

**THE IMPLEMENTATION OF GRAMMAR TRANSLATION  
METHOD IN TEACHING SUBJECT-VERB AGREEMENT AND  
TENSE IN MONASH EDUCATION CENTER (MEC) MADIUN**

**THESIS**



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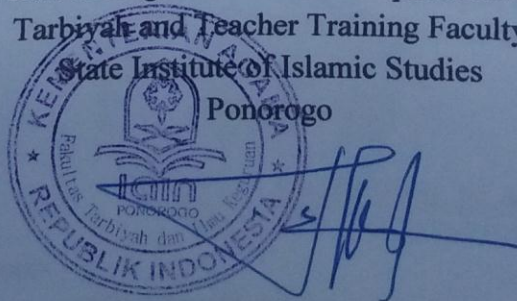
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## ABSTRACT

**Afrida, Yenny.** 2018. The Implementation of Grammar Translation Method in teaching Subject-verb Agreement and Tense (*Descriptive Qualitative Research in Monash Education Center Madiun*). **Thesis**, English Education Department, Faculty of Tarbiyah, State Institute for Islamic Studies of Ponorogo. Advisor: Dr. Dolar Yuwono, M.Pd.

**Key words: Grammar Translation Method, Subject-Verb Agreement and tense**

The aim of this study is to know the implementation of grammar translation method in teaching subject-verb agreement and tense in Monash Education Center (MEC). The problem statements on this research were as follows: how is the application of the implementation grammar translation method in teaching subject-verb agreement and tense, what are the problems faced by the tutor in teaching subject-verb agreement and tense, and what are the tutor's effort to solve the problems in teaching subject-verb agreement and tense.

The research method was descriptive qualitative. The instruments for collecting the data were interview, documentation, and observation. The data was about the implementation of grammar translation method in teaching subject-verb agreement and tense to the seventh grade students in Monash Education Center (MEC). In analyzing data collection, the researcher applied some steps of qualitative: data covering, data reduction, data display and conclusion.

The result of the research showed that the implementation of grammar translation method were as follows: a) the tutor started the lesson by asking the students to mention vocabularies in Indonesian and English. b) the tutor gave short explanation. c) after that the tutor wrote the material on the whiteboard. d) the tutor explained again and asked the students to repeat some verbs in English and Indonesian. e) then, tutor asked the students to determine the suitable verb to the subject, wrote it on the whiteboard, and translated it word by word. f) if there were some mistakes to the students' answer, the tutor corrected it. The problems faced by the tutor in teaching subject-verb agreement and tense were as follows: a) they were limited time to apply grammar translation method. b) they were limited media to improve students' creativity during the learning process. c) the students have not enough knowledge in the meaning of verbs and their pronunciation. d) sometimes, the students have low motivation in learning English. The tutor's effort to solve the problems in teaching subject-verb agreement and tense were as follows: a) the tutor tried to decide the material suitable with the students' necessary. b) the tutor used a simple game to help students became more active and enthusiastic to the material. c) The tutor allowed the students to open the dictionary and helped them to pronounce the verbs correctly.

Based on the result above, the researcher suggest that English tutor have to pay more serious attention on their own learning motivation of the students. They have to be more creative and innovative in making fun learning process.

# CHAPTER I

## INTRODUCTION

This chapter discusses: Background of study, research focus, statements of the problem, objectives of the study, significances of the study and organization of the thesis.

### **A. Background of The Study**

One fact of the recent globalization era English is an official language of business scientific worlds. It covers the access of information in many areas of business, technology, finance, science, tourism industry, and medicine. English is an important part of world because we could communicate or express our ideas. Main function of language is a device to communicate, express our ideas, and information among people through oral or spoken form. In Indonesia, English is the first foreign language taught at school and it is considered as important subject to acquire the knowledge and to develop the technology and culture. There are two reasons for learning English. First English has long been determined as a compulsory school subject all over this country. Nowadays English subject is taught starting from elementary students until university. The second reason is that someone wants to be effective in using English.



In learning language, someone should have two skills there are receptive and productive skills. The receptive skill includes listening and reading, and productive skill includes speaking and writing. There are also some elements of language, vocabulary, spelling, pronunciation, grammar or structure. They are closely related to one another. That is why English can be an international language. Learning English is not only learning vocabulary, structure or grammar but also how the language can be applied in communication. According to competence level based curriculum, language must deal with four integrated skills: there are listening, speaking, reading, and writing. The four skills which has mentioned above are very important to learn, because through learn the four skills we will be easier in mastering the English language.

Teaching sentence structure for young learners is not an easy work. Students started learning english from the small unit in it. Teacher should find the best or the effective method to teach English structure. According to Brown, language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit.<sup>1</sup> In general, many teachers teach structure based on handbook without using other method. Indirectly, it makes the students bored and also lazy to learn the new word. In fact, many students were failed in learning English because their knowledge in structure was lack. The first important one to learn is subject – verb agreement and tense, without it students can not determine the

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<sup>1</sup>H. Douglas Brown, *Principles of Languages Learning and Teaching*, Prentice Hall, New Jersey, 2000, p. 1

suitable verb during they make a sentence. Verb is one of important small unit in learning English for young learners. Moreover, to make a good sentence, students have to know subject – verb agreement and tenses. English sentences consist of predications-something is said, or predicated, about a subject. The main grammatical divisions of a setence are therefore the subject and the predicate.<sup>2</sup> The grammatical form of verbs is usually discussed in connection with tense. The description of verb forms differs according to the way the term tense is interpreted. The most common interpretation of tense is a semantic one; each tense roughly indicates a kind of time.<sup>3</sup>

Therefore, based on the description above, we can find that in teaching structure we need good strategy to make our students not only know about subject – verb agreement and tense in English but also understand, familiar and remember it. In relation to the explanation about good method to teach English structure, the researcher research the application Grammar Translation as a Method in order can influence students' knowledge in subject – verb agreement and tense in Monash Education Center (MEC) Madiun. The Grammar Translation method is not new. It has different names, but it has been used by the language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek.

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<sup>2</sup> Marcella Frank, *Modern English : a practical reference guide*, Prentice Hall, New Jersey, 1972, p. 1

<sup>3</sup> Ibid, 52

Earlier in this century, this method was used for the purpose of helping students familiar and appreciate foreign language literature.

Based on the interview that was conducted on Friday, 1<sup>st</sup> December 2017 at 2 pm, at MEC (Monash Education Center), it was located at Jl. Parikesit Summersoko Dolopo Madiun, most students were still on the least satisfying level of proficiency in English sentence structure. This problem was discovered at students of MEC (Monash Education Center). In teaching English, the tutors usually used a reading habit as a technique for adding students' vocabulary and combined it with a game or method, students learned English starting from the small unit like parts of speech especially verb. When the students learn about the verb, they could memorize it and also knew the meaning, but the problem was they could not apply it or determined the suitable verb in a sentence, it was because of their knowledge in subject – verb agreement and tense were bad.

Hopefully, the students' knowledge in subject – verb agreement and tense will create starting from the early age. Of course by using a method can help the students to determine the suitable verb in a sentence and also helps the teacher to increase student skill and also motivate them to learn subject – verb agreement and tense in the implementation of Grammar Translation Method. According to the case, researcher will conduct research and carry out the study by the title “The Implementation of Grammar Translation Method in Teaching Subject – Verb Agreement and tense in Monash Education Center (MEC) Madiun”.



## **B. Focus of The Study**

This research focuses on The Implementation of Grammar Translation Method in Teaching subject – verb agreement and tense for English students in Monash Education Center (MEC).

## **C. Statements of The Problem**

Depend on the statement in the background of study there are the statements of the problem formulated bellow:

1. How is the application of grammar translation method in teaching subject – verb agreement and tense?
2. What are the problems faced by the tutor in teaching subject – verb agreement and tense?
3. What are the tutor's effort to solve the problems in teaching subject – verb agreement and tense?

## **D. Objectives of The Study**

Concerning with the problem statements, this study has some objectives described as the following:

1. To know the application of grammar translation method in teaching subject – verb agreement and tense.
2. To know the problems faced by English tutor in teaching subject – verb agreement and tense.

3. To know the tutor's effort to solve the problems in teaching subject – verb agreement and tense.

#### **E. Significances of The Study**

The result of this research was expected to be beneficial for:

1. Theoretically

The result of this research, hoped it could give contribution for knowledge development.

2. Practically

- a. For teachers

The teachers can use this research as another source to find more information. The research also may help to find out other strategies in teaching in the classroom using the classical but interesting way. And also it will give some suggestions to help teachers overcome these difficulties.

- b. For students

By using grammar translation method in teaching subject – verb agreement and tense, hopefully the students will be interested in English class especially in learning sentence structure. Of course it can motivate the students to improve their English knowledge in subject – verb agreement.

c. For researcher

The researcher can know more detail ways how to teach English structure especially and effectively for Junior High School.

d. For Reader

This research able be read by the reader and the reader gets the information about the grammar translation method in teaching subject-verb agreement and tense.

## **F. Organization of The Thesis**

In this organization of thesis, researcher describes thesis design and devided thesis into six chapters. The sequence of the chapter is as follows:

### **CHAPTER I : INTRODUCTION**

Chapter I is introduction with background of study, research focus, statement of the problem, objective of research, significance of study, and organization of thesis.

### **CHAPTER II : REVIEW AND RELATED LITERATURE**

Chapter II is a review related literature theoritical background and previous study finding. The theoritical background involves material related teaching subject-verb agreement and tense and also grammar translation method. The previous study finding concludes that result of previous studies tht have similar cases with this research.

### CHAPTER III : RESEARCH METHODOLOGY

Chapter III is research methodology. This explain about research design, research role, research location, data source, procedure of data collection, and data analysis.

### CHAPTER IV : DATA DESCRIPTION

Chapter IV is data description. This describe of general data description that consist of information related with the location of research and specific data description.

### CHAPTER V : FINDING AND DISCUSSION

Chapter V is data analysis. This is present of the research. It loads the result of process analyzing data. Researcher analyze and produce interpretation of data based on the problem.

### CHAPTER VI : CLOSING

Chapter VI is closing. It consist of conclusion of the research and recomendation.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents previous study and theoretical background that used in this study. The review of related literature have a goal of providing previous studies and information that concerns with research problem including overview of grammar translation method, teaching subject-verb agreement and tense.

#### **A. Previous Study**

The previous study as advanced of study. This research was supported by the use of method in teaching structure. Before the researcher holds this research, the researcher studied previous research as follow:

1. The previous research is from Iwan Kurniawan, English education State Institute of Islamic Studies Raden Intan Lampung, 2017. The title is “An Analysis of Students’ Ability in Using Subject-Verb Agreement”, The case of Year 8th Students SMP Islamiyah Kotaagung in the academic year of 2016/2017. He was Analyzing students’ ability in using subject-verb agreement, the objectives of his study was to describe the ability of students in using subject-verb agreements of three tenses, namely: Present Tense, Past Tense and Present Perfect Tense. The result of the data analysis of students’ ability in using subject-verb agreement of the eighth grade students of SMP

Islamiyah Kotaagung. It was found that the students' ability in using subject-verb agreement of the eighth grade students of SMP Islamiyah Kotaagung in the academic year of 2016/2017 had fair level by mean score 58.03.

2. The second previous research is from Widiyanto, departement of English Education the faculty of language and Arts education Semarang State University, 2011. The title is, "The use of Grammar Translation Method to Improve Students' Mastery of Causative Form" (a Case of Year Eleven Students of SMA 1 Tunjungan, Blora in the academic year of 2010/2011). The objectives of the final project were to find out how grammar translation method used to improve the mastery of Causative Form for the eleventh year students of SMAN 1 Tunjungan in the academic year of 2010/2011 and whether the grammar translation method can be used as a method in improving the students' achievement of Causative form. Ferrance's action research cycle was applied in this study. The steps of Ferrance's action research cycle were identification of problem area, collection and organization of data, interpretation of data, action based on data, and reflection. The cycle was done in three cycles. In gathering the data, he used a test in the form of multiple choice consisting 40 items. The result of the research showed that using grammar translation method was good. It was proven by the improvement mean difference of pre-test, treatments, and post-test. The means of the pre-test was 61.70. The result of first treatment was 60.36, 71.78 for the second treatment, and 81.07 for the last treatment. For the last step, the

result of post-test was 81.96. Therefore, it can be suggested that grammar translation method can be used as the alternative method.

3. Yesica Hermita by the title “Grammar Translation Method and Direct Method in Teaching reading at LPIA Margonda Depok”. In that thesis the writer uses two different methods, grammar translation method and direct method as a comparative study to find the effective methods in teaching reading. The writer observed two groups namely Group A who were taught by using grammar translation method and Group B by using direct method. The aims of this thesis are to find out the similarities and differences between grammar translation method and direct method, to describe the problems faced by the teacher when direct method and grammar translation method applied in teaching reading, to describe the solutions used by the teacher to overcome the problems when direct method and grammar translation method applied in teaching reading and to describe the method that is more effective in teaching reading class. The results of the analysis shows that students are more interested in learning reading by using grammar translation method than using direct method. As the result of the study shows that  $t_{\text{observed}} = 5.143$  and the table  $t = 1.835$  ( $t_{\text{observed}} > t_{\text{table}}$ ). It means that teaching reading using grammar translation method is more effective than using direct method. The similarities between Grammar-Translation Method and Direct Method in teaching reading class on the writer point of view one of them is exploiting one of the skills in teaching English that is reading. The Problems Faced by

the teacher is students still have less understanding about the grammatical rules of the target language. The Solutions Used by the teacher that she has to review the lesson, tells the content of the text, and asks if there are difficult words.

4. The previous research is from Dewa Made Juliarta, English Education Study Program, Faculty of Teacher Training and Education, Mahasarawati Denpasar University, 2014. The title is “Teaching Reading Comprehension Through Grammar Translation Method at The Seventh Grade Students of SMP Widya Suara Sukawati in Academic Year 2013/2014”. He presents the classroom action research with the objective of the research is to find out the extent of reading comprehension improved through grammar translation method. The subjects of the present study were the seventh grade students of SMP Widya Suara Sukawati in academic year 2013/2014 that consisted of 20 males and 16 females. Based on the result of pre-test in pre-cycle, it pointed out that the subjects’ ability in reading comprehension was insufficient. The present classroom action research dealt with implementing grammar translation method in two-planned cycles. The result of the post-test in each cycle totally showed that there was significant improvement of the subjects’ ability in reading comprehension in which it pointed out that the level improved from insufficient to good. The research moreover showed positive changing behavior of the subjects under study in which their attitudes and motivation increased significantly toward reading comprehension. To sum up, the present



classroom action study stated that in teaching reading comprehension through grammar translation method, the ability of the seventh grade students of SMP Widya Suara Sukawati in academic year 2013/2014 improved positively.

From those examples above, the researcher found the similarities and differences between my research and the example above:

a. The similarities

1. Both my research and those research are using grammar translation method in teaching English.
2. Both of them is to know how extent the implementation of using grammar translation method in teaching English.

b. The differences

1. Those research are using case study, comparative study and calssroom action research and my research is using descriptive qualitative study.
2. Those research are in formal education but my research is in non-formal education (The Course).



## B. Theoretical Background

### 1. Verb

A verb is a word used in a sentence to explain what a noun—a person, place, or thing—is doing or to explain what's being done to a noun. It's usually an *action* word, but a verb or set of verbs can also explain an *emotional/physiological response or action*, (like “feel”) or a *mental action or state*, (like “think”) or a *state of being*, which may not typically be noticed or seen by others.<sup>4</sup>

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences—statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech. These properties are:

**Tense**, special verb endings or accompanying auxiliary verbs signal the time and event takes place.

**Voice**, special verb forms are arranged in certain positions with nouns to indicate whether the grammatical subject of a sentence is performing an action (The policemen arrested the burglar—active voice) or itself being upon (The burglar was arrested by the policemen—passive voice).

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<sup>4</sup> Capella, Grammar handbook, (Capella University | 225 South 6th Street, 9th Floor Minneapolis, MN 55402), P. 4-16

**Mood**, special verbs form marks (a) commands and request; (b) statements expressing wishes, unreal conditions, or matters of urgency or importance.

**Aspect**, certain verb forms, often with accompanying adverbial expressions, may indicate whether an event is to be regarded as a single point on a time continuum, a repetition, a repetition of points, or a single duration with a beginning, a middle and an end. It is the aspect of duration that the English verb most readily expresses through the progressive forms of the tenses.<sup>5</sup>

**a) Kind of verb**

**1. Finite verb**

A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate.

Example :    She works hard  
                  She is working  
                  She worked hard  
                  She has gone to Bali  
                  Did she work hard?

**2. Auxiliary verb**

The auxiliary verb acts as a “helping” verb to the lexical verb by adding either (1) a structural element that marks differences in tense, voice, mood, and aspect, or that signals questions and

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<sup>5</sup> Marcella Frank, *Modern English*..... 47

negatives; or (2) a semantic coloring such as ability, possibility or necessity (modal auxiliary).

Example : shall, will, can, must, may, should, would, could, might

### **3. Linking verb**

A linking verb is a verb which has the function to connect between the subject and its complement. The word which was connected with the subject is named subject complement.

Example : The detectives looked puzzled

She looks serious

The author is our guest

### **4. Transitive verb**

Transitive verb is a verb which needs an object to complete the sentence's meaning.

Example : A dog bites the man

You push the door

### **5. Intransitive verb**

Intransitive verb is a verb which does not need an object, because it can show the complete meaning.

Example : The sun shines

The cat slept

The water boils



## 6. Regular and irregular verb

Regular verb is a verb which can change based on the tense form.

Example :    Play    Played    Played  
                  Walk    walked    Walked  
                  Work    Worked    Worked  
                  Stay    Stayed    Stayed

Irregular verb is a verb which has the same function with regular verb, but the transformation of the verb is disordered.

Example :    Go    Went    Gone  
                  Buy    Bought    Bought  
                  Come    Came    Come  
                  Drink    Drank    Drunk  
                  Eat    Ate    Eaten<sup>6</sup>

### b) Verb tenses

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. Verbs in the present

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<sup>6</sup> Fuad Mas'ud, *Essentials of English Grammar a practical guide*, (Yogyakarta: fakultas ekonomi UGM, 2004) 86-89

tense, for example, can indicate future time. Lisa is walking out of the room indicates an implies future time, the time indicator being the adverb.

In addition to denoting relationship, the verb tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress.

The combinations of verbs and auxiliaries that make up the tense constructions of English are examined and reviewed in the following pages. Table 2.1 Auxiliary verbs

I, You, We, They	Work
He, She, It	Works

		Samer		Works	In a bank
Where	Does Does Doesn't does	Samer	Does not	Work	In a bank
		Samer	Doesn't	Work	In a bank
		Samer		Work	In a bank?
		Samer		Work	In a bank?
		Samer		Work	In a bank?
		Samer		Work?	
		Who		Works	In a bank?

The simple present tense performs the following functions:

1. Expresses general truths

Coffee comes from Brazil

Costa Ricans Speak Spanish

Lead is heavy

The earth revolves around the sun

2. Expresses customs and habitual actions, often with such adverbial expressions as frequently, usually, every day, and so on. It is also the usual present tense form the stative or “private” verbs, such as wish, hope, fear, love, like, understand, and know

I spend every summer in the mountains

They usually go to Miami in the winter

She always studies very hard

Yes, I see him every day

3. When used with the verb do, shows emphasis

He does look like his father

We do not speak Italian, but we do speak French

Do write to her!

She may not be brilliant, but she does get good grades

4. Expresses commands or requests (second person only)

Please let me know how you get along

Get out of my sight!

Telephone him if you have time

5. Expresses future time with a future time adverbial

She leaves next week

Classes begin the day after tomorrow

The team plays in St. Louis next month<sup>7</sup>

c) **Definition of Subject-verb Agreement**

There are some definitions related to subject-verb agreement term. Sparks in Tama states that subject-verb agreement is a fancy term for a simple idea: the subject and verb must work together. Straus points out that subject-verb agreement is a singular subject takes a singular verb whereas a plural subject takes a plural verb. Also, Umstatter asserts that subject-verb agreement means a subject that represents a single person, place or thing, agrees with singular verb, meanwhile a subject, one that represents more than a single person, place or thing, agrees with a plural verb.<sup>8</sup>

According to Hornby in Mas'ud, agreement (concord) is agreement between the subject with its verb (predicate). Similarly, by Leech in Iwan, who states that concord (is also called agreement) in the most general terms, concord is a relation between two elements such that

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<sup>7</sup> George E. Wishon, Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980) 192-194

<sup>8</sup> Tama Aprezki Anantri, *An Error Analysis of Subject Verb Agreement in Narrative Writing of The Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang* (Islamic State University of Raden Fatah) 15



they match one another in terms of some grammatical feature. It means that agreement is a relation between two elements that should agree each other, for instance the agreement between a subject and verb.

Moreover, according to Leech, in addition to subject-verb agreement (concord), there is also noun-pronoun agreement (concord), that is agreement between a pronoun and its antecedent in terms of number, person, and gender. Then, he adds that in English, the most important agreement (concord) is number concord between subject and (finite) verb. Furthermore, According to Sihombing and Burton, in a simple sentence, a verb usually comes after the subject. It can be a word or a phrases which contains a simple form of verb, an adverb, a modal or an auxiliary. Sihombing in Iwan states that the form of a verb must be agree with the form of the subject. In addition, Sihombing and Burton state that a singular subject uses a singular verb and a plural subject uses a plural verb. It means that a subject-verb agreement is agreement between subject and verb. If the subject is singular so the verb is singular and if the subject is plural so the verb is plural.

Furthermore, Huddleston and Pullum in Iwan state that the subject normally indicates the actor, the person or thing performing the action, while the predicate describes the action. It means that a subject can be person or thing performing the action and a predicate describes the action. From the explanations above, it is clear that subject-verb agreement is

agreement between subject and verb. If the subject is singular, the verb is singular and if the subject is plural, the verb is plural because the meaning of a sentence will be ambiguous without the subject and the verb that agree each other.<sup>9</sup>

#### d) Rules of Subject-Verb Agreement

##### 1) Rules of Subject-Verb Agreement proposed by Sparks

- a. When information falls between the subject and the verb

Information between the subject and the verb can cause confusion.

Example: the set of instructions (need, needs) to be revised.

We might think *instructions* **need**, but *set* **needs** is correct.

“Instructions” is in a prepositional phrase and can’t serve as the subject

- b. When unusual words without an S

Many word from plurals that don’t end with an S. A few examples are children, women, teeth etc. We easily recognize such plurals because we use them often, but when uncommon words from their plurals without adding S, we often mistakenly treat them as singular nouns.

Example: The data **were**... (correct).

Data is plural. The singular is datum

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<sup>9</sup> Iwan Kurniawan and Seprizanna, *An Analysis of Students’ Ability In Using Subject-Verb Agreement*. English Education: Jurnal Tadris Bahasa Inggris p-ISSN 2086-6003 Vol 9 (Lampung: IAIN Raden Intan Lampung, 2016), P. 331-333

Similar problems occur with words like *media* (*mediun* is singular), *alumni* (*almnus* is singular), *syllaby* (*syllabus* is singular), and *criteris* (*criterion* is singular).

c. When Or or Nor separates two or more elements in the subject

When the subject of a sentence is made up of two or more elements joined by the word *or* or *nor*, the element closest to the verb should be in charge of the subject-verb agreement.

Example: 1. Either the twins or **Mr. Pulaski is** over (correct). “Mr. Pulaski” is the element closest to the verb. “Mr. Pulaski” is a singular subject so that needs a singular verb “was”

Example: neither Mr. Pulaski nor **the twins are** coming over (correct). “The twins” is the element closest to the verb. “the twins” is a plural subject so that needs a plural verb “were”.

d. When the subject comes after the verb

In most sentence, the subject comes first, and the verb follow it. Sometimes, however, the verb precedes the subject

Example: There were two reasons we neede to meet last night (correct). “were” is a plural verb so that we need a plural subject “two reasons”

e. When verbs end with *st*

When we ponounce words like *resists* and *costs*, we tend to slide over the final *s*. Sometimes the sounds like: these days that

computer cost \$10,000. Add s to the verbs whenever you must add s

Example: The ledger **lists** all the companies we currently serve.

The plan **consists** of hundreds of steps

## 2) Rules of Subject-Verb Agreement proposed by Straus

- a. A subject will come before a phrase beginning with *of*.

Example: **a bouquet** of yellow roses **lends**.. (correct).

The subject is “*a bouquet*” which is a singular subject so that takes a singular verb “*lends*”

- b. Two singular subjects connected by *pr*, *either/or*, *neither/nor* require a singular verb.

Example: **my aunt** or **my uncle** is arriving by train

Neither **Juan** nor **Carmen** was available

Either **Kiana** or **Casey** is helping with stage decorations

- c. The verb in an *or*, *either/or*, *neither/nor* agrees with the noun or pronoun closest to it.

Example: Neither the plates nor the serving bowl goes on that shelf

Either the serving bowl or the plates go on that shelf

This rule can lead to bumps in the road. For example if I is one of two (more) subjects, it could lead to this odd sentence:

Awkward: Neither she, my friends, nor I am going to the festival.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better: Neither she, I, nor my friends were going to the festival when you came.

OR

Neither she, my friends, and I were going to the festival when you came.

- d. As a general verb, use a plural verb with two or more subjects when they are connected by and.

Example: A **car** and a **bike** **are** my means of transportation

But not these exceptions:

Example: **breaking and entering** was against the law.

The **bed and breakfast** was charming.

In those sentences *breaking and entering* and *bed and breakfast* are compound nouns.

- e. Sometimes the subject is separated from the verb by such words as along with, as well as, besides etc.

These words and phrases are not part of the subject. Ignore them and use singular verb when the subject is singular.

Example: the **politician**, along with the newsman, **was expected** shortly.



- f. With words that indicate portions: percent, a lot, majority, some, all, etc.

Given earlier is reversed, and we are guided by the noun after of.

If the noun after of is singular, use singular verb. If it plural, use plural verb.

Example: fifty percent of the **pie has** disappeared.

Fifty percent of the **pies have** disappeared

A third of the **city was** unemployed

A third of the **people were** unemployed.

All the **pie was** gone.

All the **pies were** gone.

Some of the **pie was** missing.

Some of the **pies were** missing.

- g. In sentences beginning with here or there the true subject follows the verb.

Example: There **are four hurdle** to jump.

Here **is a high hurdle** to jump.

- h. Use the singular verb with distance, periods of time, sums of money etc.

Example: **Three miles** was too far to walk.

**Five years** was maximum sentence for that offense.

**Ten dollars** was a high price to pay

- i. Some collective nouns, such as family, couple, staff, audience, etc. May take either singular or plural verb depending on their use in sentence.

Example: **The staff is** in a meeting (staff is acting as a unit)

Example: **The couple disagree** about disciplining their child. (the couple refers to two people who are acting as individuals).

- j. The word were replaces was in sentence a wish or are contrary to fact.

Example: If Joe were here, you'd be sorry. (correct)

Joe is singular subject but because the sentence demonstrates the subjunctive mood, which is used to express things that are hypothetical, wishful, imaginary, or factually contradictory. The subjunctive mood pairs singular subject with what we usually think as plural verb.

Example: She requested that he raise her hand. (correct)

It's not he raise, in the sentence, a request being expressed, so the subjunctive mood is correct.

### 3) Rules of subject-verb agreement proposed by Azar.

- a. Final s/es

1. Final –s or –es is added to a noun to make the plural noun. So that it requires a plural verb.

Example: **Friends are** important

2. A final -s or -es is added to simple present verb when the subject is a singular noun (e.g., my father, the machine) or a third person singular pronoun (e.g., he, she, it).

Example: **Mary works** in my company.

**He watches** a movie

b. Basic subject-verb agreement

1. Two or more subjects connected by and require a plural verb

Example: My **brother and sister live** in Boston

2. Sometimes a phrase or clause separates a subject from its verb.

These interrupting structures do not affect basic agreement.

- a. Example: that book on political parties was interesting.

The interrupting prepositional phrase *on political parties* and *instruction* does not change the fact that the subject *book* must agree with the verb *is* and the subject *sets* must agree with the verb *need*.

- b. Example: 1. My dogs, as well as my cat, like cat food.

2. The book that I got from my parents was very interesting.

3. A gerund used as the subject of the sentence requires a singular verb.

Example: **Growing** flowers was her hobby.

c. Using expression of quantity

1. In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows *of*

a. Some of + singular noun = singular verb

e.g. some of the **book** was good

b. Some of + plural noun = plural verb

e.g. some of the **books** were good

2. Exceptions: *One of, each of, every one of* take singular verb

One of

Each of

Every of

} + plural needs singular verb

e.g. **One of** my friends was here

**Each of** my friends was here

**Every one of** my friends was here

3. Subject with none of are considered singular in very formal English, but plural verb is often used in informal speech writing.

e.g. **None of** the boys is here

**None of** the boys are here (informal)

4. The number of and a number of

a. The number of is a subject

e.g. **The number of** students in the class is fifteen.

b. A number of is an expression of quantity meaning “a lot of”. It is followed by a plural noun and a plural verb

e.g. **A number of** students **were** late for class.

d. Using there + be

In the structure there + be, there is called an “expletive”. It has no meaning as a vocabulary word. It introduces the idea that something exists in a particular place. The subject follows when there is used

Pattern: there + be + subject + expression of place

e.g. There were twenty students in my class

There was a fly in the room

- Sometimes the expression of place is omitted; the meaning is clear. The implied expression of place is clearly in the world.

e.g. There are seven continents.

e. Some irregularities

1. Sometimes a proper noun that ends in –s is singular.

e.g. the Philippines consists of more than 7,000 islands

In the example, if the noun changed to a pronoun, the singular pronoun *it* is used (not a plural pronoun *they*) because the noun is singular.

2. Fields of study that ends in –ics require singular verbs



e.g. **Mathematics** was easy for her.

3. Certain illness that end in –s are singular: diabetes, measles, mumps, rabies, rickets, shingles.

e.g. **Diabetes** is an illness.

4. Expression of time, money, and distance usually require a singular verb.

e.g. **Eight hours** of sleep was enough.

5. Arithmetic expressions require singular verb

e.g. **Two and two** is four

6. Plural nouns don't end –s (people, women, etc) require plural verb.

e.g. Those people were from Canada

Exceptions: The word people has a final –s (peoples) only when it is used to refer to ethnic or national groups.

7. Some nouns of nationality that end in –sh, -ese, and –ch can mean either language or people.

e.g. **English** is spoken in many countries. (\*English = language)

8. A few adjectives can be preceded by *the* and used as a plural noun (without final s) to refer to people who have the quality. (e.g. the elderly, the young, the living, the dead, the blind, the deaf, the disabled).

e.g. **The poor have** many problems.<sup>10</sup>

**e) Teaching Subject – Verb Agreement and Tense**

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>11</sup> For centuries, grammar was taught in a very traditional way and the main focus was on written form of language and grammar was seen as a set of rules.<sup>12</sup> Halliday in David stated that as teachers, we need to help learners see that effective communication involves achieving harmony between functional interpretation and formal appropriacy by giving them tasks that dramatize the relationship between grammatical items and the discoursal contexts in which they occur. In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication. In addition, as Celce-Murcia and Olshtain (forthcoming) point out, only a handful of grammatical rules are free from discoursal constraints. This, by the way, is one of the reasons why it is often difficult to answer learners' questions about grammatical appropriacy: in many instances, the answer is that it depends

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<sup>10</sup> Tama Aprezki Anantri, *An Error Analysis of Subject....* p 15-24

<sup>11</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*. 4th Ed. (New York: Pearson Education and Longman, 2000), P.7

<sup>12</sup> Anni Takala, *Grammar Teaching Methods in EFL Lessons: Factors to consider when making instructional decisions* (University of Jyväskylä, Department of Languages, English, May 2016), p.12

on the attitude or orientation that the speaker wants to take towards the events he or she wishes to report.<sup>13</sup>

## **2. Grammar Translation Method**

### **a. Definition of Grammar Translation Method**

Grammar Translation Method is basically a method of teaching and learning second and foreign languages. Under this method Translation of text and study of grammatical rules and their practice are the main activities. In the class of GTM, use of target language is very less. And students are taught in national language or L1. Vocabulary with their meaning in the form of list of selected words. Structure of tenses is taught by putting words together and instruction about forms and inflection of words are given. In this method teacher translate each word and phrase in the text into L1 of the learner. Then translation of several sentences is required by the students. A contrastive study of Target and source language gives great understanding of structure of both languages.<sup>14</sup>

The grammar translation method is derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century.

It is "a way of studying a language that approaches the language first

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<sup>13</sup> David Nunan, Teaching grammar in context, (Oxford University Press, 1998)  
ELT Journal Volume 52/2 April, P. 101

<sup>14</sup> Abdul Bari Khan, The Effectiveness of Grammar Translation Method in Teaching and Learning of English Language at Intermediate Level, (International Journal of Institutional & Industrial Research ISSN: 2456- 1274, Vol. 1, Issue 1Jan-April 2016), P.22

thought detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language" (Stern in Richards and Rodgers)

The grammar translation method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. The purpose of using the grammar translation method is to be able to read literature written in the target language. The students are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples.<sup>15</sup>

#### **b. Benefits of Grammar Translation Method**

Teaching the students by using this method offers advantages for the teacher and the learners. World's most thoroughly researched approach in second language acquisition. Here are the benefits of teaching English by using the Grammar Translation Method according to Bambang Setiyadi : successful with children and adult learning any language; and (2) students' mastery of English grammar.

Grammar Translation method still has the advantage for language teaching and learning, especially in term of accuracy. Learning English accurately is very important, especially for reading, because it can help the students to understand the construct of sentence in a text. This

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<sup>15</sup> Dewa Made Juliarta, *Teaching Reading Comprehension Trough Grammar Translation Method at The Seventh Grade Students of SMP Widya Suara Sukawati in Academic Year 2013/2014*, (Denpasar: Mahasarawati Denpasar University, 2014), P.6-7

condition can help the students to understand a text through the identification of sentence, such as part of speech, noun determiner, tenses, etc. This condition can help the students to comprehend a text easily, because learning English means learning to read.<sup>16</sup>

### **c. Procedures of Grammar Translation Method**

Even though many new method nowadays, Grammar Translation Method remains a standard methodology for teaching English for some teachers. Prator and Murcia (cited in Brown, 2001: 18) in Widiyanto stated that list the major characteristics of the Grammar Translation Method, as follows: (1) classes are taught in the mother tongue, which little active use of the target language; (2) much vocabulary is taught in the form of lists of isolated words; (3) long elaborate explanations of the intricacies of grammar are given; (4) grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words; (5) reading of difficulties classical texts is begun early; (6) little attention is paid to the content of texts, which are treated as exercises in grammatical analysis; (7) often the only drills are exercises in translating

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<sup>16</sup> Hari Prastyo, The Implementation of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) in Teaching Integrated English, (Indonesian EFL Journal Volume 1, Issue, 2 Pages, 170-182, 2015, P-ISSN:2460-0938, E-ISSN: 2460-2640) 172



disconnected sentences from the target language into the mother tongue;  
(8) little or no attention is given to pronunciation.<sup>17</sup>

#### **d. Principles of Grammar Translation Method**

As Bambang Setiyadi explained on his book that the principles of Grammar Translation Method are: (1) grammar rules are presented and studied explicitly. Grammar is taught deductively and then practiced through translation exercises; (2) the primary skills to be developed are reading and writing; (3) hardly any attention is paid to speaking and listening skill; (4) teacher correction is the only way to make students produce the right forms of the foreign language; (5) the goal of foreign language learning is the ability to understand the texts written in the foreign language; (6) mastering the grammar rules of the foreign language is essential in order for students to understand the written target language; (7) vocabulary is learnt from bilingual words lists; (8) the mother tongue is used as the medium of instruction; and (9) a paramount use of translation exercises is given.<sup>18</sup>

#### **e. Technique of Grammar Translation Method**

Stren in Marzana Rahman stated that The teaching techniques in grammar translation method are as follows:

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<sup>17</sup> Widiyanto, *The Use of Grammar Translation Method to Improve students' Mastery of Causative Form*, (Semarang: Semarang State University, 2011), P. 16-17

<sup>18</sup> Ibid, 14-15

- 1) Translation: Translating target language, usually a literary passage to native language.
- 2) Reading comprehension: Finding information in a passage, making inferences and relating to personal experience.
- 3) Antonyms/synonyms: finding antonyms and synonyms or words or sets of words.
- 4) Cognates: learning spelling/sound patterns that correspond between L1 and the target language.
- 5) Deductive applications of rules: understanding grammar rules and their exceptions, and then applying them to new examples.
- 6) Fill in the blanks: filling in gaps in sentences with new words or items of a particular grammar type.
- 7) Memorization: memorizing vocabulary lists, grammatical rules and grammatical paradigms.
- 8) Vocabulary practice: students create sentences to illustrate their knowledge of the meaning and use of new words.
- 9) Composition: Students write about a topic using the target language.<sup>19</sup>

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<sup>19</sup>Marzana Rahman, Grammar Translation Method (GTM): An effective and feasible method in Bangladeshi context, (Dhaka: Brac University, 2012), 6

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Research methodology provided the researcher with methods for finding and solving the research problems. The main goal was present a systematic and well-planned description about what the researcher will do. Then, it gave other researchers an opportunity to do tracking.

Based on the statement, this part presents research methodology applied in this research. It involves research approach, research role, research location and data sources, technique of data collection, analysis, verification, research procedure and organization of data thesis.

#### **1. Research Design**

Based on the phenomena in MEC Madiun, the researcher chose the design that suitable with research was qualilative. In this study classified to the descriptive research.

According to Suharsimi Arikunto, “Descriptive research is a research that is purposed to gather the information about the status of phenomenon, which is condition of a phenomenon objectively based on the condition when the research was done. Descriptive research does not need administration or controlling to the treatment. Descriptive research is purposed to make description about the

situation or event, and the phenomenon just the way it is and usually is not directed to test the hypothesis, but to find some informations which can be used for making an inference<sup>20</sup>. The researcher chose this design because it was the only most suitable for study about interpreting, setting and knowledge of phenomena.

The design of this study was *Descriptive-Qualitative*. *Descriptive-Qualitative* 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.<sup>21</sup> The purpose of this method was to describe the activities, situations and condition of the implementation of grammar translation method in teaching subject – verb agreement and tense in Monas Education Center (MEC) Dolopo Madiun.

## **2. Researcher's Role**

The characteristic of qualitative research will not separate from participant observation. If the observer observed by making himself, more or less, a member of the group he was observing so that he can experience what the members of the group experience.<sup>22</sup> The researcher as an observer in this class to saw and listened what the all of the class situation. 'Participant observation, referred to by

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<sup>20</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta, Rineka Cipta, 2005), 7th-ed, P.234

<sup>21</sup> C.R. Khotari, *Research Methodology Methods and Technique*, (New Delhi: New Age International Publisher, 2004), 2

<sup>22</sup> Ibid, 96

ethnographers as ongoing and intensive observing, listening and speaking needs some explaining.<sup>23</sup> Because the researcher played a role establish to describe the fact situation in the classroom which used grammar translation method in teaching subject-verb agreement. Therefore, in this research was a key instrument, as the full participant and as data collector, other instruments support the data. The last, the researcher as analyzer would analyzed what he seen and found before when be the observer and collector of data.

### **3. Research setting**

The researcher chose MEC (Monash Education Center) Madiun. Some reasons for selecting the place were:

- a. MEC Madiun is one English Course in Madiun which there are some tutors used the method in teaching English.
- b. The place of research was strategic, so the researcher could do the research efficiently.
- c. The reseacher wants to know about the process of the implementation of grammar translation method in teaching subject - verb agreement and tense in MEC Madiun.

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<sup>23</sup> Margot Ely, *Doing Qualitative Research : Circles within circles* (London: Routledge, 1991), 42



#### **4. Data Source**

Data source were subject or somebody who gave data as materials of analysis for research. The researcher needed the subject of this data research to get the data. The sources of data are informant as teacher, students, headmaster, etc. Moreover, the data are statement from the informant, books, documentations or transcript. Then, the action was collected data from observation, interview, and documentation of teaching and learning process.

#### **5. Techniques of data Collection**

Data collection technique is a way to get the data and it must be chosen based on the kinds of data to be acquired. Data collection technique played an important role in research, because without using good technique, the researcher was not be able get the valid data, otherwise, the conclusion was inaccurate.

Data collection technique used in this study as follows:

##### **a. Interview**

The researcher interviewed the English teacher of MEC Dolopo Madiun to get the concepts of strategies and method in teaching grammar especially subject – verb agreement and tense.

Interview is a specific form of emphasizing, participating and observing trends that takes place between two people. The interviewer participate by determining the setting or social context in which the interview takes place and asking questions or presenting other stimuli

in order to elicit information from the person being interviewed (Morgan and Harmon in Lawal). Therefore one of the first steps for conducting an interview must be the development of the list of questions to be asked, or the interview schedule. The techniques for constructing questionnaires and structured interview schedules are quite similar. In conducting an interview, the interviewer should attempt to create a friendly, nonthreatening atmosphere. Much as one does with a covering letter, the interviewer should give a brief, casual introduction to the study; stress the importance of the person's participation; and assure anonymity, or at least confidentiality, when possible.<sup>24</sup>

The researcher had asked the respondent if he will give some time and reveal some of his thinking, not in an idle chat but in a situation where the researcher will record it, or write it down.<sup>25</sup> In this interview the researcher used list of question. Every effort should be made to create friendly atmosphere of trust and confidence, so that respondents may feel at ease while talking to and discussing with interviewer.<sup>26</sup> The questions that had done should be in details so that

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<sup>24</sup> Lawal Iro Sani Cln, *Data collection techniques a guide for researchers in humanities and education*, (Katsina State, Nigeria, Department of library and information Science, International Research Journal of Computer Science and Information Systems (IRJCSIS) Vol. 2(3) pp. 40-44, April, 2013), P. 43

<sup>25</sup> Michael Bassey, *Case Study Research in Educational Setting*. (Buckingham: Open University Press 1999), 81

<sup>26</sup> C.R Khotari, *Research Methodology* ..... 95

information collected will be reliable and sufficient. The flexibility will enable the information such as; the director, the teachers and the students gave the real information especially about feeling attitude, and their opinion about the application of use grammar translation method in teaching subject - verb agreement and tense in MEC Madiun.

b. Observation

Observation means to watch attentively in a scientific or systematic manner. In an observational study, the current status of a phenomenon is determined not only by asking but by observing. Observation is sometimes treated as a research method, sometimes as data collection techniques to be utilized with a research method (Powel and Connaway in Lawal). As a data collection technique, it is used in both basic and applied research and in qualitative and quantitative studies. Observations can be of the setting or physical environment, social interactions, physical activities, nonverbal communications, planned and unplanned activities and interactions. The observer should also take into consideration for non-occurrences, things that should have happen but did not.<sup>27</sup>

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<sup>27</sup> Lawal Iro Sani.....P. 41

In this case, the researcher did the observation on the students of MEC to get the information and all the description of the activities in the classroom.

c. Documentation

Next, the researcher will need the document. This source includes field notes of interview. Thus, document is one of important technique to get data about everything or variable. Document can be classified to analyze appropriate criteria of it. The document such in this research are taken from the Administration of MEC Madiun and photographs of teaching learning process.

## 6. Technique of Data Analysis

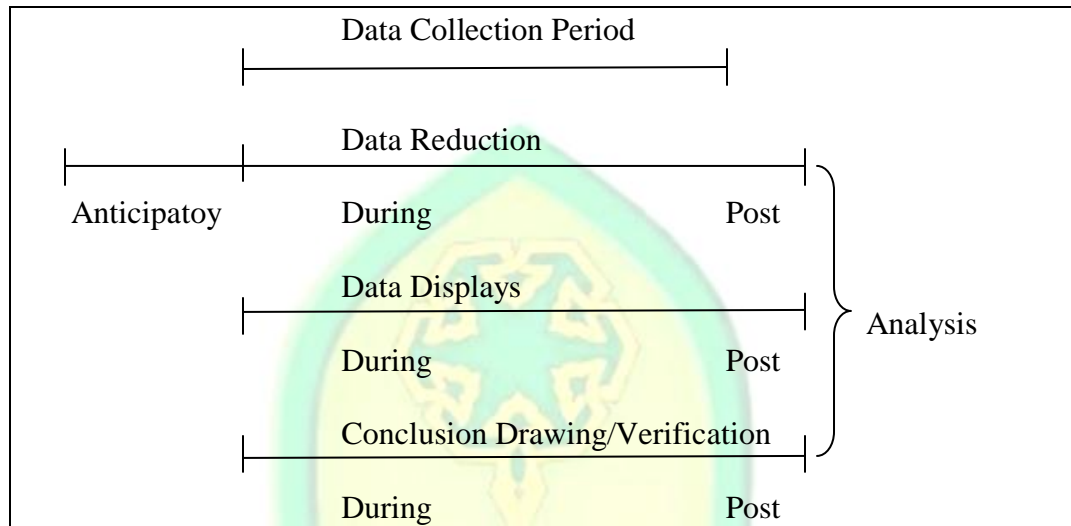
The process of data analysis involves making sense out of text and image data. It involve preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing data, and making an interpretation of the large meaning of the data.<sup>28</sup>

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data

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<sup>28</sup> John W Creswell, *Research Design Fourth Edition*, (USA : Sage Pblications, 2014), 183

analysis consists of three current flows of activity : Data reduction, data display, and data verification.<sup>29</sup>



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#### a. Data Reduction

Data reduction is a stage of summarizing, classifying and focusing on essential things, in this stage, researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed. The data that will be reduced is about grammar translation method in teaching subject-verb agreement and tense.

In this case, the researcher selecting the data that are accurate. The data that are from interview, observation, and documentation are written by the research based on the research problem.

<sup>29</sup> Matthew B. Mile and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 10

<sup>30</sup> [https://www.sagepub.com/sites/default/files/upm-binaries/43454\\_10.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/43454_10.pdf) accessed on May 2th, 2018

#### b. Data Display

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to understand.

#### c. Verification/ Conclusion Drawing

In this case, the researcher makes the conclusion that can be in a form of thick description from the selected data, relate and accurate with the research problems. This conclusion is the answer of the research problems.

#### d. Checking of Validity

To get the valid and credible data, the researcher uses triangulation technique. Triangulation is a kind of technique of control the data readability used the other data to controlling needs or as a comparison on the data. There are four triangulations as a kind of controlling technique to use a source, method, observe, and theory.

In this research, the researcher uses triangulation technique with the data source. It means that the researcher compares and checks the validity of collection information through the different time and tool in qualitative method.<sup>31</sup> In this study, the researcher uses the triangulation technique to investigate data of the practice of grammar translation method in teaching

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<sup>31</sup> Ismayati. *Teaching English in Perspective of Lesson Study*. (Ponorogo: State Islamic College, 2014), 15-16



subject-verb agreement and tense in seventh grade students of MEC (Monash Education Center).

## **7. Research Procedure**

In this research, there are some procedures of research which must be done. They are planning, application and reporting.

### **a. Planning**

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic.

### **b. Application**

- 1) Observing the Implementation of grammar translation method in teaching subject-verb agreement and tense in MEC Dolopo Madiun.
- 2) Collecting the data: the researcher interviewed the English teacher and students about grammar translation method in teaching subject-verb agreement and tense.
- 3) Analyzing data
- 4) Making conclusion and suggestion

### **c. Argument Analysis**

- 1) Subject-Verb Agreement
- 2) Tense

#### **d. Research Report**

In this activity researcher writes a research report in form of learning grammar activity in the class and the implementation of grammar translation method in teaching subject – verb agreement and tense in MEC Dolopo Madiun.



## **CHAPTER IV**

### **DATA DESCRIPTION**

This chapter presents the discussion based on the findings of the study. The discussion is concerned with the application of grammar translation method in teaching subject-verb agreement and tense, the problems faced by the tutor in teaching subject-verb agreement and tense, and the tutor's effort to solve the problems in teaching subject-verb agreement and tense.

#### **A. Data General**

LKP Monash Education Center was established around 2009, at Jl. Parikesit, Dolopo, Madiun, with the status of the building at the time was a contract.

LKP Monash Education Center (MEC) is one of the English Language Training and Training Institute located in the Dolopo sub-district of Madiun district, established in a rural environment with the socioeconomic conditions of parents mostly as farmers, workers, civil servants and traders.

MEC is an institution that is always active with the courses that match the needs of participants in English and Computer. These course institutions prioritize devotion to the world of education, on the operational permit from

the Education Office of Madiun regency. It has teachers who come from persons who have experience and skill that qualified.

Although, the institutional location is located in the village, it is determined to become a qualified course institution in accordance with national standards of education. It always strives and tries to educate and guide the course participants well by providing good service and course facilities.<sup>32</sup>

The basic of thinking:

Worship, that teaching a beneficial Science is mandatory for every Muslim, both formal and non-formal.

1. Human beings are good for others.
2. Law no. 02 of 1999, on the National Education System.
3. Government Regulation No. 76 year 1991, about Out of School education.
4. Guidance of the Head of Non Formal Education Office of Madiun and Kasi PNF District. Madiun.

That English is an important variable of transverse science, as a supporting facility in education and the world of work. That society must have ability and skill, so have soul and mental entrepreneur.<sup>33</sup>

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<sup>32</sup> *Field Note 1* (March 5th 2018)

<sup>33</sup> *Field Note 2* (March 7th 2018)

## **B. The Presentation of Specific Data**

### **1. The application of Grammar Translation Method in teaching Subject-Verb Agreement in Monash Education Center (MEC)**

There are many ways to teach subject-verb agreement and tense, one of them is by using grammar translation method. Grammar translation method can improve students' knowledge in sentence structure and subject-verb agreement. Using grammar translation method make students become more focus and it is effective in sentence structure and subject-verb agreement learning process.

Applying of grammar translation method in teaching subject-verb agreement and tense, the English tutor needs some steps to teach seventh grade of MEC. The steps were as follow:

The first research was conducted on March 14th, 2018. This research focused on the observation about three steps of teaching English. They were, teaching preparation, teaching performance, and teaching evaluation.

#### **a. Teaching preparation**

In this step, the tutor prepared some equipments to reach succesfull in the application of grammar translation method. The tutor did some activities as follow:

- 1) Arranging and preparing lesson plan. It has function to describe the way of grammar translation method in teaching subject-verb agreement.
- 2) Preparing the material. The tutor used it to improve students knowledge in subject-verb agreement and tense, she took materials from the relevant book.
- 3) Preparing evaluation. The tutor arranged a task to determine the result of the learning process.

b. Teaching performance

Based on the observation, the tutor started the lesson by praying, greeting, checking the students' presence, and asked them if they were any homework. Students read the password of MEC which have the content of their self identity such as hobby, favorite animals, vegetables, food, drink, etc. The tutor asked the students to remember their vocabularies such as daily activities, kinds of transportation, clothes and verbs, if the tutor asked them to translate a word from Indonesian to English, they must did it one by one. Before going to the lesson, the tutor gave short explanation about subject-verb agreement and tense.

In pre-activity, the tutor gave the explanation about subject-verb agreement in present tense using grammar translation method. First of all, the tutor asked the students to remember their vocabulary



of verbs and then translated it into Indonesian. The tutor used English and Indonesian in the classroom. The students often forgot their verbs in English and the tutor reminded them. Then, the tutor wrote the verbs which used in present tense on a whiteboard and asked the students' attention. The tutor explained subject-verb agreement in present tense and asked them to repeat the verb in English and Indonesian. Sometimes, the students answered the tutor's questions by translating the subject and the suitable verb in English to Indonesian correctly. There were some students who still did not understand about subject-verb agreement and the tutor explained it more clearly. They seemed to be enthusiastic and interested in repeating the subjects and verbs. Then the tutor asked them to read the materials together which has been written by the tutor.

Table 4.1 The material of subject-verb agreement:

Subject		
She	}	+ Verb (kata kerja) adding with "S/ES"
He		
It		
Nama orang (1)		
They		
We	}	+ Basic Verb (Kata kerja asli)
I		
You		
Nama orang lebih dari 1		

After that the tutor explained the materials. The tutor explained subject-verb agreement and present tense more details and clear. The students paid attention to the tutor's explanation more and more. During the learning process, researcher asked one of the students using English "*Have you understand about it?*" and the student answered "yes". But in reality, some students did not understand about the meaning of the verbs and they could not place the suitable verb in the back of the subject. The tutor explained again in English and Indonesian and asked the students to place the suitable verb of the subject and wrote it in front of the class. After the students wrote the subject and verb, the tutor asked them to translate it word by word correctly. The researcher felt proud to the students because they have more self confidence to answer the tutor's questions although it was uncorrect. Sometimes, they came in front of the class and answered the questions without the tutor asked them. Some students wrote uncorrect answer and the tutor corrected it.<sup>34</sup>

In the next observation, the tutor gave the lesson about subject-verb agreement and tense used grammar translation method. Before they started the lesson, the tutor accompanied students to pray first then gave the questions about the meaning of some verbs. The students answered it loudly in Indonesian. The tutor asked again the meaning of

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<sup>34</sup> *Field note 3* (March 14th, 2018)

the verb in English and students answered it quickly in Indonesian. Some students still did not know the meaning of the verbs in English so they just kept silent and the tutor allowed them to open the dictionary to get the meaning. Then, the tutor explained more the materials of subject-verb agreement in present tense using grammar translation method so she translated the verbs one by one in Indonesian and asked the students to listen it carefully with the purpose they would get the point of the materials. The tutor and the students read the materials which had been written on the whiteboard together and sometimes asked the students to repeat the subjects and verb with their meaning after the tutor read it. They seemed to be enthusiastic in learning present tense using translation method.

Table 4.2 The materials of subject-verb agreement in the form of nominal sentence using linking verb be:

Verb = is, am, are		
Object = teman (Friend/friends), bola (ball), siswa (student)		
<b>Subject</b>	<b>Is/are</b>	<b>Object</b>

She	is	My friend
He	is	My friend
It	is	My ball
Rima	is	My friend
They	are	My friends
We	are	Friends
You	are	My friend
Rima and Rama	are	My friends
I	am	a student

Table 4.3 The material of subject-verb agreement and tense using transitive verb:

Verb = Eat (makan)    Object = Meatball (bakso)		
Subject	Makan	Bakso
She	eats	Meatball
He	eats	Meatball
It	eats	Meatball
Rima	eats	Meatball
They	eat	Meatball
We	eat	Meatball
I	eat	Meatball
You	eat	Meatball
Rima and Rama	eat	Meatball

After that, the tutor made a game about subject-verb agreement and explained how to practice the game. The game has the function to make the students did not feel tired during the learning process. The game was answering the tutor's questions quickly. It became more interesting when some students made mistake and they must come forward in front of the class to memorize some verbs with their meaning. Although they have a punishment from the tutor, they looked enjoy and still interest in learning process.

In the last activity, the tutor asked the students to do an assignment about subject-verb agreement and tense. There were ten sentences with the blank verb which have been written on white board. After the students finished doing the assignment, they must write it done one by one in front of the class then translate it into Indonesian word by word. In the last, the tutor asked to the students if they have some questions about the material or not and the students said no. After that, the tutor closed the lesson by praying together with the students.

#### c. Teaching evaluation

There was an evaluation in teaching process. Evaluation has a function to see the result in learning process. That was why the tutor conducted the evaluation.

The tutor conducted the evaluation in the last activities of teaching subject-verb agreement and tense by using grammar translation method. The evaluation was written and oral test because it could improve the students' knowledge in subject verb agreement in present tense. The tutor gave score for the students and drew a little star in their book if they got the perfect score.<sup>35</sup>

## **2. The problems faced by the tutor in teaching Subject-Verb Agreement in Monash Education Center (MEC)**

Ms Rima Dewi P said:

Grammar translation method was useful for students in learning process especially in subject-verb agreement and tense. For me, the problems about the implementing grammar translation method in teaching subject-verb agreement for present tense were just little thing. They were limited time to give materials to the students and the other was the limited media to improve students' creativity in learning sentence structure. It was just one hour the students could join the course so I could not give many materials. Beside that, The students have not enough knowledge to the meaning of verbs and their pronunciation. Sometimes the students have low motivation in learning English so it could influence their

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<sup>35</sup> *Field note* (March, 19th & 26, 2018)



concentration in the class. As the result, the students could not understand the materials well.

Based on the observation, the implementation of grammar translation method could make the learning process became effective and efficient. It has been shown by the students who could understand the materials after the tutor translated the words one by one. By using grammar translation method, the students could improve their knowledge in subject-verb agreement and tense and could remember some verbs more and more. As the result, the students could make a sentence in present form using many variation of subjects and the suitable verbs. It indicated that the tutor could apply grammar translation method and improve the students' English structure knowlegde.

Learning process in English classroom became enjoy even though the method was old. But it could improve students' knowledge in structure and made them more familiar with English. Besides that, it could give the opportunities for the students to be brave in learning process because they could ask to the tutor in Indonesian without they felt afraid. Of course it made students familiar with English. The use of media could add students enthusiastic and spirit in learning English.

### **3. The tutor's effort to solve the problems in teaching Subject-Verb Agreement in Monash Education Center (MEC)**

Nowadays, it was well known that English is the most widely studied foreign language in all over the world. Five hundreds years ago it was Latin. It was the dominant language of education, commerce, religion and government in the Western world. Because of some political changes in Europe it was gradually replaced by other language.

In teaching subject-verb agreement and tense, the tutor has some roles as follows:

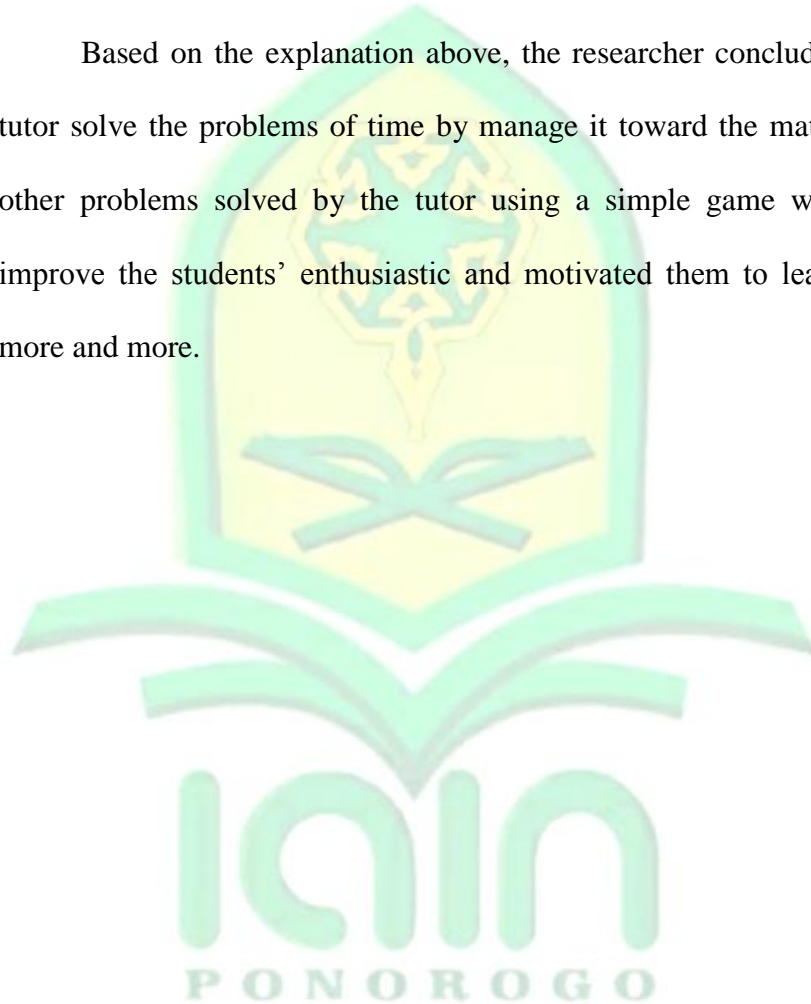
- a) Teacher-centred class
- b) The teacher is the master
- c) The teacher gives instructions
- d) The teacher asks questions
- e) The teacher corrects the mistakes

Ms Rima Dewi P Said:

Grammar translation method became the classical method which was easy to apply in teaching process especially English sentence structure. It helped students to be more focus and concentration in the class. Although I found some problems during I taught them, I always tried to solve it. There were limited time for students learned subject-verb agreement and tense, so I decided to give materials which is suitable with the students' necessary. Again, the limited media became the second problems. The students in MEC always felt interest when they learned English using a media although it was just a book. They have English

book from MEC which have the content of some exercises not materials so I took the materials from the other book as a reference. I used a simple game to make students became enthusiastic, active, motivated and happy for following my instructions.

Based on the explanation above, the researcher concluded that the tutor solve the problems of time by manage it toward the materials. The other problems solved by the tutor using a simple game which could improve the students' enthusiastic and motivated them to learn English more and more.



## **CHAPTER V**

### **FINDING AND DISCUSSION**

In this chapter, the researcher discusses the result of the research based on the statements of the problem. The result of the research was taken from the result of the observation, interview, and documentation had to be analyzed. The researcher discusses the result of the research which has done at the seventh grade of Monash Education Center (MEC). The discussion gives explanation as follows:

#### **1. Finding**

##### **a. The application of grammar translation method in teaching subject-verb agreement and tense in MEC**

The application of grammar translation method in teaching subject-verb agreement and tense in MEC have some steps. It made the tutor concentration in teaching and learning process.

After collecting data in the implementation of grammar translation in teaching subject-verb agreement and tense, the researcher analyzed the process of grammar translation method in teaching subject-verb agreement and tense in the classroom.

Generally, grammar translation method in teaching sentence structure presented some procedures, they were as follows:

- 1) Classes are taught in the mother tongue which use little active of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words
- 5) Reading of difficulties classical texts is begun early
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue
- 8) Little or no attention is given to pronunciation

While the implementation of grammar translation method in teaching subject-verb agreement and tense to the seventh grade are:

The result of the first observation toward teaching subject-verb agreement and tense by using grammar translation method were as follows:

- 1) The tutor started the lesson by asking the students to mention the vocabularies of verb in Indonesian and English.
- 2) The tutor gave short explanation about subject-verb agreement in present tense by using Indonesian and translated it into English.
- 3) The tutor wrote the material of subject-verb agreement and tense on a whiteboard.

- 4) The tutor explained the material again and asked the students to repeat some verbs in English and Indonesian.
- 5) The tutor asked the students to determine the suitable verb to the subject and wrote it on the whiteboard then translated it word by word into Indonesian.
- 6) If there were some mistakes to the students' answer, the tutor corrected it.

In the next observation, the tutor gave more detail explanation in teaching subject-verb agreement and tense using grammar translation method. The application of grammar translation method were:

- 1) The tutor gave some questions to the students about the meaning of some verbs and the students answered it in Indonesian.
- 2) If there were some students still did not know the meaning of the verbs, the tutor asked to open the dictionary to find the meaning.
- 3) The tutor explained more about subject-verb agreement in present tense.
- 4) The tutor translated the sentence and verbs word by word with a purpose to get the students' comprehension.
- 5) The students and the tutor read some sentences which had been written on the whiteboard together.
- 6) The tutor asked the students to repeat the subject with the verb and translated it into Indonesia.
- 7) The tutor used a simple game to give a variation in learning process.



From the analysis above, the application of grammar translation method in teaching subject-verb agreement and tense was little different with the procedure of grammar translation method. On the procedure did not mentioned that games must use in teaching process, the tutor used a simple game to make students became more interest and enthusiastic, it was showed by the students' activeness in the class. Moreover, the tutor combined grammar translation method with a game with a purpose to maximize the students' knowledge in English sentence structure.

**b. The problems faced by the tutor in teaching subject-verb agreement and tense using grammar translation method in MEC**

To apply a method in teaching English was not always smooth, there were some problems faced by students or the tutor. Grammar translation method is one of good method in teaching subject-verb agreement and tense. It also made the learning process became more focus to the material.

The advantages of using grammar translation method in teaching English are:

- 1) Students' mastery of English grammar
- 2) Improving students' knowledge in English accurately.
- 3) An effective way for application of grammar and sentence structure.

- 4) Least stressful for students because they could understand the material in mother tongue.

Based on the observation that had been done by researcher show that in teaching learning process of grammar translation method in teaching subject-verb agreement and tense in Monash Education Center (MEC) has some problems in the class, such as:

- a) They were limited time to apply grammar translation method.
- b) They were limited media to improve students' creativity during the learning process.
- c) The students have not enough knowledge in the meaning of verbs and their pronunciation.
- d) Sometimes the students have low motivation in learning English so it influenced their concentration.

From the problems in finding, it could be analyzed that the problems in implementing grammar translation method in teaching subject-verb agreement and tense in Monash Education Center (MEC) being varied. Generally, the researcher concluded the problems of grammar translation method in teaching subject-verb agreement and tense were:

First, when the tutor taught subject-verb agreement and tense using grammar translation method, there were just an hour for a meeting. Students needed more enough time to think.

Second, there were limited media to improve students' creativity during the learning process. The tutor just used the simple media such as boardmarker and whiteboard. There were not enough tools to use in learning process.

Third, The students have not enough knowledge in meaning of verbs and their pronunciation. When the tutor asked the meaning of the verbs, some students did not know and just keep silent.

Fourth, Sometimes the students have low motivation in learning English so it influenced their concentration. Sometimes the student lost their concentration because they felt bored in understanding the material

From the explanation above, the researcher concluded that sometimes grammar translation method will make students feel bored. If the tutor did not used a game to support the effectiveness of grammar translation method in teaching process, of course the students will be bored.

**c. The tutor's effort to solve the problems in teaching subject-verb agreement and tense using grammar translation method in MEC**

“Without grammar, language does not exist”, said Nassaji and Fotos in Anni Takala . However, it has not always been the case. One of the most heated topics in the field of language teaching has been the role of grammar so the ways of teaching it have varied significantly. During the time of the more

traditional methods, the focus was clearly on form and accuracy, and learning a language basically meant learning its grammar.<sup>36</sup>

In teaching subject-verb agreement and tense, the tutor used grammar translation method to help students understand in English sentence structure and get some new vocabularies of the verbs. From the explanations about the implementation and problems in teaching subject-verb agreement and tense beside that the tutor has to solve the problems soon. The tutor tried to decide the material suitable with the students' necessary. Then, the tutor used a simple game to help students became more active and enthusiastic to the material. The tutor tried to always motivate the students during or in the last of learning process, so grammar translation method helped students to become more focus and concentration, and the simple game helped them to become interest in learning subject-verb agreement and tense.

## **2. Discussion**

### **a. The application of grammar translation method in teaching subject-verb agreement and tense**

In teaching subject-verb agreement and tense, of course the tutor applied some step in teaching and translating the word one by one to get the students' comprehension.

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<sup>36</sup> Anni Takala, Grammar Teaching Methods..... p.6

The first observation focus on the three steps of teaching English, they were preparation, performance, and evaluation. For teaching preparation, the tutor provided some equipments to support and reach succesfull in teaching subject-verb agreement and tense using grammar translation method. the tutor did some activities such as prepare lesson plan, material, and evaluation. The tutor said to the researcher that she prepared lesson plan to make easy describing grammar translation method in teaching subject-verb agreement and tense.<sup>37</sup>

The tutor took the material from the relevant books because she know that the student's did not have the material book of subject-verb agreement and tense. The students just have some task books to drill their practice from the course. For the evaluation, the tutor used an oral and written test to get the result of the learning process.

Based on the MEC lesson plan, the step of teaching subject-verb agreement and tense were as follows:

**Pre-activity**

- 1) The tutor ask the students to mention verbs in Indonesian and English
- 2) The tutor give short explanation
- 3) The tutor write the material on the whiteboard
- 4) The tutor explain more the material

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<sup>37</sup> Look at the observation transcript: 01/O/14-3/2018

- 5) The tutor ask the students to determine the suitable verb and write it on the whiteboard

#### **Whilst-activity**

- 1) The tutor explain subject-verb agreement in present tense
- 2) The tutor translate the sentence and verbs word by word
- 3) The students and the tutor read some sentences together
- 4) The tutor ask the students to repeat the subject with the verb and translate it into Indonesian
- 5) The students play a simple game with the tutor

#### **Post-activity**

- 1) The tutor gave some questions to the students about the meaning of some verbs
- 2) The tutor write some questions on the whiteboard and ask the students to answer it in front of the class.<sup>38</sup>

The tutor make a lesson plan just because to make simple and easier teaching and learning process. Ms Rima said:

“I have a purpose in making lesson plan to teach subject-verb agreement and tense using grammar translation method that was make easier the lerning process, after that I preparedthe materials and evaluation.”<sup>39</sup>

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<sup>38</sup> Look at the MEC lesson plan

<sup>39</sup> Look at the interview transcript: 10/I/26-3/2018



**b. The problems faced by the tutor in teaching subject-verb agreement and tense**

Based on the interview with the English tutor of MEC in 14th March 2018, the researcher found some problems faced by the tutor were about the limited time, media, student's knowledge in the meaning of verbs, and their motivation.

According to ms Rima, the tutor of MEC said:

“The students of MEC, have some problems during the learning process. The students have not enough knowledge in the meaning of verbs and their pronunciation, so I must allow the students to open their dictionary to get the meaning then I help them to pronounce the verbs correctly. Sometimes the students have low motivation in learning English so it could influence their concentration in the class, as the result the students could not understand the materials well.”<sup>40</sup>

It can be conclude that the students could not understand the materials because they have low motivation in learning English. the tutor should find the effective way to make the students became enthusiastic during the learning process.

In the next interview, the tutor said that she applied grammar translation method because she knows that the students knowledge in subject-verb agreement was not so good.

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<sup>40</sup> Look at the interview transcript : 08/I/14-3/2018

Ms rima said:

“When I teaching English in MEC, I think the students’ knowledge in English was not so good. So I use the method which make the students concentration and more focus in learning English although they will feel bored but I can combine it with a fun way such a simple game so they will feel enjoy and enthusiastic joined the learning process.”<sup>41</sup>

The tutor used a simple game, it was just answering the tutor’s question quickly. If the students make a mistake during practice the game, they must come forward then got the punishment from the tutor. The punishment was about remembering and translating the verbs correctly.

**c. The tutor’s effort to solve the problems in teaching subject-verb agreement and tense:**

In teaching subject-verb agreement and tense, the tutor always found some problems during learning process. It could be from the students and also from the tutor. In this case, the tutor tried to solve the problems as soon as possible.

The tutor tried to decide the material suitable with the students’ necessary. Then, the tutor used a simple game to help students became more active and enthusiastic to the material. The tutor tried to always motivate the students during or in the last of learning process, so grammar translation method helped students to become more focus and concentration, and the

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<sup>41</sup> Look at the interview transcript: 09/I/19-3/2018

simple game helped them to become interest in learning subject-verb agreement and tense. As the result, the students got some advantages from the learning process.

According to Aditya, the student of MEC:

“In my opinion, I can be more understand what my tutor’s speak about and it made me easy to memorize the materials because I know the meaning and understand how to determine the suitable verbs in a sentence.”<sup>42</sup>

The students understand the materials when the tutor used grammar translation method because they were helped in understanding subject-verb agreement and tense during learning process.

According to Delima, the student of MEC:

“It was easier for me because I could understand more the meaning and also determine the suitable verbs of a sentence. Sometime I felt bored but I think without my tutor translate the subjects and verbs word by word, I could not understand the materials well.”<sup>43</sup>

The students realize that sometimes she felt bored in learning subject-verb agreement but she could understand the materials if the tutor translate the verbs one by one.

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<sup>42</sup> Look at the interview transcript: 12/I/28-3/2018

<sup>43</sup> Look at the interview transcript: 13/I/28-3/2018

## CHAPTER VI

### CLOSING

#### A. Conclusion

Referring to the finding and discussion in the previous chapter, it can be concluded that:

1. The implementation of grammar translation method in teaching subject-verb agreement and tense in Monash Education Center (MEC) are: a) The tutor started the lesson by asked the students to translate the vocabularies of verbs from Indonesian to English. b) The tutor gave short explanation about subject-verb agreement in present tense by using Indonesian and translated it into English. c) The tutor wrote the material of subject-verb agreement and tense on a whiteboard. d) The tutor explained the material again and asked the students to repeat some verbs in English and Indonesian. e) The tutor asked the students to place the suitable verbs to the subject and wrote it on the whiteboard then translate it word by word into Indonesian. f) If there were some mistakes to the students' answer, the tutor corrected it. In the next observation, the application of grammar translation method are: a) the tutor gave some questions to the students about the meaning of some verbs and the students answered it in Indonesian. b) if there were some students still did not know the meaning of the verbs, the tutor asked to open the dictionary to find

the meaning. c) the tutor explained more about subject-verb agreement in present tense. d) the tutor translated the sentence and verbs word by word with a purpose to get the students' comprehension. e) The students and the tutor read some sentences which had been written on the whiteboard together. f) The tutor asks the students to repeat the subject with their verb and translate it into Indonesian. g) The tutor used a simple game to give a variation in learning process.

2. The problem faced by the tutor in teaching subject-verb agreement and tense using grammar translation method in Monash Education Center (MEC) are:
  - a) They were limited time to apply grammar translation method.
  - b) They were limited media to improve students' creativity during the learning process.
  - c) The students have not enough knowledge about the meaning of verbs and their pronunciation.
  - d) Sometimes, the students have low motivation in learning English so it influenced the students' concentration.
3. The tutor's effort to solve the problem in teaching subject-verb agreement and tense using grammar translation method in Monash Education Center (MEC) are: the tutor tried to decide the materials suitable with the students' necessary. The tutor used a simple game to help students became more active and enthusiastic with the material. If the students did not know the meaning of the verbs, the tutor allowed them to open the dictionary and help to pronounce the verbs correctly.

## **B. Recommendations**

### 1. For the tutor/teacher

The English tutor of the seventh grade students of Monash Education Center (MEC) are suggested to pay more serious attention on their own learning motivation of the students. They are suggested to be more creative and innovative in making fun learning process. Then, the tutor should inform the students that their success and failure are depend on themselves.

### 2. For the students

The students should be motivated in learning English especially in learning sentence structure and subject-verb agreement not only in the class but also at home. They are recommended to have more practice in subject-verb agreement and tense.

### 3. For the researcher

To the other researcher, since in this study of the implementation of grammar translation method is only experimented in subject-verb agreement and tense. Then it is recommended to conduct further research by different discussion.



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