

# DEVELOPING ENGLISH WRITING MATERIAL IN SUBJECT VERB AGREEMENT FOR THE TENTH GRADE OF TOURISM STUDENTS AT SMKN 1 PACITAN ACADEMIC YEARS 2018 / 2019

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**Abstract:** It is known that the errors in using subject verb agreement makes the students difficult in writing. This is why the study brings purposes, viz: 1) to reveal the students' ability in subject verb agreement. 2) to uncover the students descriptive writing errors. 3) to design and develop the writing materials to solve writing error in subject verb agreement for the tenth grade tourism students of SMK N 1 Pacitan in Academic Years 2018/2019. This study is new prespective, even though there are previous studies that have similar topic. This study used R&D design. Data was collected through questionnaire, tests and documentation. The quantitative data were collected to get judgement towards the product. The qualitative data were the score of the product which were interpreted to be description of the product. The first test shows that 18 of 22 students (81.82%) have low understanding in subject verb agreement. The second test shows that the most errors occurs in misformation (subject verb agreement area). The media expert gives good category with the score of "82.92" to the developed media. The material expert gives "80.16" which is categorized as "good". English teacher gives "80.00" which means "good" category. The students give score "81.43" for the material which is categorized as "good". In conclusion, the writing material in subject verb agreement is appropriate to be used as writing materials for the tenth grade of tourism students in the learning process. The students should use this product to deepen their understanding about subject verb agreement.

**Keywords:** Research and Development, Writing Skill, Writing Errors, Subject Verb Agreement

## INTRODUCTION

Considering that learning English writing skill as foreign or second language involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts (Hyland, 2003: 3). This means that grammatical needs to be mastered to make a good writing. For the most of students, the grammatical constraints and writing are difficult skill to be learnt. This is because writing skill makes the students learn about how to arrange the words into sentences. The students must ensure that they are able to distribute their ideas into understandable writing by applying good grammar in their writing. As defined by Knapp et al (2005: 32), grammar is a name for the resources available to users of a language system for producing texts. It means they have to write by considering to the grammatical of writing.

Some preceding researchers had carried out the study with similar topic. Hartines (2016) investigates a study entitled “Developing English Writing Material for Grade 10th of SMA Pembangunan Galang”. The main objective of the study is to find out the target and to develop appropriate text-less comic writing materials by focusing on the learning needs of Grade X SMA Pembangunan Galang. Wahyuni (2017) conducts a R & D study entitled “Developing Writing Materials Based on Contextual Teaching and Learning (CTL) Approach for Indonesian EFL Learners”. The study is aimed to develop English material in writing skill for EFL learners.

However, this discussion is new perspective and has not been investigated by other researchers. This is because the study is aimed to develop writing material that focus on subject verb agreement for the tourism students. The material is also developed based on the result of the test that shows if the students still have low understanding in subject verb agreement.

Subject verb agreement is known as one of the domain of grammar. As Harun and Sufian (2015:95) say that the term “Subject-Verb Agreement” (SVA) refers to the rules of grammar in English language where the subject usually agrees or matches with the verb/s used in a sentence. In the other world the concept of subject verb agreement is about determining the subject of the sentence, whether the subject is plural or singular. The students need to deal to the form of verb which is concerned to the subject of the sentence.

Stapa (2010: 5) states that subject-verb agreement area is very important to express ideas especially in writing, where non-verbal communication is absent, the students really need to master this rule in order to write effectively. It means that the message of written language will be easier to be understood, if the students already master the subject verb agreement. Subject verb agreement is important to be mastered in writing, because it can contribute the clear meaning of the written sentences. Constructing subject verb agreement becomes one of requirements for students to make a good writing. This makes students writing become readable. The ability of such subject verb agreement is fundamental for the students.

Based on observation at the tenth grade of the tourism students in SMKN 1 Pacitan, the students still do not know how to produce good writing. The researcher also found

that the most of the students still have lack competency that cause them to make writing error specially in subject verb agreement. The errors in, the students are still confused in determining subject verb agreement in their writing. Subject verb agreement is a basic subject of grammar that have rigid concept. The problem happens because of mother tongue biases of construction and lack of target language (English) exposure.

Viewing at the factual issues especially in subject verb agreement, it is really important for English teachers to create a proper material that can support students in mastering writing skill. Tomlinson (2008:15) argues that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition. This means that the learning material can help the students in the process of learning. As a consideration of creating materials, teachers should already know about the level and need of students. It can make English teachers adjust the writing skill learning material to the competency of the students, so it can be used more effectively and optimally.

Based on the explanation above, the study has objectives, namely: 1) to uncover the types of subject verb agreement errors are made by the tenth grade of tourism students of SMK N 1 Pacitan in Academic Years 2018/2019; 2) to reveal the writing error of the tenth grade tourism students of SMK N 1 Pacitan in Academic Years 2018/2019; 3) to design and develop the writing materials to solve writing error in subject verb agreement for the tenth grade tourism students of SMK N 1 Pacitan in Academic Years 2018/2019. The researcher develops English writing material that is expected can be a solution in healing the students' errors in subject verb agreement. Hopefully, it can guide and enrich the specific understanding in subject verb agreement aspects to support the students writing skill.

## **RESEARCH METHOD**

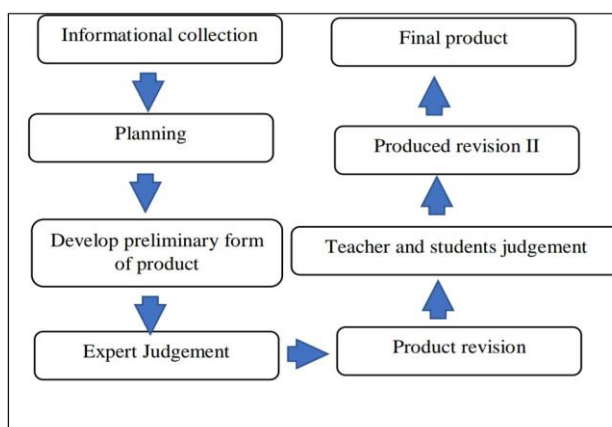
### **Research Design**

The study used mix method or quantitative - qualitative approach. As the aim of the study was to develop a learning material that was focused on the subject verb agreement aspect, the study used research and development design (R & D). The developed material was expected to be able to attach the students interest in learning English especially in subject verb agreement.

## The Development Procedure

The researcher makes a development procedure which is adopted based on Borg and Gall model (1987). The model needs to be modified consider that the study has many limitations. Here are the procedures in developing the writing material: research and information collection, planning, develop preliminary form of product, the experts' judgement, product revision (revision I), English teacher and students' judgement, final product revision (revision II), and final product.

**Chart 1: The Development Procedure of the Study**



This study was started on April 15th, 2019 that used the tenth grade of tourism students at SMKN 1 Pacitan as the subject of the study. The collected data of the study was in form of score and comment which are given by media expert, material expert, English teacher and students. The study used tests and questionnaire as the instrument to obtain the data. The obtained quantitative data were converted to be qualitative data by using the formulation that was purposed by Purwanto (2002: 102). The data validation were taken from the result of the writing material that had been evaluated by media expert, material expert, English teacher, and the students. The data could be ensured valid and credible, this was because the experts and English teacher had good qualification.

## FINDING AND DISCUSSION

Before developing the writing material, the researcher conducts two tests in order to get first information about the students understanding on subject verb agreement. Based on the result of the test which is conducted on the tenth grade students of tourism program in SMKN 1 Pacitan, the researcher is able to conclude that the most of students still have low understanding about subject verb agreement aspect. They also make many errors in their descriptive writing.

By viewing to the result of the first test, there are 18 of 22 students who get score under 80. This means that there are 81,81% students who still have low understanding to subject verb agreement. The most wrong answer comes from “the expression of quantity” for 89 numbers (31,56%). The wrong answer of “the expression of irregularities” occurs for 84 numbers (29,79%). The wrong answer of “Basic Subject Verb Agreement” happens for 80 numbers (28,37%). The wrong answer of “the expression of there + be” happens for 29 numbers (10,28%). Based on this result, developing writing material in subject verb agreement is needed in order to make the students become more understand to subject verb agreement.

The researcher conducts the second test in order to find the types of error writing which are made by the students. Based on the collected data, the students make 110 misformation errors (57.83%), 72 omission errors (15.68%), 61 addition errors (14.59%), and 19 misformation errors (11.9%). In order to heal the errors of subject verb agreement, it is necessary to develop writing material which is focused on the subject verb agreement aspect.

The data prove that the students still have lack understanding about subject verb agreement. This makes them difficult in writing descriptive text. They often do many errors in subject verb agreement. Based on this condition, the researcher feels that learning material needs to be developed in order to help the students learn about subject verb agreement.

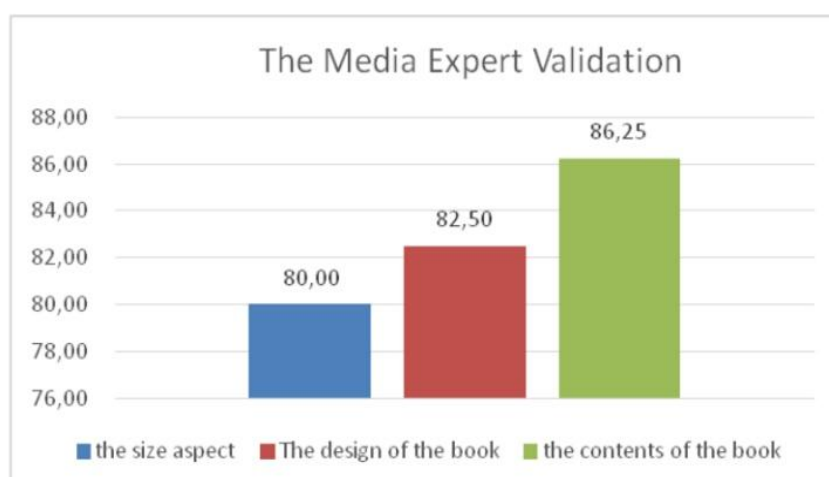
The researcher conducts R & D in order to develop a writing material in subject verb agreement. This product is expected to heal the errors in subject verb agreement which are made by the 10th grade tourism students at SMKN 1 Pacitan. In the process of developing the product, the researcher adopts the theory of Azar (2002) to construct the contains of the writing material.

The result of the product is in form of manual book. The product contains of the writing material in subject verb agreement which is focused on the use in descriptive writing. The product is also given the guidance of the use of the product. There are tasks that are used in mastering subject verb agreement. The product is printed on A5 paper (148 x 210 mm). The writing material has 55 pages. The font uses Calibri style with its size is 10 point. The developed product is arranged systematically. In general, the structure of the book consists of three section: beginning, core, and closing section.

This final product has passed several validations from material expert, media expert, English teacher, and the tenth grade of tourism students from SMKN 1 Pacitan, so that this product can be utilized as writing material in the learning process. The collected data from the expert are in the form of quantitative data. The score of each aspect in the questionnaire is measured by using the formulation which is purposed by Arikunto (2008: 235). The data are interpreted into qualitative by using the formulation proposed Purwanto (2002: 102).

The media expert of the product judgement is Mr. Muga Linggar Famukhit, S.Pd., M.Kom., who has a role as a media expert. He is a lecturer of Information Education Program at STKIP PGRI Pacitan. He has experienced as book editor and website designer. The data of the media expert's assessment can be seen in the following chart:

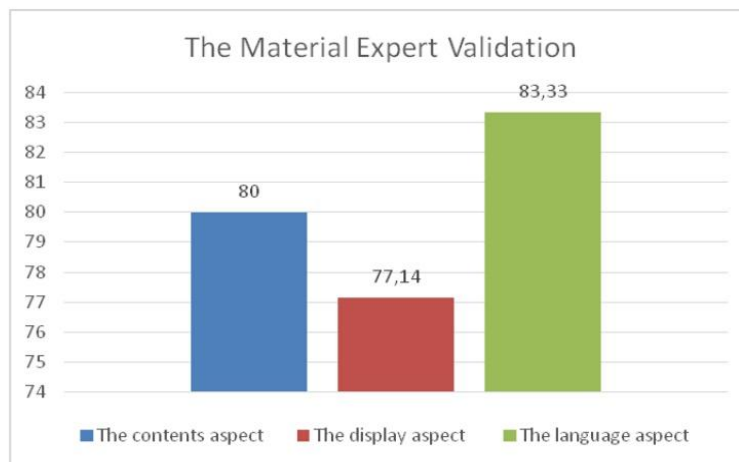
**Chart 2: The Media Expert's Validation Score**



Based on the chart above, it is known that the size aspect of the book has score for “80”. It is categorized as "good". The design of the book has score “82.50”. It can be categorized as "good". Meanwhile, the contents of the book have score of “86.25”, which means it has a "very good" category. The whole aspect gets average score for “82.92”, which has "good" category

The material expert in this R&D study was Mr. Anis Sutrisno M. Pd. English teacher at SMKN Ngadirojo. He has experience as an English teacher. He is also a lecturer from English Education. Here is the chart that shows the material judgement:

**Chart 3: The Material Expert's Validation Score**

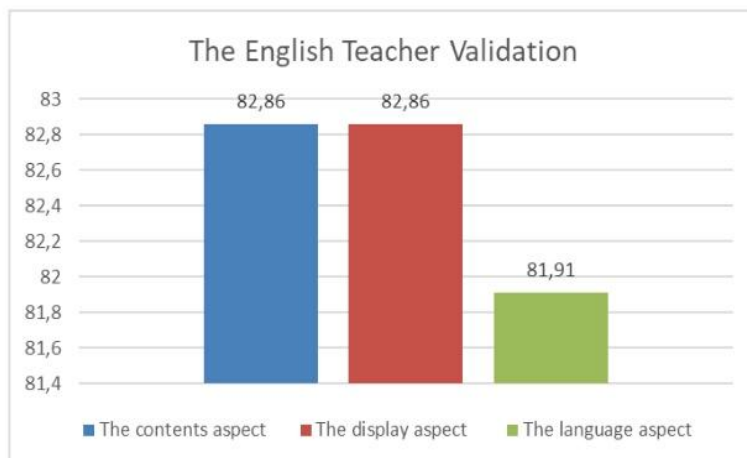


The chart above consists of the validation score which is obtained by material expert. In the contents aspect, the material expert gives a score of “80.00”, in the category of "good". Meanwhile, the display aspect has "good" category with the score of “77.14”. The material expert gives score of "83.33" with "good" category in the language aspect. The whole of aspects has average score of “80.16” which is categorized as “good”.

The researcher does revision and evaluation in order to make the product become a better product. The comments which are given by the media expert become the consideration to revise the product. The researcher also does some evaluation to the writing material based on the media expert's comments which are obtained through questionnaire

After the researcher does the revision based on the media and material experts' comments, the developed product is submitted to English teacher and the tenth grade students of tourism program at SMKN 1 Pacitan to be assessed. The English teacher in this R&D study is Mr. Supriyadi, M. Pd. English teacher at SMP N 3 Pringkuku. He is also given duty to be a lecturer on STKIP Pacitan. The following chart below Will provides the validation score which is given by English teacher:

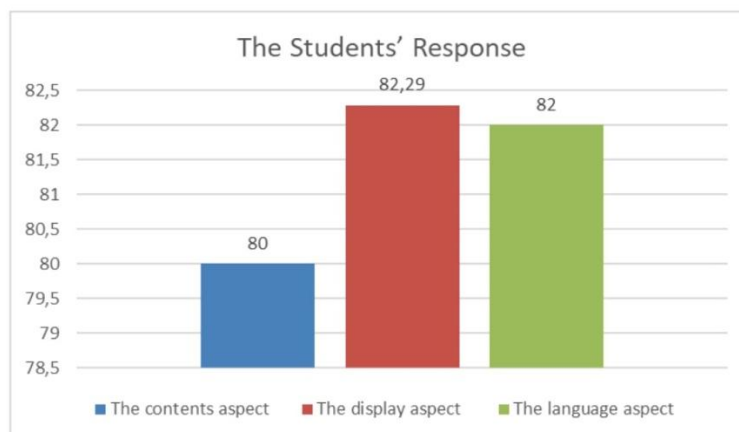
**Chart 4: The English Teacher's Validation Score**



Based on the chart above, it can be known that content aspect has score "82.86" which is categorized as "good". By looking from the display aspect, this writing material has score for "82.86" which is categorized as "good". In the aspect of language, this material gets score for "81.91", It can be categorized as "good". If the whole aspect is measured, so it has the mean score for "80.00". It means English teacher gives "good" category to this writing material.

This study also takes 5 students in order to collect their response about the developed product. 5 students who have highest score on the first score is chosen as the respondents. They are asked to measure the appropriateness of the product. Here is the chart of the students' response:

**Chart 5: The Score of Students' Judgement to the Product**



Based on the chart above, it can be said that the content aspect has "good" category, which the score reaches for "80.00". In display aspect, the score is "82.29", which means



it has "good" category. The language aspect has score for "82.00", it is categorized as "good". The whole aspect of the product gets score for " 81.43". By viewing this score, the product can be categorized as "good".

After collecting the judgement score of English teacher and the tenth grade of tourism students at SMKN 1 Pacitan, the researcher does not take another revision. By consideration that the average score of expert media judgement reaches for "82.92", which is categorized as "good". The average score of material expert judgement is "80.16" and it can be categorized as "good". Then, English teacher has given the average score for "81.91" and it can be categorized as "good". The average score of students' response is "81.43" that can be categorized as "good". Based on this scores, the English writing material is also considered as appropriate to be used for increasing the students understanding about subject verb agreement.

## CONCLUSION

Many students of tenth grade of tourism students at SMKN 1 Pacitan still have lack understanding at subject verb agreement. This can be proved by the result of the first test, which the students who get the score below 80 were 18 (81,82%) students.

The students face many problems in writing descriptive text, because they make many errors in subject verb agreement. From 262 errors that are made, Misformation in subject verb agreement becomes the most errors that are done by the students. It happens 110 errors (41,98%). Meanwhile omission errors happen for 72 times (15.68%), addition errors happen for 61 times (14.59%), and misformation errors occur for 19 (11.9%)

The questionnaire given to the media expert shows that the writing material design is appropriate to be used. The media expert gives score "82.92" for the design of the book. This is categorized as "good". Meanwhile, the material expert gives "80.16" which is categorized as "good". English teacher gives "good" category to this writing material with the score for "80.00". The students give score " 81.43" for the material which is categorized as "good".

Based on the discussion above, the researcher can conclude that the developed material is appropriate and able to be used in the learning process. students should use this product in order to deepen their understanding about subject verb agreement. This product can be good writing material for the students, this is because the material consists of the explanations and assignments in order to practice them in subject verb agreement.

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