# ABSTRACT

**Lingga Annisa Paramitha (2017). Improving Students Ability in Subject-Verb Agreement in Analytical Exposition Text with Think-Pair-Share Technique** (A Quasi-Experimental Research at the Eleven Grade students of SMK Bakti Nusantara 666 Bandung).

This research is conducted based on the finding in pre-liminary study of students' errors in subject-verb agreement. The technique of learning becomes one of the factors why the students are still confused when they write a text in English. Subject-verb agreement is a basic principle of the English language grammar. The choice of the material is analytical exposition text. Analytical exposition text is a text contains the writer opinion of one issue and also can persuade the readers to do something about the issue. Think-pair-share is a learning technique which allows the students to present their opinion of one issue or idea.

The purposes of this research are to find out 1) The students' ability in subject-verb agreement before using TPS; 2)The students' ability in subject-verb agreement after using TPS; 3) A significant improvement of the students' ability in subject-verb agreement.

This research is a quantitative research with a quasi-experimental design. The research is conducted in one class and takes the whole population as the sample. Moreover, the data were gathered from pretest and posttest. The research is conducted to the eleventh grade students of SMK Bakti Nusantara 666 Bandung from August, 14th to 28th 2017, in the academic year 2017/2018. There are 28 students who become participants in this research.The students have to answer twenty questions about subject-verb agreement and analytical exposition. The scores then were statistically analyzed by using t-test formula. It is useful to find out a significant improvement of the result of pre-test and post-test.

Referring to the statistical calculation, it was obtained that the mean of pre-test is 44,25. While, the mean of post-test 56,75. Furthermore, the t-count value =5,69. The t-test at significant level 5% proves that t-count value is higher than t-table value. At significant level 5%, the value of t-table= 2.76. It means that t-count (5.69)> t-table (2.76). Thus, it proves that there is a significant improvement between the result of pre-test and post-test.

Based on the finding above, it is concluded that teaching subject-verb agreement in analytical exposition with think-pair-share technique to the eleventh grade students of SMK Bakti Nusantara 666 Bandung significantly improves the students' subejct-verb agreement ability in analytical exposition text. Therefore, this research recommends think-pair-share as a teaching subject-verb agreement technique in a classroom by the English teacher. In addition, this research can add references or ideas for the next research which is conducted similar discussion in teaching analytical text.