verb agreement, the verb must agree with the subject.

Subject verb agreement rule is subject and verb must agree with another in number (singular and plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural its verb must be plural (Benner, 2006:1). Subject and verb are basic of the sentences; a good ability in making good sentences will help students easier to improve their writing skill.

According to Harmer (2005:33) writing (as one of the four skills of listening, speaking and reading) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where
mastering the ability to write effectively is seen as a key objective for learners.

From the above theory, we are able to know that knowing grammar will make learners mastering writing skill. So, Indonesia's government always makes innovation the curriculum to improve the education. For example, government makes different focus between vocational and senior high school. Senior high school focuses on genre, in other side vocational high school focus on grammar and practice. However, in English learning especially in SMK N 1 Wonosegoro usually most of students feel that grammar is a difficult subject. It is because they are seldom to practice English in their daily activities especially writing, they are also confuse in using subject verb agreement.

Subject verb agreement is an important rule in English because subject and verb are the basic of sentence. However, the students still confused to comprehend this form. If students get a problem in subject verb agreement, that is show that students do not understand well about subject verb agreement. Based on the above consideration, it is very important to analyze the students' mastery on subject verb agreement and to know the students' difficulties in using subject verb agreement. So, the writer wants to conduct a research entitled: A DESCRIPTIVE ANALYSIS ABOUT STUDENTS' MASTERY ON SUBJECT VERB AGREEMENT IN STUDENTS' WRITING.

II. Problems of the Research:

1. How far is the students' mastery of using subject verb agreement in writing performance of the eleventh grade students of SMKN 1 Woosegoro?

2. What kinds of difficulties do students usually face in using subject verb agreement of the eleventh grade students of SMKN 1 Woosegoro?

C. Objective of the Research

1. To know how far is the students' mastery of using subject verb agreement in writing performance of the eleventh grade students of SMKN 1 Woosegoro.

2. To know the kinds of students' difficulties in the use of subject-verb agreement of the eleventh grade students of SMKN 1 Woosegoro.

D. Limitation of the Research

There are many rules about subject verb agreement. To make the research easier, the writer wants to analyze the mastery of using subject verb agreement classified into:
1. Agreement of subject and verb in number

2. Agreement in indefinite pronoun

3. ‘Do not and Does not’ agreement

The students have completed some materials which are closely related to subject verb agreement in the previous class. The writer only analyses students’ mastery on subject verb agreement in writing performance with multiple choices and sentences correction test. To limit this research, the writer only analyzes the eleventh grade students of vocational high school; there is SMK NEGERI 1 WONOSEGORO.

E. Benefits of the Research

1. For the researcher

The researcher can understand more about the rules of subject verb agreement and how to use it in writing skill. The researcher is able to know about how to reacting, correcting and responding the students’ work. The most important thing is researcher as a student teacher will understand about how to examine the students’ assignment.

2. For the teacher

Teacher is able to know about the kinds of difficulties faced by students in using subject verb agreement in students’ writing performance. On the other side, teachers can make a reflection
about the successful of their teaching of Foreign Language Acquisition in the classroom.

3. For the school

The school can improve or change the learning medium because they are able to know about the weakness of the students. Furthermore, the school certainly will be better when they passed their students with good score.

4. For the students

The students can be easier to understand the lesson because the teacher understands well about the kinds of difficulties faced by students in their writing performance. Teacher will use an appropriate media in teaching and learning process.

5. For the other researchers

The next researchers may have a hypothesis about how far is the students' mastery in using subject verb agreement.

F. Review of Related Literature

In this graduating paper, the writer takes three review of related literature from the other graduating paper to enrich the data about Subject Verb agreement. The first graduating paper is "An Error Analysis of Subject Predicate Concord Male by the Third Year
Students of SMUN I Rembang Regency of Purbalingga in the Academic Year of 2002/2003 which has been researched by Miftahul Jannah in 2002.

In this graduating paper, she focused on Subject – Predicate Concord in singular and plural, indefinite pronoun and verb by adding the prefixes and suffixes rules. The writer find a few number of students’ errors of subject-predicate concord in English sentence were caused by over generalization. On the other side the most students’ errors is caused by ignorance of rule restriction.

The second graduating paper is “A Descriptive Study on the Mastery of Using Plural Form of the Second Year Students of STL P Islam Sultan Fatoh Salatiga in 2003/2004” which has been researched by Sri Hastuti in 2004. In this graduating paper she focused on four rules of singular plural form, there are demonstrative objective, to be, regular plural noun and irregular form. In this study the researcher find the dominant error caused by ignorance the application of the rule that using structure. The highest students’ error is using irregular nouns in the plural form.

The third graduating paper is “A Study of Subject-Verb Agreement in Written Production by Students in Eight Grades in the Swedish Compulsory School which has been researched by Maria Holmqvist and Ericsson in 2008. In this graduating paper they focused
on students' written composition in subject-predicate concord. The researchers found the most common errors made by students are singular and plural subjects. The students have difficulties to determine the third person singular of a sentence.

The differences between this research and the previous research are on the method and how to determine the level of mastery. In this research the writer uses descriptive quantitative research and four level of mastery. There are four level of mastery they are excellent, good, average and poor (Haris, 1969:134). Moreover, the writer only analyses students' mastery on subject-verb agreement from sentences.

G. The Definition of Key Terms

In this study, the writer would like to clarify the terms to make them clear.

1. Descriptive

Descriptive is adjective, which means to describes, fond of describing (Hornby, 1986:233).

2. Analysis

Separation into parts possibly with comment and judgment (Hornby, 1974:29)

3. Mastery

Mastery is great skill or knowledge, control or power (Oxford University Press, 2008; 271). It means to become skilled or
proficiency. The use of the word "master" is defined as skill or knowledge that makes the one master of something.

4. Student

Person who is studying at a collage, polytechnic or university. Anyone who studies or who is devoted to the acquisition of knowledge (Hornby, 1986:859).

5. Writing

Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but activities do not teach students to write (Harmer, 2005:33).

6. Performance


7. Subject Verb Agreement

According to Svartvik & Sager 2008:4 agreement demands that a subject in the singular is followed by a finite verb in the singular and that a subject in the plural is followed by a finite verb in the plural. So, Subject-verb agreement is a grammatical rule that states that the verb must agree in number with its subject.
II. The Outline of the Research

This graduating paper consists of five chapters. Each chapter discusses as follows:

Chapter I contains introduction which covers the background of the research, problems of the research, objective of the research, limitation of the research, benefits of the research, review of related literature, definition of key terms and graduating paper outline.

Chapter II is theoretical framework, firstly, students' mastery on subject verb agreement. It presents the theory about the importance of students' mastery, importance of mastery on subject verb agreement, general rules of subject verb agreement and mistake in subject verb agreement. Secondly, the writer presents students writing performance. It presents about definition of writing skill, types of writing performance and the indicator of writing performance.

Chapter III, the writer presents about research methodology which discusses about type of research, subject of the research, techniques of collecting data, techniques of data analysis and data presentation which shows the profile of SMKN 1 Wonosegoro in academic year of 2013/2014.

Chapter IV is the data analysis of the data interpretation and discussion of the finding.

Chapter V is the last part of this graduating paper by giving conclusion and suggestion.
CHAPTER II

THEORETICAL FRAMEWORK

A. Students' Mastery on Subject Verb Agreement

1. Students' Mastery

Student is a person who is studying at a college, polytechnic or university (Tomby, 1974:859). According to Webster (1974 :586) mastery is the state of having control over something, superiority in competition, victory, eminent skill or through knowledge. According to Merriam mastery is knowledge and skill that allows you to do, use, or understand something very well: complete control of something.

Linked to Satomo (2009:3), subject-verb agreement is the rule of grammar that states that singular subjects must agree with singular verbs and plural or compound subjects must agree with plural verbs. The verb in a sentence must agree with the subjects and not with any other word that is placed between them.

Students' mastery on subject verb agreement is the basic in learning English because every sentence needs subject and verb to express a complete thought. Students' mastery on subject verb agreement also helps students to improve their skill in English.
2. The Importance of Mastery on Subject Verb Agreement

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language (Cowan, 2008:3). It is important in all of language skill listening, speaking, reading and writing. However, grammar rules will be more useful in speaking and writing skill.

One of the English grammar rules is tense. Tenses use to express different time, consistency of tense also the principle of grammar, when we are writing event in the past tense we should consistently use the past tense. Do not change needlessly from one tense to another.

Subject verb agreement as one of English grammar rules has basic rule, subject and verb must agree with another in number (singular and plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural its verb must be plural (Benner, 2000:1). The subject of the sentence must agree with the verb in order to create a correct sentence. A sentence is not complete and has no meaning without a subject and a verb.

Because of explanation above, mastery on subject verb agreement is important for the students especially Foreign Language Students (FLS). Subject and verb are basic of the sentences so a good ability in making good sentences will help students easier to improve their writing skill. There are four levels of mastery (Haris, 1969:134), the details explanation shows in table below:
Table 2.1

The Levels of Mastery (Harris, 1969:134)

<table>
<thead>
<tr>
<th>Level of Percentage</th>
<th>Level of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>60-79%</td>
<td>Good</td>
</tr>
<tr>
<td>50-59%</td>
<td>Average</td>
</tr>
<tr>
<td>0-49%</td>
<td>Poor</td>
</tr>
</tbody>
</table>

3. General Rules of Subject Verb Agreement

According to Pyle and Page (1995:40) subject is the agent of the sentence in the active voice, it is the person or thing that performs or responsible for the action of the sentence, and it normally precedes the verb. Every sentence in English must have a subject.

- The subject may be a single noun.

  Coffee is delicious.

  Milk contains calcium.

- The subject may be a noun phrase. A noun phrase is a group of words ending with a noun. It cannot begin with a preposition.

  The book is on the table.

  That new red car is John's.

- It can act as a pronoun for a noun or can be the subject of an impersonal verb. As the subject of an impersonal verb, the pronoun is not actually used in place of a noun, but part of an idiomatic expression.

  It rains quite often here in the summer.
It is hard to believe that he is died.

According to Pyle and Page (1995:41), the verb follows the subject in a declarative sentence; it generally shows the action of the sentence. Every sentence must have a verb.

- The verb may be a single word

  John drives too fast.

  They hate spinach.

- The verb may be a verb phrase. A verb phrase consists of one or more auxiliaries and one main verb. The auxiliaries always precede the main verb.

  John is going to Miami tomorrow.

  (Auxiliary is; main verb- going)

  Jane has been reading that book.

  (Auxiliaries has, been; main verb-reading)

According to Warriner (1958: 98-108) general rules of subject verb agreement are:

a. A verb agrees with its subject in number

  When a word refers to one person or thing, it is singular in number. When a word refers to more than one, it is plural in number. These nouns and pronouns are example of singular because they name only one person or thing: man, student, butterfly, and shoe. These are plural because they refer to more than one: men,
students, butterflies and shoes. We must be able to make the agreement between subject and verb, in order to speak and write correctly.

For example: Many students in high school are planning to go to college. (The helping verb are agrees with students, both the subject and the verb are plural).

It is also important to identify the subject's person and number. Determine the subject's person.

First person    I am (also first person plural: We are)
Second person   You are
Third person    She/He/It (or anything other than "I" or "you") is (also third person plural: They are)

b. The number of the subject is not changed by a prepositional phrase following the subject. Subject of a verb never a word in a prepositional phrase.

Non standard: The many lights on the Christmas tree makes it look very festive. (The subject is lights not tree)

Standard: The many lights on the Christmas tree make it look very festive.

(The subject is plural so the verb must be plural)

c. Do not and does not must agree with their subjects

We use "do not" with the plural subject (I, You, We, They, These).
Example: I do not know him.
You do not mean that.
They do not have definite plans.
These do not fit.
We use "does not" with the singular subject (He, She, It, One).
Example: He does not play a banjo.
She does not eat friendly foods.
It does not really matter.
One does not fit.
This does not make sense.

d. The following common words are singular:

<table>
<thead>
<tr>
<th>other</th>
<th>anybody</th>
<th>somebody</th>
<th>everybody</th>
<th>nobody</th>
<th>each</th>
</tr>
</thead>
<tbody>
<tr>
<td>neither</td>
<td>anyone</td>
<td>someone</td>
<td>everyone</td>
<td>no one</td>
<td>one</td>
</tr>
<tr>
<td>other</td>
<td>anything</td>
<td>something</td>
<td>everything</td>
<td>nothing</td>
<td></td>
</tr>
</tbody>
</table>

Example: One of the chairs looks comfortable.
Either of the answers is correct.
Everyone with passport was accepted.
Everybody has gone to the movies.
Another is on the way.

e. The following common words are plural

Several, few, both, many and others.
Example: Several of the boys are going to the track meet.
Both of my parents were at the meeting.
A few of the girls seem pleased.
Some of the books need to be mended.

1. The following common words can be either singular or plural.

Some, any, none, all and most (SANAM)

Example: Some of the debt has been paid off.

(Some refers to debt; therefore some is singular and takes a singular subject).

Some of the debts have been paid off.

(IHere "some" refers to debts. Therefore some is plural subject and takes plural subject).

p. Compound subject

1. Most compound subjects joined by "and" are plural and take a plural verb.

Example: My notebook and my pencil were in his locker.

(Two things "were")

Ham and eggs is a good breakfast dish.

(The one combination "is")

2. Singular subjects joined by "or" and "nor" are singular and take a singular verb.

Example: Henry or Carl is going to Denver.

(Either Henry is going, or Carl is going— not both)

Neither the living room nor the bedroom was redecorated.

(Neither one was redecorated)
3. When two subjects, one of which is singular and the other is plural, are joined by “or” and “nor”, the verb agrees with the nearer word. Example:

The ranger, the explorer, or the camper sees the bear.

4. Mistake in Subject Verb Agreement

From the explanation above there are many rules about subject verb agreement, so many Foreign Language Students (FLS) have difficulties to mastery on subject verb agreement. According to Langan (2004:173-177) mistakes in subject verb agreement are sometimes made in the following situation:

a. When a word come between the subject and the verb

Example: The breakfast cereals in the pantry are made mostly of sugar.

The subject (cereals) is plural and so the verb (are) is plural. The words in the pantry that come between the subject and the verb do not affect subject verb agreement.

b. Verb before the subject

A verb agrees with its subject even when the verb comes before the subject. Words that precede the subject include there, here and in question, who, which, what and where.

Example: Inside the storage shed are the garden tools.

The garden tools is the subject.
c. Indefinite pronouns

Indefinite pronouns are certain pronouns do not refer to a definite person, place, thing, or idea (Wariner, 1982:145). The following words, known as indefinite pronouns, always take singular verbs.

- One words
- body words
- thing words

- One
- nobody
- nothing
- each

- Anyone
- anybody
- anything
- either

- Everyone
- everybody
- everything
- neither

- Someone
- somebody
- something

d. Compound Subjects

Subjects joined by and generally take a plural verb.

Ambition and good luck are the keys to his success.

When subjects are joined by or, either ... or, neither ... nor, not only ... but also, the verb agrees with the subject closest the verb.

Either the restaurant manager or his assistants deserve to be fired for the spoiled meat used in the stew.

The nearer subject, assistants, is plural and the verb is plural.

e. Who, Which and That

When, who, which and that are used as a subject, they take singular verbs if the word they stand for is singular and plural verbs if the word they stand for is plural.
Example: Freddie is one of those people who are very private.

The verb is plural because who stands for people, which is plural. On the other hand, in the sentence:

Freddie is a person who is very private.

The verb is singular because who stands for person, which is singular.

According to Warriner, (1958:109-110), the other problems in agreement are:

1. The verb agrees with the subject, not with the predicate nominative. When the subject and the predicate nominative are of different numbers, we should always remember that the verb agree with the subject.

Example:

Right  These taxes are one problem of the senators.

Right  One problem is these taxes.

Better  The senators must cope with the problem of these taxes.

2. When the subject comes after the verb as in sentences beginning with here is, there is, and where is, be especially careful to determine the subject and make sure that it agrees with the verb.

In the following sentences each subject agrees with its verb:

Here is my suggestion.

Here are my suggestions.
3. *Together with*, *in addition to*, *including*, *as well as*, and similar constructions following the subject do not affect the number of the subject.

A singular subject has a singular verb. Do not be misled by phrases beginning with *together with*, *including*, *as well as*, and *in addition to* that come between the subject and the verb.

Examples:

My father, as well as my mother, is eager to see our play.

The beautiful design, together with its performance, makes this car a bestseller.

4. Collective nouns may be either singular or plural.

Collective nouns are singular in form, but they name a group of persons or things.

The examples are:

<table>
<thead>
<tr>
<th>Group</th>
<th>Committee</th>
<th>club</th>
<th>family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flock</td>
<td>herd</td>
<td>swarm</td>
<td>public</td>
</tr>
<tr>
<td>Jury</td>
<td>army</td>
<td>ancient</td>
<td>assembly</td>
</tr>
<tr>
<td>Class</td>
<td>team</td>
<td>faculty</td>
<td>fleet</td>
</tr>
</tbody>
</table>

Collective nouns may be used with plural verbs when the speaker is thinking of the individual parts of the group; they may be used with singular verbs when the speaker is thinking of the group as a unit.
Examples:  *The class was too large for the room.*  
(Class is thought of as a unit)  
The class were arguing about the plans.  
(Class is thought of as individuals).

There are many rules and problems in using subject verb agreement. There are some methods to avoid subject verb agreement error (Wenner, L. Margaret, 2000).

1. Identify *who / that / which* clauses immediately.

   \[
   \text{Anyone [who sees his or her friends] runs to greet them} \\
   \text{singular subject} \quad \text{singular verb}
   \]

2. Locate the true sentence subject and choose a verb that agrees with it.

   \[
   \text{Anyone [who sees his or her friends] runs to greet them} \\
   \text{singular subject} \quad \text{singular verb}
   \]

B. Students’ Writing Performance

1. Definition of Writing Skill

   Writing is a skill that anyone can learn with practice (Langan, 2004:10). So, Writing is a skill which needs a process, every people
has same chance to be an expert writer with a good performance. Unfortunately, some people think that writing is an innate capacity that we cannot do anything to improve our writing performance. The first concern in good writing should be content (Langan, 2004:16). From that theory, we are able to know that good in spelling grammar and punctuation as a basic of writing skill will turn up with process and experience. Having specific purpose also will help writer easier to improve the writing skill. According to Reinking and Hart, (1986:4) the common writing purposes are:

a. To inform

The most common writing purpose is presenting information. The journalist search information and they want to share the information to the reader or public. Teacher often ask their students to write exams or some papers so that they can analyze students writing progress. The information from the exam shows them about how well students have mastered the material.

b. To persuade

The other purpose of writing is to persuade people. It's mean that writer has goal to make reader do or do not do something.

c. To express yourself

Poetry and diaries are the example of creative writing. Creative writing will improve mastery in vocabulary and display the writer's personality.
d. To entertain

Some writing product has purposes just to entertain people.

2. Types of Writing Performance

Good writing performance definitely has very important criteria, which means the writer has an understanding of events, actions, findings, and views that are vividly presented (Hashollah, 2010:17). A performance test measures an individual performance on a particular task (Fracikel and Wallen, 2008:129). There are four types of writing performance (Brown, 2004: 220)

a. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are secondary concern.

b. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in
determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

c. Responsive

Here, assessment task require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines and other guidelines. Genres of writing include brief narrative and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentences level grammar and is more focused on the discourse conventions that will achieve the objectives of written text. Form focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report or even a thesis. Writers focus on achieving a purpose, organizing and
developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

3. The Indicators of Writing Performance

A performance indicator indicates what concrete actions the student should be able to perform as a result of participation in the program (Rogers, 2010:5). It gives a sense of what has been or what is to be achieved. There are some indicators of writing performance which is suitable with the school curriculum that is Thematic Curriculum especially for Vocational High School (from syllabus SMKN 1 Wonosegoro):

a. Students are able to write sentences with appropriate subject verb agreement rules.

b. Students are able to complete and rewrite sentences with appropriate subject verb agreements rules.

c. Students are able to analyze a sentence contains subject verb agreement.
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of the Research

1. The Profile of SMKN 1 Wonosegoro

SMKN 1 Wonosegoro is the first vocational high school in Wonosegoro, Boyolali, as one of district in Boyolali, needs improvement in many aspect especially in education. Since 2002 many Wonosegoro students interested in vocational high school because it is taught about life skills and students hoped they would get a job as soon as possible. On the other side, Wonosegoro only had 2 Senior high school and had no vocational high school. Based on the above consideration, dr. Djaka Srijanta as a regent of Boyolali decided to build a vocational high school located at Wonosegoro - Boyolali street. According to the official letter Skep/65/HU/2000 25 March 2002 the regent succeeded to build a vocational high school in Wonosegoro. That was SMKN 1 Wonosegoro which had four study programs.

In the first year, SMKN 1 Wonosegoro joined in the village chief office. In the second year SMKN 1 Wonosegoro had dependent class located in Wonosegoro - Boyolali Street. Now, SMKN 1 Wonosegoro has good improvement in all of aspect not only in infrastructure but also in medium of teaching. Total number of
students in SMKN 1 Wonosegoro in the academic year of 2013/2014 is 852 students.

Many students are interested in SMKN 1 Wonosegoro because it has good quality and study program. SMKN 1 Wonosegoro is the only vocational high school in Boyolali which has Management Quality System ISO 9001: 2008. In February 2012 PT TUV Rheinland Indonesia was come to SMKN 1 Wonosegoro to make external audit. External audit is a routine program in every year that has a goal to audit the management quality system in SMKN 1 Wonosegoro (www.smkn1wonosegoro.sch.id).

a. Study Program of SMKN 1 Wonosegoro

Study programs are one of the reasons why students interested in vocational high school. Study program will make students easier to improve their skill and talent.

SMKN 1 Wonosegoro has four study programs, as follows:

- Computer Technique
- Multimedia Technique
- Motorcycle Technique
- Vehicle Technique
b. The Organization Structure of SMKN 1 Wonosegoro

Every school needs a good management, because it will influence the quality of the school. The organization structure of SMKN 1 Wonosegoro could be seen in the following figure.

Figure 3.1

The Organization Structure of SMKN 1 Wonosegoro

![Organization Structure Diagram]

- Head Master
  - Suyatna, S.Pd, M.Pd

- Curriculum Department
  - Prayitno, S.Pd

- Students Department
  - Didik Nuryadi, S.Kom

- Equipment Department
  - Ahmad Jaelani, S.Pd

- Public Relation Department
  - Fachir Hikmat S, S.Pd

- Staff Coordinator
  - I Nyoman Witajaya

c. Teacher and Staff of SMKN 1 Wonosegoro

Teachers and staff in SMKN 1 Wonosegoro are 86 people. Teachers are the important aspect in teaching and learning process, so all of teachers in SMKN 1 Wonosegoro have different duties that appropriate with their educational background. A good
administration will help school to make improvement in every academic year, so every school should have a good administrator or staff.

<table>
<thead>
<tr>
<th>N</th>
<th>Teachers' Name</th>
<th>Subject</th>
<th>English Language</th>
<th>N</th>
<th>Teachers' Name</th>
<th>Subject</th>
<th>English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Suryana, M.Pd</td>
<td>Social</td>
<td></td>
<td>2.</td>
<td>Marwanto, A.Md</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Tukik Hukas S, S.Pd</td>
<td>KPK.TMO</td>
<td></td>
<td>10.</td>
<td>Anisah Yuliyanti, S.Pd</td>
<td>Entrepreneur</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Marwanto, S.Pd</td>
<td>Mathematics</td>
<td></td>
<td>12.</td>
<td>Shidq akhyari, S.Pd</td>
<td>Entrepreneur</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Ahmad putriani, S.Pd</td>
<td>Indonesian</td>
<td></td>
<td>18.</td>
<td>Koptimista, S.Pd</td>
<td>Indonesian</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Gumadi, S.Pd</td>
<td>Java Language</td>
<td></td>
<td>24.</td>
<td>Masbro perjuangan S.Pd</td>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Arya Yulianto, S.Pd</td>
<td>KPK.TMO</td>
<td></td>
<td>28.</td>
<td>Jيج putrawati</td>
<td>KPK.TKO</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>M. Sugriyanto Nia, S.T</td>
<td>KPK.TMO</td>
<td></td>
<td>30.</td>
<td>Audri NS, S.Pd</td>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Teguh wadi</td>
<td>KPK.TKO</td>
<td></td>
<td>32.</td>
<td>Munafahli, S.Pd</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Didik Nuryadi, S.Kru</td>
<td>KPK.TKO</td>
<td></td>
<td>34.</td>
<td>Syamaiyani, A.Md</td>
<td>KPK.TKO</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Sri ripeningktih, S.Pd</td>
<td>Chemistry</td>
<td></td>
<td>36.</td>
<td>Fani bidayat</td>
<td>KPK.TMO</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Drs. Wusdi</td>
<td>Society</td>
<td></td>
<td>38.</td>
<td>Siti aisyah, S.Pd.1</td>
<td>CHST</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Joko Nuringto, S.Pd</td>
<td>Sport</td>
<td></td>
<td>40.</td>
<td>Afflick sapadon, S.Pd</td>
<td>KPK.TMO</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>M. Yasin S.Ag</td>
<td>Religion</td>
<td></td>
<td>42.</td>
<td>J Nyoman Widiyana</td>
<td>Chief of Staff</td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Pramono, S.Pd</td>
<td>KPK.TMO</td>
<td></td>
<td>44.</td>
<td>Sri saudari, S.T</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>Putu Sulisty, S.T</td>
<td>Entrepreneur</td>
<td></td>
<td>46.</td>
<td>Dwi lawati, A.Md</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>Tef Saptaningktih, S.Pd</td>
<td>English</td>
<td></td>
<td>48.</td>
<td>Dwi arininggyas, A.Md</td>
<td>Staff</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3.1**

The List of Teachers and Staff in SMKN 1 Wunasegura
d. The List of Educational Facilities

Facilities are needed in each school to support teaching and learning process. If a school has good facilities, the students will have great motivation to learn overall lesson. The teachers also will have great enthusiasm to teach the students when supported by good facilities. As a result, the students' achievement is well. The following table shows the facilities of SMKN 1 Wonosegoro.

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>18</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Computer Laboratory</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Machine Laboratory</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Motorcycle Laboratory</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Head master’s office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Teacher’s office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Chief office</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>

Table 3.2

Educational Facilities of SMKN 1 Wonosegoro
8. Administration office | 1 | Good
9. Library | 1 | Good
10. Cafeteria | 5 | Good

B. Research Methodology

1. Type of Research

The type of this research was descriptive research. Descriptive research was a research that describes a given state of affairs as fully and carefully as possible (Fraenkel & Wallen, 2008:14). Descriptive research was a method to relate and to interpret data, for example about situation, relation, event, opinion, and about a process taking place or an effect of something etc (Surachmad, 1972:131). There were some purposes of descriptive research or survey (Surachmad, 1972:131):

a. To search details of factual information about an indication.
b. To find a problem or to get a justification of condition and practice.
c. To make either comparison or evaluation.
d. To know about the way of people to handle a problem situation, in order that, to learn for them when we find the same condition.

2. Subject of the Research

The subjects of the research were the eleventh grade students of SMKN 1 Womosering. To clarify the subject of the research, the writer explained the following research:
a. Population

Population was the larger group to which one hopes apply the result (Fraenkel & Wallen, 2008:90). The population of the research was the eleventh grade students of SMKN 1 Wonosegoro in academic year of 2013-2014. The total members of the students in SMK 1 Wonosegoro were 286 students. The details description show in table below:

Table 3.3

List of the Eleventh Grade Students of SMKN 1 Wonosegoro

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Technique 1</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Computer Technique 2</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Computer Technique 3</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>Multimedia Technique (MM)</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>Motorcycle Technique 1</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>Motorcycle Technique 2</td>
<td>34</td>
</tr>
<tr>
<td>7</td>
<td>Vehicle Technique 1</td>
<td>37</td>
</tr>
<tr>
<td>8</td>
<td>Vehicle Technique</td>
<td>38</td>
</tr>
</tbody>
</table>

b. Sample

A sample in a research was the group on which information is obtained (Fraenkel & Wallen, 2008:9). The most important steps in the research were the selection of the sample or who was the participants of the research. The samples of the research were the eleventh grade students of Computer Technique 2 class, which the total numbers of students were 33 students.
c. Sampling

Sampling was the way procedure which was done to sample from the population. In this research, the writer used purposive sampling. Purposive sampling was a technique of sampling based on some consideration Arikunto (1996:183).

The English teacher, Mrs. Tri Sulistywati, S.Pd suggested observing Computer Technique Class 2 because students in this class have low achievement of level, so the result of this research can be the consideration for the other class.

The details data of Computer Technique Class 2 were as follow in the following table:

Table 3.4

The List of Subjects of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ririn Astulik</td>
</tr>
<tr>
<td>2.</td>
<td>Novita</td>
</tr>
<tr>
<td>3.</td>
<td>Nia Wati</td>
</tr>
<tr>
<td>4.</td>
<td>Muhammad Imam</td>
</tr>
<tr>
<td>5.</td>
<td>Irdi Mei Royani</td>
</tr>
<tr>
<td>6.</td>
<td>Nur Aizah</td>
</tr>
<tr>
<td>7.</td>
<td>Anis Nur Ismaini</td>
</tr>
<tr>
<td>8.</td>
<td>Dwi Saputri</td>
</tr>
<tr>
<td>9.</td>
<td>Joko Wicaksumo</td>
</tr>
<tr>
<td>10.</td>
<td>Hendri</td>
</tr>
<tr>
<td>11.</td>
<td>Andi Satriano</td>
</tr>
<tr>
<td>12.</td>
<td>Romadhon</td>
</tr>
<tr>
<td>13.</td>
<td>Sumiati</td>
</tr>
<tr>
<td>14.</td>
<td>Ellya W.A</td>
</tr>
<tr>
<td>15.</td>
<td>Tri Ummi</td>
</tr>
<tr>
<td>16.</td>
<td>Sri Hartanti</td>
</tr>
</tbody>
</table>
b. Test

To obtain the data, the writer used the test method. There were two kinds of test namely: subjective test in which the students organize, interpret or associate their knowledge. Whereas objective test was a test which the students would not organize, interpret or associate, but they only give short and complete answer. There were five of objective test, they were: true false, multiple choice, matching, completion, and short answer.

In this research, the writer made 20 test items for her research. 10 test items in multiple choice test, the other test is sentence correction test. Multiple choice or selection items type’s develops to overcome a number of the weaknesses of the composition test that notes earlier (Haris, 1969:7). Multiple choice enabled writer to get directly at many of the specific skills and learning, in addition scoring can be done quickly and involves no judgments as to degrees of correctness. The multiple choice tests tend to have superior reliability and validity (Haris, 1969:7).

According to Haris (1969:7) multiple choice items consists of (1) a stem or lead, which was either a direct question or an incomplete statement, and (2) two or more
choices or responses, of which one was the answer and the others were distracters, that was the incorrect responses.

1. Preparation of test

   a. Test Items.

      The writer classified the test into three categories:

      1. Subject verb agreement rule in number
      2. Subject verb agreement rule in indefinite pronoun
      3. Subject verb agreement rule in “Do not” and “Does not”.

   b. Arrangements of the test items

      After classifying the test, the writer arranged the test items into the following number:

      1. Test on the use of subject verb agreement rule in number, include in the following number 1, 3, 5, 7, 8, 9, 10, 11, 14, 18.
      2. Test on the use of subject verb agreement rule in indefinite pronoun, include in the following number 6, 13, 16, 17, 19.
      3. Test on the use of subject verb agreement rule in “Do not” and “Does not”, include in the following number 2, 4, 12, 15, 20.
4. Techniques of Data Analysis

a. Scoring

The test consists of 20 items which is divided into two kinds of test variation. The first test consists of 10 items of finding the appropriate form of the verb given in the parentheses. The second test also consist 10 items of sentence correction in subject verb agreement.

Each items has 10 score, this score will be easier to determine the level of degrees of the students' mastery on subject verb agreement in students' writing performance.

To determine students' score, the writer uses the following formula:

\[ S = \frac{C}{2} \times 10 \]

\[ S = \text{Score} \]

\[ C = \text{Correct Answer} \]

To know the mean scores of students in Computer Technique 2 class, the writer applied this formula:

\[ M = \frac{\sum X}{N} \]

\[ M: \text{is the mean score of students' group} \]

\[ X: \text{is the individual final scores} \]

\[ N: \text{is the number of sample} \]

\[ \sum: \text{is the sum of score} \]
To know the percentage of students’ difficulty in subject verb agreement the writer used the formula as follows:

\[ P = \frac{F}{N} \times 100\% \]

Explanation:

\( P \) - the percentage
\( F \) - the frequency
\( N \) - the number of the subject

b. Data Analysis

The writer tabulated the data from the students in order to draw a conclusion from the data. In analyzing the data, the writer used level of mastery table to classify the level of students’ mastery of using subject verb agreement. After analyzing the data, the writer could get the result about how far is the students’ mastery of using subject verb agreement and the kinds of students’ difficulties in the use of subject-verb agreement.

Table 3.5

The Levels of Mastery (Haris, 1969:134)

<table>
<thead>
<tr>
<th>The Percentage</th>
<th>Level of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>60-79%</td>
<td>Good</td>
</tr>
<tr>
<td>50-59%</td>
<td>Average</td>
</tr>
<tr>
<td>0-49%</td>
<td>Poor</td>
</tr>
</tbody>
</table>
C. Data Presentation

1. Data of Students' Mastery on Subject Verb Agreement

Table 3.6

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Correct Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rinin Astuti</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>Novita</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>3.</td>
<td>Nia Wati</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>M. Irrom</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>5.</td>
<td>Indri Mei Royani</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>6.</td>
<td>Nur Azizah</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>7.</td>
<td>Anis Nur Ismaili</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>8.</td>
<td>Dwi Sapti</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>9.</td>
<td>Joko Wicaksono</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>10.</td>
<td>Hendri</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>11.</td>
<td>Andi Suhirna</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>12.</td>
<td>Romadhun</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>13.</td>
<td>Sumiyati</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>14.</td>
<td>Eliya W.A</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>15.</td>
<td>Tri Utami</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>16.</td>
<td>Sri Hartanti</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>Sumiyatun</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>18.</td>
<td>Wahyu Nurrohman</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>19.</td>
<td>Ferly Wafidami</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>20.</td>
<td>Siti Zainab</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>21.</td>
<td>Fida Astuti</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>22.</td>
<td>Maryanto</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>23.</td>
<td>Rini Iswari</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>24.</td>
<td>Yuli Alisyah</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>25.</td>
<td>Hesti Dinda I.</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>26.</td>
<td>Siska M</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>27.</td>
<td>Reni siswanti</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>28.</td>
<td>Saniwanti</td>
<td>18</td>
<td>95</td>
</tr>
<tr>
<td>29.</td>
<td>Wahyu Rukmana Widvantoro</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>30.</td>
<td>Endri Aryananto</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>31.</td>
<td>Muhammad Basalamuddin</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>32.</td>
<td>Gazy Wahyu I.</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>33.</td>
<td>Febri Fitri I.</td>
<td>12</td>
<td>60</td>
</tr>
</tbody>
</table>
The data above were the result of students' mastery on subject
verb agreement test. Those data will be analyzed statistically in the
next chapter which is in chapter IV.
CHAPTER IV

DATA ANALYSIS

After collecting the data, then the writer analyzed the data. The writer used observation and test to collect the data. The data was collected from 33 students of the eleventh grade students of SMKN 1 Wonosegoro.

Based on the objective of the research which is explained in Chapter 1, it can be known that:

1. To know how far is the students’ mastery of using subject verb agreement in writing performance of the eleventh grade students of SMKN 1 Wonosegoro.

2. To know the kinds of students' difficulties in the use of subject verb agreement.

For the first objective, the writer used statistic formula. The formula used to find out how far is the students’ mastery on subject verb agreement in their writing performance test.

\[ S = \frac{C}{2} \times 10 \]

\[ S = \text{Score} \]

\[ C = \text{Correct Answer} \]
A. The Analysis of Data

1. The Result of Observation

The writer observed the teaching learning process of subject verb agreement in the eleventh grade students of SMKN 1 Wamosegoro especially Computer Technique 2 Class on 23 July 2013. There were 35 students in this class but 2 students were absent. The process of teaching subject verb agreement include in simple present tense material. The thematic curriculum enable teacher to organize material depends on situation and condition in the class.

Teacher was explained about kinds of simple present tense, there were verbal and nominal sentence. Simple present tense used to describe general condition and truth. After teacher gave explanation, teacher asked students to make a simple present tense sentence. Then, teacher and students were discussing about subject verb agreement rules from students' sentences.

From the observation, the writer was able to know that students were able to make simple present tense sentence. However, students have some difficulties to determine the third personal pronoun from a sentence. Mastering the third personal pronoun was important because it will help students to determine the correct verb.

The example of students' difficulty can be seen in the following sentence:
My father (watch / watches) television in the living room.

Correct Answer: My father watches television in the living room.

The third personal pronoun of that sentence is “he” so it is need “es” for the verb “watches”.

Some students still answered incorrectly. Then teacher explained more about subject verb agreement rules, (He, She, It) it is always use “s/es” and (They, We, I, You) never use “s/es” and how to make negative and interrogative sentences.

In the last of teaching and learning process, teacher gave some exercises provided by the writer. Those exercises will help writer to answer two objective of the research, first objective is; to know how far is the students’ mastery of using subject verb agreement in writing performance and the second one is to know the kinds of students’ difficulties in the use of subject verb agreement. The result of this evaluation is presented on table 4.1.

2. Students' Mastery on Subject Verb Agreement

The writer collected the data students’ mastery on subject verb agreement in writing performance with multiple choices and sentence correction test. Sentence correction test was a test which the students only gave short answer correct or false from a sentence and they should completed answer from a sentence. The score of
students' mastery on subject verb agreement in students' writing performance test can be seen in the table below:

**Table 4.1**

The Score of Student's Mastery on Subject Verb Agreement Test

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Correct Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Riri Astuti</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Novita</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Nia Wati</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>M. Iman</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>Indri Mei Rasyani</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Nur Azizah</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Anis Nur Insani</td>
<td>13</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>Ovi Saputra</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>Joko Wicaksuno</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>Hendri</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>11</td>
<td>Andi Sutrisno</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Romadhun</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>13</td>
<td>Suriyati</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>14</td>
<td>Eliza W.A</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>Tri Utami</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>Sri Hartanti</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>Sumiyani</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>Wahyu Nurrohamah</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>Ferli Walidani</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>Siti Zainab</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>21</td>
<td>Fida Astuti</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>22</td>
<td>Maryanto</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>Rini Iswari</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>24</td>
<td>Yulli Aisyah</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>Hesti Oinda L.</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>26</td>
<td>Siska My</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>27</td>
<td>Reni Siswanti</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>28</td>
<td>Samawuti</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>29</td>
<td>Wahyu Rukanata W</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>30</td>
<td>Endi Ariyanto</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>31</td>
<td>Muhammad Hasanuddin</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>32</td>
<td>Gozy Wahyu F</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>33</td>
<td>Febri Putri</td>
<td>12</td>
<td>60</td>
</tr>
</tbody>
</table>
After knowing the test result and also the score of the students' mastery on subject verb agreement, then the writer went to the next step that was finding percentage of the test.

To find the percentage of students' mastery on subject verb agreement of the eleventh grade students of SMKN 1 Wonosegoro in the academic year of 2013/2014, the writer used the following formula:

\[ P = \frac{F}{N} \times 100\% \]

**Explanation:**

\( P \) = the percentage

\( F \) = the frequency

\( N \) = the number of the subject

According to Harris (1969:134) there were four levels of mastery:

**Table 4.2**

<table>
<thead>
<tr>
<th>The Percentage</th>
<th>Class of Mastery</th>
<th>Total of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% - 100%</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>60% - 79%</td>
<td>Good</td>
<td>12</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Average</td>
<td>13</td>
</tr>
<tr>
<td>0% - 49%</td>
<td>Poor</td>
<td>4</td>
</tr>
</tbody>
</table>
The percentage of students’ mastery on subject verb agreement:

1. The percentage of the students’ mastery on subject verb agreement that having excellent level, there were 4 students. The percentage was as follow:

\[ P = \frac{4}{43} \times 100 \% \]

\[ = 12,12 \% \]

2. The percentage of the students’ mastery on subject verb agreement that having good level, there were 12 students. The percentage was as follow:

\[ P = \frac{12}{43} \times 100 \% \]

\[ = 36,36 \% \]

3. The percentage of the students’ mastery on subject verb agreement that having average level, there were 13 students. The percentage was as follow:

\[ P = \frac{13}{43} \times 100 \% \]

\[ = 30,40\% \]

4. The percentage of the students’ mastery on subject verb agreement that having poor level, there were 4 students. The percentage was as follow:

\[ P = \frac{4}{43} \times 100 \% \]

\[ = 12,12 \% \]
Then, the result of test was determined by the mean score of the students' mastery on subject verb agreement score. The formula of mean score is:

\[ M = \frac{\sum X}{N} \quad (\text{Arikunto, 1996: 286}) \]

- \( M \): is the mean score of students' group
- \( X \): is the individual final scores
- \( N \): is the number of sample
- \( \sum \): is the sum of score

\[ \bar{X} = \frac{\sum X}{N} \]

- 60

3. **Kinds of Students’ Difficulties in Using Subject Verb Agreement in Writing Performance**

To know the kinds of students' difficulties in using subject verb agreement in students' writing performance, the writer used the following formula:

\[ P = \left( \frac{F}{N} \right) \times 100\% \]

**Explanation:**
- \( P \): the percentage
- \( F \): the frequency
- \( N \): the number of the subject
### Table 4.3

The Classification of Test Items

<table>
<thead>
<tr>
<th>Subject Verb Agreement Rule</th>
<th>Number of Subjects</th>
<th>False</th>
<th>True</th>
<th>The Percentage of Correct Answer</th>
<th>Average of Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement in Number</td>
<td>1</td>
<td>12</td>
<td>21</td>
<td>63.63%</td>
<td>53.64%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>18</td>
<td>15</td>
<td>45.45%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>28</td>
<td>84.84%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>15</td>
<td>18</td>
<td>54.54%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10</td>
<td>23</td>
<td>69.70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>17</td>
<td>16</td>
<td>48.48%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>22</td>
<td>66.67%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>13</td>
<td>20</td>
<td>60.61%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>7</td>
<td>26</td>
<td>78.79%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>19</td>
<td>14</td>
<td>42.42%</td>
<td></td>
</tr>
<tr>
<td>Agreement in Indefinite Pronoun</td>
<td>6</td>
<td>23</td>
<td>10</td>
<td>30.30%</td>
<td>40.61%</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>22</td>
<td>11</td>
<td>33.33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>21</td>
<td>12</td>
<td>36.36%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>10</td>
<td>23</td>
<td>69.70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>22</td>
<td>11</td>
<td>33.33%</td>
<td></td>
</tr>
<tr>
<td>&quot;Does not and Do not&quot; Agreement</td>
<td>2</td>
<td>13</td>
<td>20</td>
<td>60.61%</td>
<td>75.76%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>28</td>
<td>84.84%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>12</td>
<td>21</td>
<td>63.63%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>7</td>
<td>26</td>
<td>78.79%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>3</td>
<td>30</td>
<td>90.91%</td>
<td></td>
</tr>
</tbody>
</table>

**a. Interpretation of the table**

The second discussion of this research was to know the kinds of students' difficulties in using subject verb agreement. The first objective was about students' difficulties in agreement of subject and verb in number; in this rule students have average level of mastery, the average of correct answer is 53.64%. The students were difficult to analyze the third personal pronoun from a sentence. If teacher asked students to find the third personal pronoun from a sentence, students still have
difficulties, so their performance of agreement in subject and verb in number was only in average level.

The second objective was about students' difficulties in indefinite pronoun. In this rule, students have poor level, the average of correct answer was 40.61%. The students were hesitant to determine indefinite pronoun was singular or plural noun. So, their performance of agreement in indefinite pronoun was poor. The last discussion was about student's difficulties in "do not and does not" agreement rules. In this rule, students have good level, the average of correct answer was 75.76%. In this rule, students' have highest percentage of correct answers it mean that students understand well in mastering agreement rules of "do not and does not".

b. Analysis per item

To get the percentage of student's difficulties in using subject verb agreement, the writer used the following formula:

\[ P = \frac{F}{N} \times 100\% \]

- Analysis of Subject verb agreement in number

<table>
<thead>
<tr>
<th>Subject Verb Agreement Rule</th>
<th>Number of Subject</th>
<th>False</th>
<th>True</th>
<th>The Percentage of Correct Answer</th>
<th>Average of Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement in Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>12</td>
<td>21</td>
<td>63.63%</td>
<td>53.64%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>18</td>
<td>15</td>
<td>45.45%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>28</td>
<td>84.84%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>18</td>
<td></td>
<td>54.54%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>23</td>
<td></td>
<td>66.70%</td>
<td></td>
</tr>
</tbody>
</table>
The percentage of agreement of subject and verb in number:

\[ P = \frac{63.63 + 45.45 + 44.44 + 54.54 + 60.70 + 48.48 + 66.66 + 60.41 + 78.79 + 42.42}{10} \]

\[ = \frac{336.35}{10} \]

= 53.64% (Average Level)

The following items describe the number of test which was given for the students (agreement in number):

1. Many homes in the Netherlands (is, are) filled with vases of flowers.

21 students answered correctly and 12 students answered incorrectly.

The percentage of correct answer was:

\[ \frac{21}{33} \times 100\% = 63.63\% \]

The correct answer is "Many homes in the Netherlands are filled with vases of flowers. The correct answer of this question is are because the subject is Many homes is plural noun so it is needed plural to be it is are."

3. The cars on this expressway (travels, travel) at high rate of speed.

15 students answered correctly and 18 students answered incorrectly.
The percentage of correct answered was:

\[
\frac{15}{33} \times 100\% = 45.45\%
\]

The correct answer is "The cars on this expressway travel at high rate of speed". The correct answer of this question is travel because the subject is *The cars*; it shows plural noun. Noun or subject should add an *s* to singular form, but verb remove the *s* from the singular form.

5. The statistics (shows, show) the company lost a lot of money.

28 students answered correctly and 5 students answered incorrectly.

The percentage of correct answered was:

\[
\frac{28}{33} \times 100\% = 84.84\%
\]

The correct answer is "The statistics shows the company lost a lot of money". The correct answer of this question is shows because the subject is *the statistic*; it is plural form but singular meaning so it is needed singular verb.

7. The colors in the room (seems, seem) to flow in to another.

18 students answered correctly and 15 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{18}{33} \times 100\% = 54.54\%
\]

The correct answer is "The colors in the room seem to flow in to another". The correct answer of this question is seem because the subject is *The colors* it is plural subject so it is needed plural verb.
8. The owner of the factories (asks, ask) for weekly reports from manager. 23 students answered correctly and 10 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{23}{33} \times 100\% = 69.70\%
\]

The correct answer is "The owner of the factories asks for weekly reports from manager". The correct answer of this question is ask because the subject is The owner it is singular subject, the third personal subject is he/she so it is need singular verb.

9. Either Kate or her mother (has, have) a car. I do not know which one.

16 students answered correctly and 17 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{16}{33} \times 100\% = 48.48\%
\]

The correct answer is "Either Kate or her mother has a car. I do not know which one. The correct answer of this question is has because the subject is Either Kate or her mother, it is singular subject so it is needed singular verb form."

10. Both of the movies (looks, look) exciting.

22 students answered correctly and 11 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{22}{33} \times 100\% = 66.70\%
\]
The correct answer is: Both of the movies look exciting.

The correct answer of this question is look because the subject is Both of the movies, it is plural subject so it is needed plural verb.

11. Some of the girls in our school is over 18 years.

20 students answered correctly and 13 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{20}{33} \times 100\% = 60.61\%
\]

The correct answer is False. "Some of the girls in our school are over 18 years". The correct answer of this question is are because the subject is Some of the girls. It is plural noun form so it is needed plural verb to be.

14. Many tourists from America go to Holland during April or May.

26 students answered correctly and 7 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{26}{33} \times 100\% = 78.79\%
\]

The correct answer is Correct. "Many tourists from America go to Holland during April or May." The correct answer of this question is go because the subject is Many tourists from America, it is plural noun form so it is needed plural verb.

18. Some students in my class was very interested in the new club.

14 students answered correctly and 19 students answered incorrectly.

The percentage of correct answer was:
The correct answer is "Some students in my class were very interested in the new club. The correct answer of this question is False because the subject is Some students in my class, it is plural so it needs plural verb that is were."

* Analysis of Subject Verb Agreement in Indefinite Pronoun

<table>
<thead>
<tr>
<th>Subject Verb Agreement Rule</th>
<th>Number of Subject</th>
<th>False</th>
<th>True</th>
<th>The Percentage of Correct Answer</th>
<th>Average of Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement in Indefinite Pronoun</td>
<td>6</td>
<td>23</td>
<td>10</td>
<td>30.30%</td>
<td>40.61%</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>22</td>
<td>12</td>
<td>36.37%</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>21</td>
<td>23</td>
<td>69.70%</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>22</td>
<td>14</td>
<td>33.33%</td>
<td></td>
</tr>
</tbody>
</table>

The percentage of agreement about indefinite pronoun is:

\[ P = \frac{30.30 + 33.33 + 36.37 + 69.70 + 33.33}{5} \]

\[ = \frac{203.66}{5} \]

\[ = 40.73\% \] (Poor Level)

The following items describe the number of test which are given for the students (agreement in indefinite pronoun):

6. Every man and woman (is, are) responsible for his action.

10 students answered correctly and 23 students answered incorrectly.
The percentage of correct answer was:

\[ \frac{10}{33} \times 100\% = 30.30\% \]

The correct answer is “Every man and woman is responsible for his action”. The correct answer of this question is is because the subject is *Every man and woman*, it is singular subject or indefinite pronoun so it is needed singular to be.

13. None of them has shoes to wear.

11 students answered correctly and 22 students answered incorrectly.

The percentage of correct answer was:

\[ \frac{11}{33} \times 100\% = 33.33\% \]

The correct answer is Correct “None of them has shoes to wear”. The correct answer of this question is has because the subject is *None of them*, it is singular so it is needed singular verb.

16. Each of the flags are on display.

12 students answered correctly and 21 students answered incorrectly.

The percentage of correct answer was:

\[ \frac{12}{33} \times 100\% = 36.37\% \]

The correct answer is False “Each of the flags is on display”. The correct answer of this question is *False* because the subject is *Each of the flags* is singular (indefinite pronoun) so it is need singular verb to be that is is.
17. One of my friends hopes to work for father's company.

23 students answered correctly and 10 students answered incorrectly.

The percentage of correct answer was:

$$\frac{23}{33} \times 100\% = 69.7\%$$

The correct answer is "One of my friends' hopes to work for father's company". The correct answer of this question is Correct because the subject is One of my friends, it is singular so it is needed singular verb that is hopes.

19. Everyone in the first two rows wins a prize.

11 students answered correctly and 22 students answered incorrectly.

The percentage of correct answer was:

$$\frac{11}{33} \times 100\% = 33.33\%$$

The correct answer is "Everyone in the first two rows wins a prize". The correct answer of this question is Correct because the subject is Everyone in the first two rows is singular or indefinite pronoun which always take singular verb form.

- Analysis of subject verb agreement in "Do not and Does not"

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Agreement Rule</th>
<th>Number of Subject</th>
<th>False</th>
<th>True</th>
<th>The Percentage of Correct Answer</th>
<th>Average of Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Does not and Do not&quot;</td>
<td>Agreement</td>
<td>2</td>
<td>13</td>
<td>20</td>
<td>60.61%</td>
<td>75.76%</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>5</td>
<td>28</td>
<td>84.84%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>7</td>
<td>26</td>
<td>63.63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>3</td>
<td>30</td>
<td>90.91%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The percentage of agreement about "do not and does not" is:

\[ p = \frac{69.61 + 84.84 + 64.63 + 78.79 + 90.91}{5} \]

\[ = \frac{378.78}{5} \]

\[ = 75.76 \% \text{ (Good level)} \]

The following items describe the number of text which are given for the students (agreement in "do not and does not"):

2. The music box (do not, does not) play.

28 students answered correctly and 5 students answered incorrectly.

The percentage of correct answer was:

\[ \frac{28}{33} \times 100\% = 84.84 \% \]

The correct answer is "The music box does not play. The correct answer of this question is does not because the subject is The music box, it is singular so it is needed singular auxiliary verb does not."

4. Many people still (do not, does not) have enough to eat.

28 students answered correctly and 5 students answered incorrectly.

The percentage of correct answer was:

\[ \frac{28}{33} \times 100\% = 84.84 \% \]

The correct answer is "Many people still do not have enough to eat".
The correct answer of this question is do not because the subject is many people, it is plural subject so it is need plural auxiliary verb do not.

12. Do an Australian and a German speak the same language?

21 students answered correctly and 12 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{21}{33} \times 100\% = 63.64\%
\]

The correct answer is Correct "Do an Australian and a German speak the same language?". The correct answer of this question is Do because the auxiliary verb is speak, it is plural so it is need plural auxiliary.

15. My brother do not know about how to paint.

26 students answered correctly and 7 students answered incorrectly.

The percentage of correct answer was:

\[
\frac{26}{33} \times 100\% = 78.79\%
\]

The correct answer is False "My brother does not know about how to paint. The correct answer of this question is does not because the subject is My brother, it is singular subject so it is needed singular verb.

20. They does not need new watches.

30 students answered correctly and 3 students answered incorrectly.
The percentage of correct answer was:

\[ \frac{10}{33} \times 100\% = 90.91\% \]

The correct answer is "They do not need new watches". The correct answer of this question is False because the subject is They, it is plural so it is need plural auxiliary verb that is do not.

B. Discussion

A sentence must agree between the subject and verb, we usually call that rule with subject-verb agreement or subject predicate concord. The simple sentence should be consisting of subject and verb. From the theory we were able to know that subject-verb agreement was important subject in teaching and learning foreign language especially in writing skill.

The first objective of this graduating paper was to know how far is the students' mastery of using subject-verb agreement in students' writing performance of the eleventh grade students of SMKN 1 Womusegoro. This data was gained by 10 multiple choice test and 10 sentence correction test. According the data, the writer obtained that 4 students or 12.12% included in the highest score or having excellent level, 12 students or 36.36% students included in good level, 13 students or 39.40% of students included in average level, 4 students or 12.12% of students included in poor level. It seem that the eleventh grade students of SMKN 1 Womusegoro have
average level in mastering subject verb agreement in their writing performance.

Based on the explanation above, students' mastery of subject verb agreement in writing performance of the eleventh grade students of SMKN Wonosegoro have average performance. In addition, students also have some difficulties in mastering subject verb agreements. The highest difficulty which was faced by students in learning subject verb agreements was about indefinite pronoun rules which had poor level. Students have average level in mastering subject verb agreement in number, on the other side students have good level in mastering "Do not and Does not" subject verb agreement rule.

Based on the data, the indicators of writing performance in SMKN 1 Wonosegoro had been achieved. A performance indicator indicated what concrete actions the student should be able to perform as a result of participation in the program (Rogers, 2010:5). There were some indicators of writing performance:

a. Students were able to write sentences with appropriate subject verb agreement rules.

b. Students were able to complete and rewrite sentences with appropriate subject verb agreements rules.

c. Students were able to analyze a sentence contain subject verb agreement.
CHAPTER V

CLOSURE

In this chapter, the writer would like to present the conclusion and suggestions which may help to understand the two objectives that have been stated: to know how far is the students' mastery of using subject verb agreement in students' writing performance and to investigate the kinds of students' difficulties in the use of subject verb agreement of the eleventh grade students of SMKN 1 Wonosegoro.

A. Conclusion

After analyzing the data as well as information about teaching and learning process of subject verb agreements then the writer concludes the result of those analyses. The two items of conclusions will be presented based on the two problems of research.

1. The first concern of research is about the students' mastery on subject verb agreement in writing performance of the eleventh grade students of SMKN 1 Wonosegoro. The profile of the students' mastery on subject verb agreement are:

   a. The profile of students' mastery on subject verb agreement that have excellent level is 12.12%.

   b. The profile of students' mastery on subject verb agreement that have good level is 36.36%.
c. The profile of students' mastery on subject verb agreement that have average level is 39,40%.

d. The profile of students' mastery on subject verb agreement that have poor level is 12,12%.

From the result of the analysis above, the writer concludes that the students' mastery of using subject verb agreement in writing performance of the eleventh grade students of SMKN 1 Wonosegoro in the academic year of 2013/2014 have average level in generally, which is the mean score is 60.

2. The second concern of research is about the difficulties faced by students in learning subject verb agreement, especially in subject verb agreement in number, indefinite pronoun and do not and does not.

Kinds of students' difficulties in using subject verb agreement:

a. The profile of students' difficulties in using subject verb agreement in number is average level, which the average correct answer is 53,64%.

b. The profile of students' difficulties in the use of subject verb agreement in indefinite pronoun is poor level, which the average correct answer is 40,61%.

c. The profile of students' difficulties in the use of subject verb agreement in "do not and does not" is good level, which the average correct answer is 75,76%.
From the result of the analysis above, the writer concludes that the difficulty is faced by students in the use of subject verb agreement is about indefinite pronoun. It is because students have trouble in determining indefinite pronoun are singular or plural noun. Students also have difficulties to analyze the third personal pronoun from sentences. It seems when students do the test, they are difficult to determine what they will use to fill the sentences.

B. Suggestion

At the end of this chapter, the writer would like to deliver some suggestions that hopefully would be useful for English teacher and the students especially the eleventh grade students of SMKN 1 Wonosegoro.

1. The teacher

a. The English teacher should be creative in teaching subject verb agreement. It means that teacher should apply a method that all of students includes in the activity. When the students are active to interact to teacher and their classmate they will focus on the material.

b. The teacher should apply an interesting media such as picture and video. From picture or video, teacher asks students to make a simple presents tense and find out the subject and verb. An appropriate media will help students easier to understand the material because they feel enjoy in teaching and learning process.
2. The students

a. Students can start learning subject-verb agreement to improve their writing performance in making a sentence in a day which is related to their daily activities.

b. Students can improve their understanding about subject-verb agreement from the internet. Today, there are many websites which provide the exercise that is completed with the correct answer.

3. The other researcher

The researcher of the research with the title "A descriptive analysis about students' mastery on subject-verb agreement in students' writing performance of the eleventh grade students of SMKN 1 Wonosegoro in the academic year of 2013/2014", hopes that the result of the research could be a reference for following research especially about students' mastery on subject-verb agreement with different objectives, sample and methodology.
BIBLIOGRAPHY


[http://www.englishexercise.com](http://www.englishexercise.com)

[http://www.smtkalwondosegoro.sch.id](http://www.smtkalwondosegoro.sch.id)
APPENDIXES
Test for the use of subject verb agreement mastery of the eleventh grade students of SMA N 1 Wonosegoro, Boyolali regency in the Academic Year of 2013/2014.

Do this exercise in the answer sheet!

A. Complete and rewrite each sentence by writing an appropriate form of the verb given in parentheses.

Example: Many of the students (walks, walk) to school.

Answer in your answer sheet: Many of the students walk to school.

1. Many homes in the Netherlands (is, are) filled with vases of flowers.
2. The music box (do not, does not) play.
3. The cars on this expressway (travels, travel) at high rate of speed.
4. Many people still (do not, does not) have enough to eat.
5. The statistics (shows, show) the company lost a lot of money.
6. Every man and woman (is, are) responsible for his actions.
7. The colors in the room (seems, seem) to flow into another.
8. The owner of the factories (asks, ask) for weekly reports from manager.
9. Either Kate or her mother (has, have) a car. I don’t know which one.
10. Both of the movies (looks, look) exciting.

B. Identify these sentences, if the verb agrees with the subject write "C".

If the verb does not agree with the subject, write "F" then the correct form of the verb.

Example: One of the women practice medicine.

Write in your Answer Sheet: F (practices)

11. Some of the girls in our school is over 18 years.
12. Do an Australian and a German speak the same language?
13. None of them has shoes to wear.
14. Many tourists from America go to Holland during April or May.
15. My brother do not know about how to paint.
16. Each of the flags are on display.
17. One of my friends hopes to work for father’s company.
18. Some students in my class was very interested in the new club.
19. Everyone in the first two rows win a price.
20. They does not need new watches.

“Good Luck*
Answer Key:

A.

1. Many homes in the Netherlands are filled with vases of flowers.
2. The music box does not play.
3. The cars on this expressway travel at high rate of speed.
4. Many people still do not have enough to eat.
5. The statistics show the company lost a lot of money.
6. Every man and woman is responsible for his action.
7. The colors in the room seem to flow in to another.
8. The owner of the factories asks for weekly reports from manager.
9. Either Kate or her mother has a car. I don't know which one.
10. Both of the movies look exciting.

B.

1. Some of the girls in our school are over 18 years. (F)
2. Do an Australian and a German speak the same language? (C)
3. None of them has shoes to wear. (C)
4. Many tourists from America go to Holland during April or May. (C)
5. My brother does not know about how to paint. (F)
6. Each of the flags is on display. (F)
7. One of my friends hopes to work for father's company. (C)
8. Some students in my class were very interested in the new club. (F)
9. Everyone in the first two rows wins a prize. (C)
10. They do not need new watches. (F)
<table>
<thead>
<tr>
<th>No</th>
<th>Tanggal</th>
<th>Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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<tr>
<td>1.</td>
<td>10/06/2013</td>
<td>Chapter 2</td>
<td>Revising - Grammar&lt;br&gt;Research problems&lt;br&gt;How to type a good graduating paper</td>
<td>4</td>
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<td>3.</td>
<td>12/07/2013</td>
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Catatan:

Setiap konsultasi lembar ini harus dibawa

[Signature] Mashikhatul Umami, M.A.
Dalam rangka penulisan Skripsi Mahasiswa Program Sanjaya (S.1), Saya diterjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa.

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Judul Skripsi :
A DESCRIPTIVE ANALYSIS ABOUT STUDENTS MASTERY ON SUBJECT VERB AGREEMENT IN STUDENTS' WRITING PERFORMANCE OF THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 7 WONOREGORO

Apabila digandung perlu Saya dimitui met gorsel lela Skripsi di atas.
Demikian, untuk diketahui oleh dikelasman.

Wassalamualaikum wr.wb.
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Benar - benar telah melaksanakan penelitian Thesis dengan Judul "A DESCRIPTIVE ANALYSIS ABOUT STUDENTS MASTERY ON SUBJECT VERB AGREEMENT IN STUDENTS WRITING PERFORMANCE OF THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 WONOSEGORO, BOYOLALI REGENCY IN THE ACADEMIC YEAR OF 2013/2014"

Demikian surat keterangan ini di buat dengan sebenarnya dan dapat digunakan untuk kepentingan sebagaimana mestinya.

Wonosegoro, 3 Desember 2013
Kepala SMK Negeri 1 Wonosegoro

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Pada prinsipnya kami tidak keberatan / mengujian kepada :
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Untuk mengadakan penelitian di SMK Negeri 1 Wonosegoro dalam rangka untuk pencelesaian Skripsi dengan judul: A DESCRIPTIVE ANALYSIS ABOUT STUDENTS MASTERY ON SUBJECT VERB AGREEMENT IN STUDENTS WRITING PERFORMANCE OF THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 WONOSEGORO, BOYOLALI REGENCY IN THE ACADEMIC YEAR OF 2013 / 2014

Demikian surat ini dibuat untuk dapat dipergunakan seperti halnya.
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2. SMP Muhammadiyah 10 Andong Boyolali (2003-2006)
3. MA Negeri 1 Boyolali (2006-2009)
4. STAIN Salatiga Tadris Bahasa Inggris (2009-2014)
Activity in the class

A student gives question for teacher  
Teacher Explains the Subject

Students do the exercise
A. 1. Many flowers in the Netherlands are sold with vases.
   2. The music box keeps going faster.
   3. The races are very exciting.
   4. Many people still do not have enough to eat.
   5. The statistic shows the company lost a lot of money.

B. 1. Are <are>
   2. Is
   3. Is
   4. Is
   5. Does not <does not>
   6. Is <is>
   7. Is
   8. Were <were>
   9. Win <win>
   10. Do not <do not>
1. Many houses in the neighborhood have listed prices of figures.
2. The wind box does not play.
3. The cars on this expressway travels at high speed.
4. Many people still do not have enough to eat.
5. The statistic shows the company lost a lot of money.
6. Every man and woman are responsible for his action.
7. The colors in the room seem to flow in to another.
8. The owner of the factories for usually reports from manager.
9. Either Kate or her mother has a car, I don't know which one.
10. Both of the movies look exciting.

B. 1. F (are)
    2. C
    3. F (here)
    4. C
    5. F (does not)
    6. C
    7. C
    8. C
    9. C
    10. F (do not)
Name: Nur aizah
Kelas: XI 1B 2

(A)
1. Many homes in the Netherlands is filled with vases of flowers.
2. The music box does not play.
3. The core of this expression atnight rate of speed.
4. Many people still do not have enough to eat.
5. The realistic show the company lost a lot of money.
6. Every man and woman are responsible for his action.
7. The colors in the room seem to flow in to another.
8. The owner of the factories asks for weekly report from manager.
9. Either Kate or her mother has a car. I don't know which one.
10. Both of the movies look exciting.

(B)
1. The (are) V
2. It (does) X
3. It (have) X
4. C √
5. It (does not) X
6. F (is) V
7. A C X
8. G (win) X
9. F (win) X
10. F (do not) X
A.

1. Many homes in the Netherlands is filled with vases of flowers.
2. The music box do not play.
3. The cars on this expressway travels at high rate of speed.
4. Many people still do not have enough to eat.
5. The stable shows the company lost a lot of money.
6. Every man and woman are responsible for his action.
7. The colors in the room seems to flow in to another.
8. The owner of the factories asks for weekly reports from manager.
9. Either Kate or her mother has a car. I don't know which one.
10. Both of the movies looks exciting.

B.

1. If (are)
2. C
3. If (have)
4. C
5. If (does not)
6. C
7. C
8. C
9. If (win)
10. If (do not)
A. Many homes in the neighborhoods are cleaned with:
  1. Vacs of course
  2. The music box do not play
  3. The cart on the expressway serve as high rate of crime
  4. Many people still do not have enough to eat
  5. The hospital show, the company lost a lot of money
  6. Every man and woman are responsible for an action
  7. The Jones vs. the Jones seems to grow in the audience
  8. The Jones vs. the Johnson make the usually report is
     from wanderer
  9. Either care of her mother have a cat. I don't know
     which one
 10. People all the world looks exciting

Bd. 1. C <
  2. C (does) <
  3. (she) <
  4. He (does) <
  5. (he does not) <
  6. C <
  7. (she does not) <
  8. C <
  9. (she does not) <
 10. (do not) <
1. Many houses in the Netherlands are found with bunches of flowers.
2. The music box does not play.
3. The car on the expressway travels at high rate of speed.
4. Most people still do not have enough to eat.
5. The statistics show the company lost a lot of money.
6. Every man and woman are responsible for his action.
7. The colors in the room seem to flow into another.
8. The owner of the factory ask for weekly reports from manager.
9. Either Jack or his mother have accomplished know which one.
10. Both of the movies looks exciting.

<table>
<thead>
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<th></th>
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<th>V</th>
<th>F (does)</th>
<th>X</th>
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<td>V</td>
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<td>X</td>
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Salatiga, 24 Juli 2013

Mengobhun,

Waki Ketua III

Bidang Kemahasiswaan

[Signature]

H. Arif Widodo, M.Ae

NIP: 19750211 200003 1 001