CHAPTER I
INTRODUCTION

This chapter elaborates background, the statement of research problems, the purposes of research, the significance of research, rationale, hypothesis, research methodology, and data analysis.

A. BACKGROUND

The aim of this research is to increase students' ability of subject-verb agreement in analytical exposition with think-pair-share technique. Writing considered as an important skill when arranging a paragraph or write some academic text when learning English (Tafida & Okunade, 2016). Language Learner needs to learn how to write correctly to use English in their daily life. In writing English, there are various components which need to be considered. One of those components is the subject-verb agreement.

Subject-verb agreement is important in language and communication until the learners and the user of the language need to follow the certain rules in both speaking and writing (Tafida & Okunade, 2016). Based on the writer experience when doing the language learning practice, a lot of language learners in high school still did not know about subject-verb agreement when they are writing in English. For example, they write "he play football" or "the tables is clean. Subject-verb errors rarely have been corrected by the language teacher because they think that the most important
thing in writing English is the intention of the writer. Whereas, if the students could not understand the rules of subject-verb agreement, they would face the difficulty when trying to write in English. It can also decrease their confidence when they are about to write because they are afraid of making some mistakes.

There are several techniques which can improve language learner ability of subject-verb agreement. One of those techniques is think-pair-share technique (TPS). The think-pair-share technique (TPS) is a classroom-based active learning strategy. The teacher gives some materials or questions and the students have to search for those materials and questions. First, the students must find the materials individually. Second, the students have to share their opinion with their friends. Finally they represent it in front of the classroom (Kothiyal, Majumdar, Murthy, & Iyer, 2013). This technique encourages students to state their reasons when answer one question, evaluate their mind and giving the students a quick feedback on their comments and answer.

Think-Pair-Share is the learning technique which encourages students to reflect on an issue or problem and share their opinions with their friends. Pupils are encouraged to justify their comprehension on the materials using clear examples and clarity of explanation and expression (Tint & Nyunt, 2015). The think-pair-share technique is an important technique for language learner because this technique can encourage students to state their mind using English in front of their friend and in the classroom. The students should learn and understand the materials with the help from their friends.
Some researchers conducted the teaching technique and also the use of subject-verb agreement in analytical exposition text. (Saputra, Tantra, Ratminingsih (2014) found several errors of students writing in analytical exposition. One of those errors is subject-verb agreement. Students still did not know about the placement of subject and the following correct word after the subject. A minor error will lead to misunderstanding of student intention. Al Murshidi (2014)) found subject-verb agreement error in his research caused by misunderstanding of the subject. Tafida & Okunade (2016) found subject-verb agreement errors involving pronoun has more frequencies followed by tense, noun and intervening variables. Different from the previous research which analyzes the reasons for the error in subject-verb agreement, in this research, the researcher tries to improve the subject-verb agreement error in analytical exposition using the think-pair-share technique.

The writer chooses this study based on the teaching experience in a senior high school where the problem is related to students' ability of subject-verb agreement in analytical exposition. Hence, the writer interested in doing a research which entitled: "Improving Students' Ability of Subject-Verb Agreement in Analytical Exposition with Think-Pair-Share Technique."

B. THE STATEMENT OF RESEARCH PROBLEMS

Based on the background above, what the researcher tries to search for in this research can be formulated into several research questions as follows:
1. What is the students’ ability of subject-verb agreement on analytical exposition text before using TPS?

2. What is the students' ability of subject-verb agreement on analytical exposition text after using TPS?

3. How significant is the difference between the students’ ability of subject-verb agreement on analytical exposition text before and after using TPS?

C. THE PURPOSES OF RESEARCH

According to the research statement above, this research intends to find out the following purposes:

1. To find out students' subject-verb agreement ability in analytical exposition before using TPS.

2. To find out students' subject-verb agreement ability in analytical exposition after using TPS.

3. To find out the significant differences between students' ability of subject-verb agreement on analytical exposition before and after using TPS.

D. THE SIGNIFICANCES OF RESEARCH

The research is expected to reveal the significance of the research. Theoretically, this research can give English teachers the information about the effective technique that can help students to increase their subject-verb agreement
ability and this research would be a reference to the foreign language teacher who needs some materials related to subject-verb agreement and writing strategy.

Practically, this research gives some information related to exact writing technique to be applied in senior high school students in order to improve their ability of subjects-verb agreement in analytical exposition. This research can be a source of information in order to know how significant differences between students’ ability of subject-verb agreement on analytical exposition before and after using TPS and this research can help the students to improve their ability of subject-verb agreement on analytical exposition.

E. RATIONALE

Writing is one of the important basics in English. However, many errors have been found in students' writing. One of them is in subject-verb agreement skill. Subject-verb agreement is a basic principle of the English language grammar, it simply denotes that a singular subject needs a singular verb and otherwise (Al Murshidi, 2014).

Franck, Frauenfelder, & Rizzi (2007) state that agreement is a prototypical example of what syntax does. It links words together in right orders. The agreement can be considered as one of the best indexes of the syntax-internal dynamics, it provide the rules of human language.

Subject-verb agreement is one of the skills that many students find it difficult to master. The students still think that the meaning is more important than the
language structure. The teacher also did not teach the student properly. This problem needs to be a concern by the student and the teacher because the subject-verb agreement is one of the basic skills in writing.

Brown (2007) identifies four sources of errors. First, interlingual transfer is where the language learner referring the sentence structures to the native language or the previous linguistic system. Second, intralingual transfer is where a learner has acquired parts of the new system. In intralingual transfer, generalization within L2 would occur. Third, the context of learning or false concepts which happens when the teacher did not explain the materials properly, invalid presentation of textbook examples, faulty explanation of the pattern, confusing vocabulary because of the wrong presentation, unsuitable formal forms of language. Last, communication strategy which occurs in order to get the messages delivered, a learner may use some techniques of communication but it can be sources of problems.

Thus, subject-verb agreement is one of the skills that many students find it difficult to master. The students still think that the meaning is more important than the language structure. The teacher also did not teach the student properly. This problem needs to be a concern by the student and the teacher because the subject-verb agreement is one of the basic skills in writing.

There are four aspects in Subject-verb agreement. Pyle & Page (1996) state that the aspects of the subject-verb agreement are subject separated from the verb and word that always takes singular verbs and pronouns. Meanwhile, according to Brown (2007) the other aspects of subject-verb agreement are consist of a subject and its
verb must agree in number: a subject of a sentence such as compound subject and indefinite as subject must agree with its verb form in number and the use of noun as subject must agree with its verb form in number.

McTighe & Lyman (1988) state that there are several techniques that can be used to improve students' subject-verb agreement ability. One of those techniques is think-pair-share technique (TPS). The think-pair-share strategy is a strategy designed to provide students to think a given topic by stated their ideas to share it with their friends. Lyman made this strategy to increase student’s participation in classroom. The think-pair-share strategy is a cooperative discussion strategy to help students work in a group. In applying this strategy, the lecturer gives the students a question which needs to be analyzed, evaluation, or synthesis, and gives students about some minutes to think through an appropriate response.

Meanwhile, Jones (2008) says the students can share their opinions to response the lecturer' questions in the teaching and learning process. Students then work in a pair to exchange their opinions with friends. Finally, student’s opinions can be shared in front of the classroom.

The writer concludes that think-pair-share technique is a technique that can help to improve students' subject-verb agreement ability because the students can express their individual idea, share it with friends and present it in front of their friend. Therefore, they can know immediately the feedback of their work whether it is right or wrong.
F. HYPOTHESIS

The hypothesis is considered as an important part of a research. The main function of a hypothesis is recommended a new research. Hypothesis is a statement which can be tested by scientific methods, that relates an independent variable to some dependent variables. Hypothesis is a temporary answer for the research problems which were declared in question forms (Khotari, 2004; Sugiyono, 2011).

There are two variables in this research. The first variable is Think-Pair-Share technique in analytical exposition as variable X and improving students' subject-verb agreement ability as variable Y.

From the explanation above, the hypothesis were done by examining null hypothesis (Ho) which states that there is no a significant difference between students’ subject-verb agreement ability before and after using TPS (Think-pair-share) in analytical exposition, and examining alternative hypothesis (Ha) which states that there is a significant difference between students' subject-verb agreement ability before and after using TPS (Think-pair-share) in analytical exposition.

G. RESEARCH METHODOLOGY

The study uses the quantitative approach to observe and measure the influence of TPS given to students by controlling other variable affecting this study. This approach also involves nonrandom assignment because the research conducted only in available class in the eleventh grade of senior high school.
According to Harwell (2011), quantitative research method attempts to make the research more objective, replicative, and generalize the discovery and leads on prediction. Moreover, Creswell (2014) defines quantitative research as a kind of research which ‘representing issue by gathering numerical data which analyzed with statistic form’.

1. The Method of Research

This research uses the quasi-experiment to collect the data. According to Creswell (2012), quasi-experiment did not use a random assignment because the researcher cannot make or choose the subject. In this study, the researcher also uses only the available class. The students were taught subject-verb agreement in analytical exposition text using the Think-Pair-Share technique to improve their ability in subject-verb agreement.

2. Research Site

The research is held in SMK Bakti Nusantara 666 Bandung. This school is chosen because there was found a problem of students' subject-verb agreement ability in the eleventh grade students. The students still did not understand about how to use the subject-verb agreement when they write in English. They still did not understand the rules of subject-verb agreement.

3. Population and Sample

According to Arikunto & Suharsimi (2002), population is the overall subject of the research. The population of this research is 531 students from 31 classes. Then, the sample is selected. The sample is partly or representative of the subject’s
population (Arikunto & Suharsimi, 2002). The samples of this research are 28 students because it is can be a representative of the subject’s population (Creswell, 2012).

4. Research Instruments

The pretest and posttest were used to collect the data. In this quasi-experimental research, the researcher used the Nonequivalent (Pretest and Posttest) Control Group Design. Nonequivalent (Pretest and Posttest) Control Group Design is a type of quasi-experimental where the subject is not randomly selected and the subjects were given a pretest and posttest. Only the experimental group received the treatments (Creswell, 2014).

This technique will allow students to think about the materials individually. After that, students will discuss the materials with their friends, so if they have something that they cannot understand they can ask their friends. In the end, they will present it in front of the class. Their friends asked some questions and gave them some advices. This way, the students mastered their materials with the advice from their friends.

The data were collected by three steps: first is pre-test, second is treatments and the last is post-test.
Table 1.1
The Plan of Treatments

a. Pre-test

The pre-test was conducted in the first meeting. The pre-test that is given in this research is to measure the outcome variable before the experimental manipulation in implemented. In this research, it uses the think-pair-share (TPS) in subject-verb agreement. *(Pretest can be seen at Appendix 2)*

b. Treatments

The treatments were divided into six treatments. The first and the second treatments discussed the components of subject-verb agreement according to Brown (2007). The third and the fourth treatments discussed the component of subject-verb agreement according to Pyle & Page (1996). The fifth and the sixth treatments discussed the meaning and the components of analytical exposition.

c. Post-test

The post-test is the same test as the pretest that is given to the participants. In this research, the purpose of the posttest is to measure students' subject-verb agreement ability in analytical exposition after using the think-pair-share technique.

*(Post-test can be seen at appendix*
H. Data Analysis

1. Validity Test

The goal of the validity test is to find out the accuracy and precision of a measuring instrument when doing its function (Azwar, 1986). This research was used the anatest program to validate the measuring instrument. In Anatest, there are several aspects which can be a factor to determine whether a question is suitable for the research or not.

The first aspect is reliability. Realibiy determine whether the question is suitable to be used in other school or research. This aspect is important because the if the question is not suitable for other research, then the question needs to be replace.

The second aspect is distinguishing characteristic. The distinguishing Characteristic determine whether the question has a good distraction or not. This distraction must be suitable for the students. It cannot be too hard or too easy. If the question has a suitable distraction, then the question can be use.

The last aspect is degree of difficulty. The degree of difficulty determine whether the question is too hard or too easy for the students. It can bee seen from the amount of students who answered the question rightly. There are three categories in this aspects, that is hard, medium and easy. The question which can be used in a research need to have those three catagorized.
2. Mean Analysis

Mean analysis is the step where the data from the pre-test and post-test are being calculated to find means. These mean were used to find the students' improvement by comparing them.

a. Before

After the pre-test data collected, the next step is to find the mean of the data. This research used the Microsoft Excel program to find the mean of the pretest data.

b. After

The next step is to find the mean of the post-test data. This data also used Microsoft Excel program to find its mean. After the two means of each pre-test and post-test data were found, the writer compared them to find the significance of students’ ability before and after they learn subject-verb agreement with think-pair-share technique.

3. Normality

According to Santoso (2010), normality test is a test which conducted to discover whether the data is normal or not. The data should form a bell-shaped. This discovery is important because it determined the statistics test method to calculate the research data.

To calculate whether the data distribution is normal or not, the formula is:

\[ X^2 = \sum \frac{(O_i - E_i)^2}{E_i} \]
Notes:

\[ X^2 = \text{Chi square} \]

\[ O_i = \text{Observation Frequency} \]

\[ E_i = \text{Expectation Frequency} \]

Calculating \( X^2_{\text{table}} \), and also determining the degree of freedom.

\[ \text{Df} = k - 3, \text{ with significances } \alpha = 0.01 \]

Explanation:

\( K \) = the amount of interval class

The criteria of the data distribution normality are:

If \( X^2_{\text{Count}} < X^2_{\text{Table}} \), it means the data distribution is normal

If \( X^2_{\text{Count}} > X^2_{\text{Table}} \), it means the data distribution is abnormal

Then, to find \( O_i \) and \( E_i \), for both pre-test and post-test score. This study will use several steps as follows:

1. Calculating the range of the data

\[ R = \text{the highest score} - \text{the lowest score} + 1 \]

2. Calculating the class interval

\[ K = 1 + (3.3) \log n \]

3. Calculating the length

\[ P = \frac{R}{K} \]
4. Calculating the mean

\[ \bar{x} = \frac{\sum f_i x_i}{\sum f_i} \]

5. Calculating standard deviation

\[ S = \sqrt{\frac{\sum f_i (X_i - \bar{x})^2}{(n - 1)}} \]

6. Calculating Z score

\[ Z = \frac{b_k - \bar{x}}{SD} \]

(Sugiyono, 2011)

<table>
<thead>
<tr>
<th>interval</th>
<th>B_k</th>
<th>Z_count</th>
<th>Z_table</th>
<th>Li</th>
<th>Ei</th>
<th>Oi</th>
<th>Oi-Ei</th>
<th>( x^2 = \frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
</table>

Table 1.2
Table of the Normality Test

In summary, the formula above is to find the normality of the data, and then it will be used to test the hypothesis as stated before, if the data is normal, the t-test will be used. Moreover, if the data distribution is abnormal, the wilcoxon_test will be used.

4. Significance of The Result

Significance is search to find the increases of the student ability when learning subject-verb agreement using the think-pair-share technique. After finding out the
normality of the data, then the data needs to be calculated to find out the significances of students’ improvement. If the data is distributed normally, this study use t test to test the hypothesis. The formula is:

\[ t = \frac{Md}{\sqrt{\frac{\sum d^2 - (\sum d)^2}{\frac{n}{n(n-1)}}}} \]

(Subana & Sudrajat, 2005)

Explanation:

Md = the average from the gain between the pre-test and the post-test

d = score gain of the post-test toward the pre-test of each object

n = number of subjects

To calculate the t table, first determine the degree of freedom:

df = n-1 (the significancies \( \alpha = 0.05 \))

The testing criteria are:

a. If \( t_{test} > t_{table} \), \( H_a \) is accepted and \( H_0 \) is rejected, it means that there is a significant improvements of students’ ability in analytical exposition with think-pair-share technique.

b. If \( t_{test} < t_{table} \), \( H_a \) is rejected and \( H_0 \) is accepted, it means that there is no significant improvement of students’ ability in analytical exposition with think-pair-share technique.

Whereas, if the data distribution is abnormal. This study will use Wilcoxon test. The formula is:
\[ W = \frac{n(n+1)(2n+1)}{4} X \sqrt{\frac{n(n+1)(2n+1)}{24}} \]

(Kariadinata & Abdurahman, 2012)

Explanation:

N = number of subjects

X = 2.5758 for the significances 1%

X = 1.96 for the significances 5%

The criteria are:

a. If \( W_{\text{count}} < W_{\text{table}} \), it means \( H_a \) is accepted and \( H_0 \) is rejected, it means that there is a significant improvements of students’ ability in analytical exposition with think-pair-share technique.

b. If \( W_{\text{count}} > W_{\text{table}} \), it means \( H_a \) is rejected and \( H_0 \) is accepted, it means that there is no significant improvement of students’ ability in analytical exposition with think-pair-share technique.

This study also uses n-gain to find out how much of the students’ improvement in subject-verb agreement ability after the treatment, the formula is:

\[ d = \frac{\text{Post} - \text{test score} - \text{Pre} - \text{test score}}{\text{Maximum score} - \text{Pre} - \text{test score}} \]

Normal gain score acquired is then interpreted into the table below:
<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$G &gt; 0.7$</td>
<td>High</td>
</tr>
<tr>
<td>$0.3 \leq G \geq 0.7$</td>
<td>Average</td>
</tr>
<tr>
<td>$G &lt; 0.3$</td>
<td>Low</td>
</tr>
</tbody>
</table>

(Hake, 1999)

Table 1.3
Table Normal Gain Interpretation