The Students’ Problems in Learning of Subject Verb Agreement Towards The Third Grade Students of University of Muhammadiyah Tangerang

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Abstract
This study aims to find out the subject and verb writing errors made by students majoring in English Education at Universitas Muhammadiyah Tangerang when they complete paragraphs in verb form. Error analysis technique was conducted in this study to find the errors faced by the students in terms of present tense, identify the types of errors as well as the sources of errors. This study is descriptive research with 10 students participating in this study. The data of this study were collected from 1) students' writings focusing on students' sentences containing subject-verb agreement errors, and 2) interviews obtained from the students. The findings of this study are as follows: Subject and verb errors made by students cover form of information, omission, and addition errors, while from the point of view of linguistic categorization, the errors made by students are in the form of using singular plural nouns placed as subjects, improper use of verbs, and improper use of verbal and nominal sentences in making present tense sentences. The analyzed data also shows that students' errors in subject-verb agreement are classified as local errors. The cognitive strategies were chosen by them in comprehending the grammar

Keywords: Grammar, Subject Verb Agreement, Strategy

INTRODUCTION

The English Language Education Study Program of University of Muhammadiyah Tangerang, aims to prepare and help students become professional and qualified English teachers. As prospective teachers who will be examples and role models for their students in the future, they must be able to master these skills Before they are ready, they teach their students to be examples and role models. As a student, you must also be diligent and able to learn English language skills.

Subject-verb agreement is an essential aspect of writing in English, and it can be challenging
for students to master. One grammar expert, as Dubib (2013) mentions, emphasizes the importance of subject-verb agreement, as mistakes in this aspect can be one of the most common errors in English writing. Subject-verb agreement is an important basis for avoiding mistakes and ensuring that the message is conveyed grammatically correctly, using correct sentence construction. Many students struggle with subject-verb agreement because they do not have this kind of rule in their first language. This lack of familiarity with the rule can lead to errors in their writing, which can affect their grades and overall performance. In this context, it is essential to identify the common problems that students face when learning subject-verb agreement. These strategies include creating a list of commonly used verbs, providing written worksheets, teaching the concept of subject and verb, and acknowledging quality work. By adopting and implementing these strategies, students can improve their writing skills and enhance their overall academic performance. Nevertheless, in a learning process, learners who study English writing make errors. Dulay, Burt, and Krashen (1982) mention that teachers who have experienced long concerning their students' language errors have come to realize that making errors become an inevitable part of learning. Interestingly, errors are important in a process of learning and they may actually become an essential part in learning a language (Norrish, 1983).

Considering the importance of learning, understanding and mastering agreement between a subject and a verb in a sentence and the fact that learners make errors in the process of learning, the researchers are interested to study subject-verb agreement errors made by students. The author in terms of analyzing errors in writing matches between subjects and verbs uses Carol king and Nancy Stanley's theory, namely Rules for subject-verb agreement and passive voice theory by. Meanwhile, to analyze the causes of these errors, the author uses the theory of five hypotheses in second language acquisition by Stephen D Krashen (2002) and five processes in second language (five processes in interlanguage) by Jack Richard (1974).

According to Kiefer (1983), making a good narrative means making “a longer logical thought composed of any number of sentences supporting the central idea of the paragraph.” The criteria of writing a good narrative and the strategies of writing a good narrative can also be found in this research. According to the Occawl-online.com (June 2006), the criteria can be seen through the content, the organization, and the style of the writing. The criteria lead the discussion to the strategies of writing a good narrative. According to Purves, Takala, and Crismore (1984:2), there are many strategies in writing, but the strategy which sharpen the students’ ability is reviewing again. Since the research discusses on problem and error, the theory of the errors in writing a narrative is also mentioned. Like Langan (1985) says, mistakes the students make in writing are mistakes of grammar, mistakes of mechanics, mistakes of punctuation, and mistakes of word use. The writer also presents the theory of Subject-Verb Agreement.

Eastwood states that subject-verb agreement means choosing the correct singular or plural verb after the subject. In addition, Pyle and Page state that the subject and verb in a sentence must agree in person and number (Pyle and page, 2002). It means that if the subject is singular, so the verb is
singular; if the subject is plural, so the verb is plural. Lock states that mastering the functions of Subject and Finite from the beginning is important for second language learners. Without such mastery, they are likely to have many problems with basic sentence structure, with the formation of questions and negatives, and with the marking of tense and of number agreement (Eastwood, 1994). It means that subject-verb agreement is a basic sentence structure that should be mastered by the second language learners.

According to the explanations above, the concept of subject-verb agreement is simple. Unfortunately, although making subject-verb agreement seems easy, but it is the one of the most common mistakes in standard written English (Dubib, 2013). It is proved by Marzuki, Zainal et.al., and al-Dubib in al-Dubib’s thesis found that the most frequent error was subject-verb agreement. All subjects either singular or plural require the same form of verb. For example:

*Abu pergi ke kedai*. Abu-singular subject
(subject) (verb) (expansion)

*Abu dan Amin pergi ke kedai*. Abu and Amin-plural subjects (subject) (verb) (expansion)

This is supported by Bahiyah & Basil Wijayasuria (1998) where they find that Malay learners have difficulty in the subject-verb agreement because Bahasa Malaysia does not differentiate between person and, therefore it is not necessary for verbs to agree with the subject. In English, however, this is essential in the present tense and with the verb ‘be’. Because of this, it creates confusion among learners. These students tend to make errors in their writing. Although the subject-verb agreement structure was introduced early to students i.e. when they were in the primary level, they still face problem in acquiring the correct form of it. Murcia & Freeman (1983) as cited by Nor Arfah (1988), state that in spite of the early introduction and the superficially simple rules of the subject-verb agreement, they still pose problems for the ESL learners at all levels or proficiency. Some examples from an advanced level Malay ESL learner are as follows:

It really make me unhappy. Fortunately, my family especially my father need me to help his business. Recently, my father want to expand his business by selling LPG gas. It really tedious to get a license. As the example shows, the learner failed to employ the correct rule of subject-verb agreement where a singular subject requires a singular verb.

The learner’s writing should be: It really makes me unhappy. Fortunately, my family especially my father needs me to help manage his business. Recently, my father wants to expand his business by selling LPG gas. It is really tedious to get a license. Hughes & Heah (1989) state that some examples of the typical mistakes made by the Malaysian speakers of English are: I cannot work anymore. My body feel weak. (My body feels). Foreigners are people who comes from another country. (people who come) Everybody were watching to see what would happen next.

Therefore, in English for students to effectively communicate their ideas well in writing, they must be able to construct meaningful sentences that have correct grammar. Dorn (2000) states that the sentences created by words and phrases are the essential blocks of meaning that allow us to
communicate thoughts.

**Subject Verb Agreement Strategy**

Subject and agreement strategy theory is a theory that explains how children learn to use subject and agreement in language. This theory was proposed by Katherine Nelson in 1985. According to Nelson, children learn to use subjects and agreement through a process of interaction with adults and their environment. Children begin to learn to use subjects when they start speaking, which is around 18 months of age. At first, children use subjects inconsistently. However, with age and experience, children begin to use subjects more consistently. Nelson also suggests that children learn to use agreement through the process of imitation learning. Children will imitate the use of agreement that they hear from adults.

**Students’ Strategies In Learning**

O’Malley and Chamot (1991) stated that learning strategy is the special thought and behaviour that individual uses to help them comprehend, learn or retain new information. O’Malley and Chamot that defined the kind of learning strategies consist of three; Metacognitive, Cognitive and Socioaffective (O’Malley & Chamot 1990).

**Metacognitive**

O’ Malley and Chamot (1990) divided metacognitive strategies into three sets of strategies that they are centering the learning, arranging and planning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills.

**Cognitive**

Cognitive strategies are divided into four sets are practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sounds and using patterns.

**Socioaffective strategies**

Social strategies represents a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. Social affective strategies are very important in learning a language because language is used in communication and communication occurs between people.

In conclusion, learning grammar requires a combination of effective strategies and consistent pratice. Active learning strategies ,error analysis,expository learning,vocabulary expansion, and regular with feedback are are some of the key strategies that students can employ to enhance their grammar learning experience. By implementing these strategies,students can develop a solid foundation in grammar and improve their overall language proficiency.

**METHOD**

This study was conducted at the Faculty of Teacher Training and Education, Muhammadiyah University Tangerang, Cikokol, Tangerang, Indonesia. Because grammar instruction is very important
for students who want to become English teachers, this study was conducted as part of an English education program. Qualitative is chosen in this research. According to Nasution (1992: 15), research is said to be scientific as long as the research is carried out in a “rigorous” manner, that is, adhering to certain strict rules. Interviews are one of the techniques for collecting data, where this technique is used by researchers if they want to conduct a preliminary study to find the main problem that must be researched. Interview is defined as the method of asking questions to gain both qualitative and quantitative data (Taherdoost, 2021). Sugiyono (2004, p 130) stated that the assumptions that researchers need to hold in using interview methods as follows:

1. That the subject (respondent) is the person who knows best about himself alone.
2. That what the subject stated to the researcher is true and can be trusted.
3. That the subject's interpretation of the questions asked the researcher to him is the same as what the researcher intended.

The purpose of this study is to determine the extent of obstacles faced by students at Muhammadiyah University of Tangerang in converting from Subject Verb Agreement. The use of Subject Verb Agreement plays an important role in students' academic studies. The subject verb agreement is generally considered to be more direct and clearer, while the subject verb agreement can be used to emphasize an object or focus on the perpetrator of an action. These two formats he needs to understand so that a student can write in different ways to suit academic situations.

**Participants Of The Study**

The Research participants were the 3rd grade students of Intermediate English Grammar, for the 2023/2024 academic year. There were 36 students in the Intermediate English Grammar class, and the participants selected in this research were 10 students.

**Procedures Of Data Collection**

To start, we will first share the link to the test questions on Wednesday 29 November 2023 and give you two days to fill in the questions. The questions are presented in English so that participants can express their thoughts in detail so that we can find out original and comprehensive data. After that, we scheduled interviews directly with each participant on Friday 01 December 2023 to conduct the interview. The interview was conducted for approximately 10 minutes. Interviews were conducted directly on campus and we used an audio recorder to record interview conversations.

**Data Analysis Of Procedures**

The recorded interview conversations were transcribed. The transcribed data is grouped based on themes that we determine. These themes were developed in response to the research questions. Students' difficulties in learning verb agreement sentences and strategies for dealing with problems. Based on each answer, the data is displayed clearly in the “Results” and “Discussion” sections. Some interviews will be provided in native English.
RESULTS AND DISCUSSION

Results

We offer research findings and discussion in this section in an effort to answer research questions about students’ problems in learning subject verb agreement in Intermediate English Grammar courses. Based on the test, we realized that they had difficulty understanding the subject verb agreement learning. This was also supported by the result of their interviews, all 10 students agreed that learning the verb agreement was very challenging and another person said there was no difficulty at all. Regarding what they experienced and how to overcome it will be discussed further.

Instruments Of Data Collection

Tests and Interviews were chosen to collect data. The following questions were used as instruments to collect data for this research by the author:

Interview

Participant A

1. Subject-verb agreement is the agreement between the subject and verb in a sentence. This means that the verb must match the subject both in form and number.
2. A common problem in subject-verb agreement is errors in determining the form of a verb that does not match the subject, such as using a singular verb for a plural subject or vice versa.
3. One strategy to overcome problems in subject-verb agreement is to ensure that the verb agrees with the subject both in terms of form and number. Apart from that, you also need to pay attention to grammar and consistency in the use of verbs.
4. Understanding subject-verb agreement is important because errors in the agreement between subject and verb can make sentences unclear or grammatically incorrect. This can affect the reader's or listener's understanding of the message conveyed.
5. One way to practice skills in subject-verb agreement is by doing practice questions or making simple sentences that pay attention to the agreement between subject and verb. Apart from that, you can also read and study examples of sentences that correctly use subject-verb agreement.

Participant I

1. Subject-verb agreement refers to the matching of the subject of a sentence with the correct form of the verb. This means that singular subjects should have singular verbs, and plural subjects should have plural verbs.
2. Common problems in subject-verb agreement include confusion with collective nouns, indefinite pronouns, and compound subjects. Additionally, irregular verbs and phrases that interrupt the subject-verb agreement can also cause issues.
3. To overcome problems in subject-verb agreement, it is important to understand the rules and patterns of subject-verb agreement. Practice identifying subjects and verbs in sentences and pay
attention to their number and form. Additionally, proofreading and seeking feedback can help improve subject-verb agreement skills.

5. Understanding subject-verb agreement is important for clear and effective communication. Incorrect subject-verb agreement can lead to confusion and misunderstandings in writing and speaking.

6. Practicing subject-verb agreement skills can be done through exercises, quizzes, and writing activities. It can also be helpful to read and analyze sentences to identify and correct any errors in subject-verb agreement. Seeking feedback from teachers, tutors, or peers can also aid in improving skills in this area.

Participant L
1. Subject-verb agreement is a grammatical rule that states the verb in a sentence must agree in number with its subject. In other words, if the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

2. Some common problems that often occur in subject-verb agreement include:
   a. Difficulty in determining whether a subject is singular or plural, especially when the subject is a phrase or clause.
   b. Mistakes in using the correct form of the verb to match the subject, especially with irregular verbs.
   c. Errors in matching the verb with a subject that is a pronoun.

3. To overcome problems in subject-verb agreement, you can:
   a. Understand and memorize the basic rules of subject-verb agreement.
   b. Make it a habit to always check the agreement between the subject and verb in the sentences you write or speak.
   c. Read a lot of well-written books and articles, so you can see examples of correct subject-verb agreement.

4. Understanding subject-verb agreement is important because it is a fundamental part of grammar. If you don't understand this rule, the sentences you write or speak can become unclear or even misinterpreted.

5. To practice your skills in subject-verb agreement, you can:
   a. Do exercises that focus on subject-verb agreement.
   b. Read and write a lot of texts in English, while checking the agreement between the subject and verb in each sentence.
   c. Use language learning apps or websites that have special exercises for subject-verb agreement.

Participant N
1. Subject-verb agreement is a grammatical concept ensuring that the verb in a sentence agrees in number with the subject. In other words, if the subject is singular, the verb should be singular, and
if the subject is plural, the verb should be plural. This agreement helps maintain grammatical correctness and clarity in writing.

2. Common problems in subject-verb agreement include mismatched numbers, where a singular subject is paired with a plural verb or vice versa. Another issue is with collective nouns, where there may be confusion about whether to use a singular or plural verb based on the context. Additionally, indefinite pronouns like "everyone" or "some" can be tricky, as their agreement depends on whether they are considered singular or plural in a particular sentence. These issues can lead to grammatical errors if not addressed carefully.

3. Identify the subject.
   a. Check if it's singular or plural.
   b. Match the verb accordingly.
   c. Watch for intervening words.
   d. Understand collective noun context.
   e. Know rules for indefinite pronouns
   f. Practice for reinforcement.

4. Understanding subject-verb agreement is crucial for clear and grammatically correct communication. It ensures that sentences are structurally sound, preventing confusion in meaning. Proper agreement maintains the coherence of your writing, making it easier for readers to comprehend your message. Incorrect subject-verb agreement can lead to awkward and unclear sentences, diminishing the overall quality and effectiveness of your communication.

5. Practice subject-verb agreement through exercises, quizzes, and writing prompts. Read aloud to identify issues, use online resources, and apply the rules in my writing for consistent improvement.

Participant H

1. Subject-verb agreement refers to the grammatical rule that states that the subject and the verb in a sentence must agree in number. This means that a singular subject should be paired with a singular verb, and a plural subject should be paired with a plural verb [1].

2. There are several common problems that often occur in subject-verb agreement:
   a. Mismatch in number: This occurs when the subject and the verb do not agree in number. For example, using a singular verb with a plural subject or vice versa. This can lead to grammatically incorrect sentences. For instance, saying "The dogs runs in the park" instead of "The dogs run in the park".
   b. Indefinite pronouns: Indefinite pronouns, such as "everyone," "someone," or "nobody," are singular and should be paired with singular verbs. However, they are often mistakenly paired with plural verbs. For example, saying "Everyone were happy" instead of "Everyone was happy" [2].
c. Collective nouns: Collective nouns, like "team," "family," or "group," can be singular or plural depending on the context. When they refer to the group as a whole, they are singular and should be paired with singular verbs. However, when they refer to the individuals within the group, they are plural and should be paired with plural verbs. This can lead to confusion and errors. For example, saying "The team is playing well" instead of "The team are playing well".

3. Study the rules: Familiarize yourself with the rules of subject-verb agreement. Understand how singular and plural subjects should be paired with their corresponding verbs, and learn about exceptions and special cases.
   a. Identify the subject and verb: Clearly identify the subject and the verb in a sentence. Pay attention to their number (singular or plural) and ensure they agree.
   b. Practice with exercises: Look for subject-verb agreement exercises in grammar books, online resources, or language learning platforms. These exercises provide opportunities to identify and correct errors in subject-verb agreement.
   c. Proofread your writing: When writing, pay close attention to subject-verb agreement. After completing a piece of writing, proofread it specifically for subject-verb agreement errors. Make any necessary corrections to ensure agreement.
   d. Seek feedback: Ask a teacher, tutor, or language partner to review your writing and provide feedback on your subject-verb agreement. Their input can help you identify areas for improvement and reinforce your understanding of the concept.

4. Grammatical correctness: Subject-verb agreement ensures that sentences are grammatically correct. Using the correct verb form with the subject helps convey the intended meaning and avoids confusion.
   a. Clarity and comprehension: Subject-verb agreement helps maintain clarity and comprehension in writing. When subjects and verbs agree in number, the sentence is easier to understand and makes logical sense.
   b. Effective communication: Proper subject-verb agreement enhances effective communication. It allows writers to convey their ideas accurately and helps readers understand the intended message without ambiguity.

5. Complete exercises: Look for subject-verb agreement exercises in grammar books, online resources, or language learning platforms. These exercises typically provide sentences with incorrect subject-verb agreement, and you need to identify and correct the errors.
   a. Write sentences: Create your own sentences and focus on ensuring that the subject and verb agree in number. You can start with simple sentences and gradually increase the complexity.
   b. Proofread your writing: Whenever you write something, make it a habit to proofread your work specifically for subject-verb agreement errors. This will help you identify any mistakes and make the necessary corrections.
Seek feedback: Ask a teacher, tutor, or language partner to review your writing and provide feedback on your subject-verb agreement. Their input can help you identify areas for improvement and reinforce your understanding of the concept.

**Participant B**

1. Subject-verb agreement is the rule that ensures the verb in a sentence matches the number (singular or plural) and person (first, second, or third) of its subject.

2. Intervening phrases between subject and verb can be misleading. Collective nouns like "team" or "family" can be tricky, sometimes requiring singular or plural verbs depending on context. Compound subjects joined by "and" need plural verbs, while those with "or" or "nor" require agreement with the closer subject. Indefinite pronouns like "each" are usually singular, but "both" and "few" can vary. Finally, subject-verb inversion in questions can require careful attention.

3. Identifying the subject clearly before choosing the verb is essential. We must pay close attention to the subject's number and person to ensure agreement. Reading the sentence aloud helps identify awkward-sounding verb forms. Consulting grammar books or online resources provides specific guidance for complex cases.

4. Subject-verb agreement forms the foundation of clear and concise communication. Incorrect verb forms can distract readers, undermine the writer's credibility, and ultimately hinder effective communication. Mastering this rule is essential for professional written and spoken communication.

5. I actively engage in reading well-written material to absorb proper usage. Regularly completing grammar exercises and quizzes strengthens my understanding. Writing frequently provides opportunities to apply the rules and identify areas for improvement. Utilizing online tools like grammar checkers and educational resources further enhances my skills. Additionally, participating in writing communities allows me to learn from others and receive valuable feedback.

**Test**

**Fill In The Blanks By Completing Subject Verb Agreement Forms**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Septiana and I (were) baking sponge cakes at this time yesterday</td>
</tr>
<tr>
<td>2.</td>
<td>There (are) many ways to say “Thank you”</td>
</tr>
<tr>
<td>3.</td>
<td>Eight percentage of this furniture (is) old</td>
</tr>
<tr>
<td>4.</td>
<td>My shears (aren’t) sharp enough</td>
</tr>
<tr>
<td>5.</td>
<td>One of her cats (doesn’t) like tuna</td>
</tr>
<tr>
<td>6.</td>
<td>The central office manager, along with his two assistants (has) left the room</td>
</tr>
<tr>
<td>7.</td>
<td>Whether to buy or rent house (is) an important financial question</td>
</tr>
<tr>
<td>8.</td>
<td>The manager (has) checked the documents</td>
</tr>
<tr>
<td>9.</td>
<td>We (were) roasting corn</td>
</tr>
<tr>
<td>10.</td>
<td>He (is) working</td>
</tr>
</tbody>
</table>
The findings obtained by the researchers were that there were several students who made mistakes after completing the tests given, namely completing verbs, using inappropriate and inappropriate verbs. To find out specific data and information on student difficulties, it will be explained as follows.

**Discussion**

Based on the interview executed by the researchers, there were some important points to be analyzed. The interviews were focused to get to know about the students’ problems when doing the exercise and their strategies to solve their problems.

**Students’ Problems In Writing**

The problem finding obtained from our research is that there are problems in using singular and plural because some of them cannot differentiate between singular and plural. This is in line with the theory from Eastwood states that subject-verb agreement means choosing the correct singular or plural verb after the subject. In addition, Pyle and Page state that the subject and verb in a sentence must agree in person and number (Pyle and page, 2002). It means that if the subject is singular, so the verb is singular; if the subject is plural, so the verb is plural. Lock states that mastering the functions of Subject and Finite from the beginning is important for second language learners. Without such mastery, they are likely to have many problems with basic sentence structure, with the formation of questions and negatives, and with the marking of tense and of number agreement (Eastwood, 1994).

**Students’ Strategy In Learning Grammar**

The strategy finding that is obtained from this research is by carrying out exercises, searching additional grammar knowledge from Google, utilizing online quiz and understanding formulas. These strategies cover cognitive strategies. This This is in line with the theory from O’Malley and Chamot (1991) states that learning strategy is the special thought and behaviour that individual uses to help them comprehend, learn or retain new information. O’Malley and Chamot that defined the kind of learning strategies consist of three; Metacognitive, Cognitive and Socioaffective (O’Malley & Chamot 1990).

**Table 2. Participants**

<table>
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</tr>
<tr>
<td>3.</td>
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<td>8</td>
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<tr>
<td>4.</td>
<td>Participant 4</td>
<td>4</td>
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<tr>
<td>5.</td>
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<tr>
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</tr>
<tr>
<td>9.</td>
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<td>8</td>
</tr>
<tr>
<td>10.</td>
<td>Participant 10</td>
<td>9</td>
</tr>
</tbody>
</table>

**Test**
Based on the findings obtained from the results of our research, there were several students who made mistakes after completing the tests given, namely:

**The placement of to be**

The test results showed that some students were unable to change the position of the subject in a subject verb agreement from the object of to be subject verb agreement. They may fail to give correct answers to questions number 1, 2, 6.

**Inappropriate use of words to be**

Referring to this problem, there are some students who are unable to insert the word "to be" which is suitable for subject verb agreement. It was clear that students had difficulty deciding which options to include in their responses. This can be seen from several test number questions 3,7,8,9,10.

**Verb Changes Problem**

There are of students who are unable to change verbs. The students are unable to change subject verb agreement by changing the verbs into the correct form. The students find regular and irregular verbs to be two types of verbs that are challenging. This can be seen in questions number 4 and 5. Those problems happened because of some Factors.

According to Alfaki (2015) the factors contribute to those problems are the nature of writing process, lack of learners’ motivation, inadequate time, lack of practice, and teachers’ feedback.

**CONCLUSION**

From the discussion above, it can be concluded that most of the students were good enough in understanding the grammar. Most of them got error only in the using of to be in arranging the sentences. The strategies that they chose was cognitive strategies which reinforce the students’ knowledge in many sources. Therefore, it was quite helpful to make them understood in doing subject verb agreement exercise. If they do those consistently, it will help them to acquire good grammar and they will able to practice it broadly in literal comprehension. In connection with the conclusions, the researcher would like to give some suggestions to students, lecturers, and next researchers. For the students, they should do more exercises in learning subject-verb agreement and be active to ask the lecturers or friends when getting difficulties in learning subject-verb agreement. They should know and master the 5 rules of subject-verb agreement to construct grammatically correct sentences. For the lecturers, they should develop better atmosphere for the students in order to make them feel free to ask when they get difficulties about it, and provide an appropriate method in teaching English.

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