

## Syntactical Analysis on Subject and Verb Usage in Descriptive Writing of Eighth grade Students at SMP Bhinneka Nusantara Batam

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### *Abstract*

*This research is to find out Subject and Verb are used in descriptive writing and to find out the students percentages of mistakes in using Subject and Verb in Descriptive Writing. The research was conducted in three month starting from observing the sample to making report. This research was held on eighth grade students of SMP Bhineka Nusantara Batam. The research method used qualitative methodology. The subject of the research is Smp Bhineka Nusantara Batam. There are several techniques to collect the data that was used in conducting a research, namely observation, questionnaire, interview, and test. In this research, the researcher used test. Technique of analyzing data: measuring the students' individual mastery, measuring the mean (average) of students' mastery, measuring the classical mastery. The researcher classified the students' syntactical analysis in Descriptive writing. Then the researcher only focused on 2 areas: Sentence Pattern (subject and verb) divided by two sentences exactly nominal sentence and verbal sentence. The average of totally non-syntactically is 39 from nominal and verbal (Subject and Verb), while nominal got 54, and verbal got 22 totally, we take all total nominal and verbal are 78 from 30 students.*

**Keywords:** *Syntactical analysis, subject, verb, and descriptive writing.*

## INTRODUCTION

English as foreign language is really understandable that it is different from Indonesian language in some aspects. Most of Indonesia students find difficulties in understanding reading or expressing some ideas which is written or spoken in English. Besides the differences of language rules, most of students in Indonesia have problems in understanding the English interaction using appropriate grammar which consequently they cannot be able to carry out communication in English language well. To use English correctly, there are many elements, which must be mastered by the students. Those elements are spelling, grammar, vocabulary and pronunciation.

Grammar is one of the important elements that cannot be separated from the language. It is a body of rules specifying how meaning is created. For example the successful writing academic assignment and formal speech must depend on the use of grammar. It is because grammar will control the use of the language both spoken and

written forms. While, syntax is the arrangement of words and phrases to create well-formed sentences in a language, and syntax gives us many answers which are necessary for understanding how languages work, as well as being the doorway to future research and theories on all aspects of linguistics, therefore this research is going to the Syntactical analysis on subject and verb usage in writing. According to (Elder 2004; 39) Syntax deals with how to put words together to form sentences which mean what we want. Example: in English, *the boy sees the girl* means something different from *the girl sees the boy*, and *\*the the boy girl sees* is not a sentence.

Many languages also have subclasses within each class. For example, (Elder, 2004; 39) while all verbs in English show marking for tense, they can be distinguished by how many nouns (or arguments) they are associated with. For example, the verb *die* is intransitive, only taking one argument (*Joshua died*, *Joshua died the book*); *kill* is transitive, with two arguments (*Sarah killed Moses*, *Sarah killed*); and *give* is intransitive, with three arguments (*Ruth gave Abraham the book*).

Therefore, the term ‘syntax’ is also used to mean the *study* of the syntactic properties of languages. In this sense, it’s used in the same way as we use ‘stylistics’ to mean the study of literary style, so the scope of our study includes the classification of words, the order of words in phrases and sentences, the structure of phrases and sentences, and the different sentence constructions that languages use. All languages have syntax, although that syntax may look radically different from that of English. Our focus is to help you understand the way syntax works in languages, and to introduce the most important syntactic concepts and technical terms which you’ll need in order to see how syntax works. (Tallerman, 2011; 1) focus grammatical terms, including ‘noun’, ‘verb’, ‘preposition’, ‘relative clause’, ‘subject’, ‘nominative’, ‘agreement’ and ‘passive’. But our research is limited on subject and Verbs in writing only.

For example, differentiate syntax compare subject and verb in Indonesian and in English as follows:

a. *Ali meng-kirim surat itu kepada Hasan.*

Ali sends the letter to Hasan

Ali and Hasan send the letter

‘Ali sent the letter to Hasan.

b. *Ali meng-kirima-kan Hasan surat itu.*

Ali sends Hasan the letter

Ali and Hasan send the letter

‘Ali sent Hasan the letter.’

The researcher finds subject and verb in the above sentence ending *-kan* on the word for ‘send’: this ending indicates in Indonesian, To understand why a language would need to indicate ‘s’ send “t” “sent” or send this promotion of some part of the sentence, In order to write well in English, you should understand the basics of the language. Probably the most difficult area for students learning English is verbs. Although English verbs are used in complicated ways, they do not have complicated conjugations with a different ending for each pronoun like other languages. With most English verbs there is only one ending (*-s* or *-es*) in the third person singular of the present tense. The only exception to that rule is the verb *to be*:

TO SPEAK

I speak  
You speak  
He speaks  
We speak  
You speak  
They speak

TO BE

I am  
You are  
He is  
We are  
You are  
They are

Therefore, grammar or syntax creates writing better than never studying about them and writing (Sarosdy, 2006: 60) is a mechanic process during which all the technical aspects of writing can be acquired. The second stage of writing can be called composition which practically means individual creative work. Translation used to belong to this stage. In the renaissance, handwriting had a very important role. In the Middle Ages teaching writing and spelling could not be separated. At the second stage of writing which means individual style and register there are four steps to follow: transcribing (copying), rewriting (changing of the original sentence into another structure), imitation (imitating certain techniques of poets or writers) and then comes creative writing which is an individual activity. Some methodologists thought that writing is only a practice of grammar.

But Byrne (Sarosdy, 2006: 63) in his methodology distinguished controlled writing from semi-controlled composition (guided composition) for which sentence transformations were favored for example, matching two halves of sentences, re-

writing, extension of sentences and simplifying sentences. In the end of the sixties something new started referring to complex texts to the complete discourse. This new approach (contrastive rhetoric's) states that discourse competence is culture specific. It was the first step in teaching writing when the focus of teaching English fell from the result of writing to the process of writing. By the 90s it had been achieved that language teachers accepted that writing was a very complex thinking process which could be taught and learnt but it had to meet a lot of requirements. For example, the legal background of rhetoric's, cultural awareness, rewriting and revision. But we could not miss invention and creativity either. The teacher is supposed to provide students with techniques making it possible for him to meet modern demands.

A composition students must focus on unity (Sarosdy, 2006: 63). It means that each sentence in the paragraph relates to the same topic and develops the same controlling idea. Each paragraph within an essay has to be directly related to the thesis. If any sentence or paragraph does not relate to or develop that idea, it is irrelevant and should be omitted from the paragraph or essay. The next term to keep in mind while writing an essay is coherence. A coherent paragraph/essay contains sentences that are logically arranged and flow smoothly. Cohesion is the next term we have to define here. By cohesion we mean the linguistic devices with the help of which the researcher makes the text coherent. The strongest cohesive devices include pronominal references (e.g. s/he, them, it) and conjunctions (e.g. and, but and other discourse markers and connectives), but this research will focus on subject and verbs syntactically.

While, (Swick, ED 2009; 90) Subject is initial in the clause, the subject is typically a noun, noun phrase, or pronoun. In a declarative sentence, the subject usually appears before the verb ("*Gus* never smiles"). In an interrogative, the subject usually follows the first part of a verb ("Does *Gus* ever smile?"). (Sarosdy, 2006: 63) The students have to recognize what part of speech each cue is where it fits into the sentence and make other changes such as subject-verb agreement.

## **METHODOLOGY**

Once can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learner's Dictionary of Current English lays down the meaning of research

as “a careful investigation or inquiry especially through search for new facts in any branch of knowledge.” Redman and Mory (Kothary, 2004:1) define research as a “systematized effort to gain new knowledge.” Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. Therefore, Research is a process to find out the truth and prove the phenomena faced with certain procedure. Methodology is the study of procedures fundamental to the organization of a science or a field of study.

In this research, the researcher used a descriptive methodology. Descriptive methodology is the methodology that has aim to make description systematically, factually and actually about the facts and characteristic of the population on the specific area. According with (Kothary, 2004:2) *Descriptive research* includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science and business research, the researcher quite often uses the term *Ex post facto research* for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. Most *ex post facto research* projects are used for descriptive studies in which the researcher seeks to measure such items

By the statement above in this research, the researcher has aim to make descriptive systematically, factually and actually about the students’ mastery in doing test related to the Subject and Verbs in writing descriptive in a sentences.

## **RESULTS**

To know the description of Syntactical or grammar in the students’ writing about descriptive, the researcher identifies the grammar correct in agreement between Subject and Verb. Then the researcher made the reconstruction of student’s writing which made by the students syntactically. Here are the tables which show us the identification, the classification and the reconstruction of the syntactical errors which made by the students limited on subject and verb only syntactically. The correctness is the bold Letter. In preceding explanation, the data are taken from students’ writing. The researcher classified the students’ syntactical analysis in Descriptive writing. Then the

researcher only focused on 2 areas: Sentence Pattern (subject and verb) divided by two sentences exactly nominal sentence and verbal sentence.

*Table 1. Percentages Nominal and Verbal sentence syntactically*

Sentence	Non Syntactically	Percentages (%)
Nominal	54	69
Verbal	24	31
Total	78	100

From 30 students who became the sample, there were 28 students made non syntactically sentence but only 2 students have syntactically sentence completely, non-syntactically pattern Subject and Predicate (Verb) with the percentage 31%. The researcher found in students' response about verbal sentence and 69 % in Nominal sentence. The sentence is committed by the eighth students in SMP Bhinneka Batam. From 30 students who became the sample, there were 28 students made non syntactical sentence in with the percentage 97%. And only 2 students were true in this area. The researcher found that we can classify syntactically into 2 only, nominal and verbal sentence.

*Table.2. Corrections syntactically form Students Response*

No.	Name of Student	Nominal	Verbal	Total Item	Average
1	Sugianto	3	2	5	2,50
2	Debby Sonia Syofiana	2	0	2	1,00
3	Riky Juneri	-	2	2	1,00
4	Salbia Fatya	1	-	1	0,50
5	Nur Fitri Andriani	4	2	6	3,00
6	Asri Suci Tahati	-	4	4	2,00
7	Bambang Prasetya	2	3	5	2,50
8	Wisnu Ryan Goluh	2	-	2	1,00
9	Alika Okta Rini	2	-	2	1,00
10	Yusril Wiranda	2	-	2	1,00
11	Muhammad Supiansyah	-	1	1	0,50
12	Pina Indriyani	2	-	2	1,00
13	Millamania Damayanti	1	2	3	1,50
14	Sifra Tambunan	1	-	1	0,50

15	Bayu Saputra	6	2	8	4,00
16	M.Ikhsan	1	-	1	0,50
17	Icho Ariyan	2	-	2	1,00
18	Lastri Feronika Silaban	5	-	5	2,50
19	Ermia Arpiati	4	2	6	3,00
20	Yasmin Jaafar	-	-	0	0,00
21	Mulia Almadi	2	-	2	1,00
22	Aldi Penaldi	-	1	1	0,50
23	David.M.Sianipar	1	1	2	1,00
24	Kevin Valentino	2	-	2	1,00
25	Jodi Setiawan	2	-	2	1,00
26	Dian Pramesia	-	2	2	1,00
27	Juan Felix	2	-	2	1,00
28	M.Ferdy Muhtarom	1	-	1	0,50
29	M.Alfiandy	2	-	2	1,00
30	M.Sulthon Pandu	2	-	2	1,00
Total		54	24	78	39,00

The average of totally non-syntactically is 39 from nominal and verbal (Subject and Verbs), while nominal got 54, and verbal got 22 totally, we take all total nominal and verbal is 78 from 30 students.

## CONCLUSION

According to the explanation in the previous chapter, the researcher concludes that syntactically is from the grammatical view made by the eighth grade students of SMP Bhinneka Nusantara Batam in writing Descriptive text are in sentence for the correction syntactically focuses on subject and verb. Syntactically in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make Non-Syntactically. To reduce the grammatical errors in students' writing, the students should learn more about Sentence Pattern. For the English teachers, they should improve the way they teach and should improve their techniques in teaching by preparing systematic materials to reduce the Non-Syntactically which are always made by the learners.

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