

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature from the experts related to the research, which are useful to give relevant reference in the field of the study. The review contains the definition of writing, grammar, subject-verb agreement, writing descriptive, assessing writing, correlation both of variables, and related previous studies.

2.1 Writing

Based on Hyland (2003) writing is a product that made by writers by guiding each grammatical use. It means that a writer is required to be able to commit the words. They also should pay attention to the structure and the linguistic feature. Writing is the way that we use the written form of words to express our ideas or opinions to encourage the reader. Writing also the way of communication between writer and reader in the text. The messages might be in form of pictures, codes, symbols, words, and also sentences. By those explanations about writing, it can be concluded that writing belongs to important tool of a language, because it can deliver information and messages from the writer to the reader without having to meet each other.

According to the 2006 English Standard Competence, English as international language is very needed by many people for communication. One of the communication forms is writing. It is used to express and

organize ideas into clear sentences and paragraph. According to Oshima and Houge (1999) stated that writing is not easy to be learned, because it takes study and more practice to develop that skill. That is way the teacher should help students by giving them motivation and guiding them continuously, regarding that writing is not only a product, but it is a process of students can organize a good text. In writing activity, there are many aspects on. It is not only about composing some words become a paragraph, or some paragraphs become a text. It also associated with the genre of a text in which students are expected to write by paying attention on the composition of general structure of the text and its social functions. Moreover, a writer must pay attention to the form of aspect of language, such us the selection of words as called vocabulary, grammatical, also generic structure.

In this case, most of students are able to understand generic structure of text, its language feature, not only that, actually they can develop idea to put into paragraph well enough, but in creating a sentence they got some difficulties in deciding the right verb (changing verb toward tense) into different subject (singular or plural). Actually in constructing a good sentence, we have to make sure that every word should be consistently correlated each other in the form of grammatical agreement. In this study, the students of SMP Muhammadiyah 1 Gresik got difficulties of grammatical rules in constructing the sentence in the form of good subject-verb agreement, especially in simple present tense toward descriptive text.

2.1.1 Writing Ability

Writing is involved in productive skill that distributes all people ideas. They can imagine their knowledge through written form. In the formal education, actually in eighth grade, students should be able to write English material which is stated in the main material at syllabus. In this study, the ability to write will be mastered, since writing is one of four skills which should be mastered by EFL learners and being target in learning process, they are listening, speaking, reading, and writing Writing is not an easy skill to be mastered however. For being able to master this skill, students should have ability in understanding and knowing well about all of language components, such us grammar, vocabulary, so on (Harmer, 2001).

2.1.2 Process of Writing

When students do writing a short paragraph, it automatically means that they work with some writing process with a purpose on it, which is to inform, entertain, tell, or persuade the readers. The process is needed in order to build writer finishing writing into a good work. It is so, as Harmer (2001) stated that the aim of the process is aimed at helping the learner to develop a set of skills. They view that writing is a complex skill that contains several stages through the process as what they want to express. From those theories, process of writing is divided into three main

stages. According to Oshima and Houge (1999), the three stages of writing with short explanation as follows;

- **Pre-writing**, it includes first things that the students should do to start writing. In this stage, they try to think what that they want to write and present on their writing, for example choosing the topic or ideas.
- **Writing**, in this stage the main activity is arrangement. It means the ideas that is gotten from the previous stage, then they should develop or organize into details, so the reader can understand what the writer means.
- **Post-Writing**, this is the last stage during writing, this stage is called writer time to revise or edit what they have written before. It involves a whole process of re-set the content and also the structure that include grammar, spelling, punctuation, word diction (vocabulary), and so on.

2.1.3 Criteria of Good Writing

Besides the aspects of good writing, students also should pay attention about the unity and the coherence of a text. Based on Oshima and Houge (1999) the criteria of good writing as follows;

- **Unity** is how we arrange our sentences into a good paragraph. It perhaps the most important principle for good paragraphs. In order to have a good writing, students have to be considering the unity of the paragraph by only discusses one idea in one

paragraph, and the topic sentence should express main idea in order to get relevant sentence.

- **Coherence** is how students make the next paragraph will connect with the paragraph before also the next paragraph. It connects the sentences in order to appropriate transition signal to readable and understandable on the movement from one sentence to the next sentence by using appropriate conjunction.

2.2 Grammar

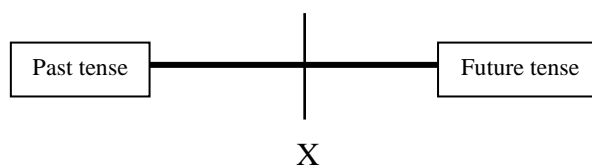
According to Richard (2002) grammar is small unit in language which called as words that set them into good line into sentences, then become paragraph and also a full text. It is in line with Thornburry (1999) about his explanation of grammar that is a part of the study of what form or structure are in a language. It is the structure and system of a language that become basic element which cannot be ignored in learning English. Based on Cambridge dictionary, definition of grammar is the rules of how words change and combine together in the form of sentence. In the case of students, grammatical rules enable them to know, understand, and also apply how such a word or sentence makes a deal to put together in a line.

Grammar becomes main part in English as a foreign or second language, in as much as without a good knowledge of grammar, learners' language development cannot good also. It seems that grammar plays an important role in combining units of language in the form of sentences. Means that, sentences are acceptable grammatically if the sentences follow

the rules in the process of it. Considering the important of grammar in writing, it can be admitted that good mastery in grammar will enable them to communicate, express ideas, in the use of English appropriately, especially in written form.

2.2.1 Simple Present Tense

Since this study focuses on simple present tense and because it belongs to descriptive text's language feature, then it will be necessary to discuss little bit about tenses theory. In grammar, students are provided many rules on, one of them is tense. Tense is the term that is used to show relationship between time and the form verb. It can be simplify as tense is a series of verb form that used to show the time of an action. There are three basic tenses that have formed, those are present tense which means shows the situation time or moment at present, past tense which means the time is before present moment, and future tense which means the time after present. It means tense refers to the form the verb used. The present moment will be represented by X.



Source: Betty (1993)

According to Krohn (1971) simple present tense is a tense symbolizing an activity that happen in this time, daily activities that will do in repeat, also can talk about things in general. The simple present tense is divided into two, which are verbal and nominal. Verbal means the verb is subjected to an action; it can be in daily activities, repeated activities, truth, or an auxiliary which indicate an ownership. For example; the use of simple form of verb (verb infinitive), but for the third person singular subject and the verb must be added by either –s or –es, not only in positive sentence form, but also in the negative sentence form by using “not”. Meanwhile, nominal is if the verb is an auxiliary is, am, are, because the object does not need a main verb. The verb indicates a condition of the subject. In nominal, there is positive and negative form. Here, the rule of simple present tense will explain as follows;

1. Verbal

- The rule of main verb in Simple Present Tense

<i>Subject + Verb 1 / Verb 1 + -s/-es + Object</i>				
	<i>First person</i>		<i>I</i>	
	<i>Second person</i>		<i>You</i>	
<i>Subject</i>		<i>Plural</i>	<i>We</i>	<i>Read</i>
			<i>They</i>	
<i>Third person</i>		<i>Singular</i>	<i>He</i>	<i>Reads</i>
			<i>She</i>	
			<i>It</i>	

Where; the verb 1 without suffix –s or –es is used when the subject is the first person, second person, or third person in

plural. For example: “I play a game”, “You eat bread”, “They meet old friend”. However, if the subject is third person in singular, we use verb 1 with the suffix –s or –es. For example: “She walks around the yard”, “He writes a letter”.

- **The rule negative form of auxiliary do/does in Simple Present Tense**

- *Subject + do/does + not + Verb 1 + Object*

	<i>First person</i>	<i>I</i>			
	<i>Second person</i>	<i>You</i>			
<i>Subject</i>	<i>Plural</i>	<i>We</i>	<i>Do not</i>	<i>VI + Object</i>	
		<i>They</i>			
	<i>Third person</i>	<i>He</i>			
	<i>Singular</i>	<i>She</i>	<i>Does not</i>		
		<i>It</i>			

Where; the “do not” is used when the subject is the first person, second person, or third person in plural. For example: “I do not play a game”, “You do not eat bread”, “They do not meet old friend”. However, if the subject is third person in singular, we use “does not”. For example: “She does not walk around the yard”, “He does not write a letter”.

- **The rule of auxiliary have/has in Simple Present Tense**

Subject + have/has + Object

	<i>First person</i>	<i>I</i>			
	<i>Second person</i>	<i>You</i>			
<i>Subject</i>	<i>Plural</i>	<i>We</i>	<i>Have</i>	<i>Object</i>	
		<i>They</i>			
	<i>Third person</i>	<i>He</i>			
	<i>Singular</i>	<i>She</i>	<i>Has</i>		
		<i>It</i>			

Where; the use of “have” is for first person, second person, and third person in plural, then the third person singular uses “has”.

- **The rule negative form of auxiliary have/has in Simple Present Tense**

<i>Subject + have/has + not + Object</i>					
	<i>First person</i>		<i>I</i>		
	<i>Second person</i>		<i>You</i>	<i>Have</i>	
<i>Subject</i>		<i>Plural</i>	<i>We</i>	<i>not</i>	<i>Object</i>
			<i>They</i>		
	<i>Third person</i>		<i>He</i>		
		<i>Singular</i>	<i>She</i>	<i>Has not</i>	
			<i>It</i>		

Where; the use of “have” is for first person, second person, and third person in plural, then the third person singular uses “has” and added by “not”.

2. Nominal

- **The rule of auxiliary tobe in Simple Present Tense**

<i>Subject + be + Complement</i>					
	<i>First person</i>		<i>I</i>	<i>Am</i>	
	<i>Second person</i>		<i>You</i>		
<i>Subject</i>		<i>Plural</i>	<i>We</i>	<i>Are</i>	<i>Complement</i>
			<i>They</i>		
	<i>Third person</i>		<i>He</i>		
		<i>Singular</i>	<i>She</i>	<i>Is</i>	
			<i>It</i>		

Where; linking verb “am” is used when the subject is first person, “I am fat”, “is” is used if the subject is third person in singular “He is kind”, “She is good students”, meanwhile “are”

is used if the subject is second person or third person plural, “you are cute”, “we are young”, “they are my favorite friends”.

- **The rule negative form of auxiliary tobe in Simple Present Tense**

<i>Subject + be + not + Verb 1 + Object</i>				
	<i>First person</i>		<i>I</i>	<i>Am not</i>
	<i>Second person</i>		<i>You</i>	
<i>Subject</i>		<i>Plural</i>	<i>We</i>	<i>Are not</i>
			<i>They</i>	
	<i>Third person</i>		<i>He</i>	
		<i>Singular</i>	<i>She</i>	<i>Is not</i>
			<i>It</i>	
				<i>Object</i>

Where; the linking verb of be “am not” is used when the subject is the first person, “are not” for second person and third person for plural. For example: “I am not teacher”, “You are not a doctor”, and “We are not the champion”, “They are not our friend”. However, if the subject is third person in singular, we use “is not”. For example: “She is not your daughter”, “He is not Ferry”, “It is not my book”.

2.3 Subject-verb Agreement

The language feature of descriptive text; the tense that is used is simple present tense. Simple present tense contains a lot of agreement; one of them is subject-verb agreement. According to Murcia and Freeman (1983) that subject-verb agreement put a problem only in the present tense, where third person singular forms affect the changed of the verb. It means subject-verb agreement make a deal in terms; when a subject is singular,

its verb must be singular, when a subject is plural, then its verb must be plural too. This matching relation between the subject and the verb in number of singular or plural is called an agreement (Leech and Svartvik, 1984). Subject is the first element of the sentence. It defines that subject as who or what is being talked about.

Susanto, Ferri (2010) stated that every sentence needs a verb. It may be a single word that clarifies the quantity of subject, whether the subject is singular or plural. It also may contain more than one word, usually has a tense, to indicate whether the time is in present, past, or future. He added that every sentence must have a verb. It means subject and verb have close relationship that will give an effect to the both of their form, actually in creating a sentence; the verb will change the form to follow the subject in an agreement or rules. It can be said, to make good sentence become good paragraph needs well mastery about the agreement of subject and verb. In some tenses (mainly those that refer to the present) verbs change forms to agree with their subjects. Especially these verbs add –s or –es when their subjects are third person singular, such as he, she, or it.

2.4 Descriptive Writing

D' Angelo (1977) descriptive writing is kind of writing activity that describes a particular person, place, thing, or event in specific details. It can be simplified that descriptive writing is the way to describe a person, place, or thing sharply, accurately, and specifically, by using many words

in sensory details. Descriptive writing uses a lot of adjectives and adverbs to describe what is going on or how something appears. It needed to engage the reader to the text, means that the success of a description is like word pictures that can make the reader imagine in their mind. Probably, the key difference between good and bad of descriptive writing is the ability to write more and more detail on what does something look like, feel, or sound like.

2.4.1 Purpose of Descriptive Writing

The function of descriptive writing is to describe a particular person, place, or thing in a clear and detail description about a certain object, that shows to the reader how something looks, sounds, smells, tastes, feels, and so on (Depdiknas, 2004). Students usually have to use present tense but they also have to use past tense if the things lost or people died. Therefore, it is important to use specific and concrete detail.

Descriptive writing creates a word picture depend on the writer's point of view, the details, and how the writer organizes those details. So that, descriptive essay can be objective or subjective. According to Coffey (1987), in describing, someone can use two kinds of details as explained below:

- Objective details

Those that describe factual information about the topic based on five senses and there is no emotion or opinion on it.

- Subjective details

Those that express the reader's personal opinion on the topic.

The details do not base on the factual information.

2.4.2 Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text; literary and factual, within different various text types toward the use of language feature, also the social function. Literary text can make us feel deep emotion toward the text, think about our own life or consider our own beliefs. For example story, fairy tale, novel, those belong to narrative text. Factual text presents information or ideas to show or tell readers, those categorized in descriptive, recount, report, procedure, and so on. In junior high school, based on curriculum, there are many kinds of text that should be learned by the students, those are descriptive, narrative, procedure recount, and report. For eighth grade, in the first semester there are descriptive text and recount text, in second semester, recount and narrative text.

The researcher chooses descriptive text as a subject in this study because the researcher sees to the syllabus in the first semester, because this study will conduct in the first semester; there are two text types, so the researcher chooses descriptive text,

because the language feature of this text uses present tense that is in line with the other variable in this study, which is use subject-verb agreement which specifies in present tense only. However, this study will focus on the descriptive text because it is relevant with this study.

According to Polking, Kirk (1990:106) stated that description is bringing something to describe by carefully choosing and arranging words and phrases to imagine based on the real view. It is in line with English curriculum for junior high school (Depdiknas, 2004) that descriptive text is the text which describes much in great detail. It shows out much information about certain people, thing, and place in clear detail.

2.4.3 Component of Descriptive Text

Descriptive text has two significant components, which must be taken since it deals with the characteristics of a particular thing. Those components include the generic structure and the language features. Both those components are necessary in creating a descriptive text. (Depdiknas, 2004);

a. Generic structure

Students should master the generic structure of descriptive text before they write a descriptive text. The structure of descriptive text follows some stages, the beginning middle, and last part of the text. Each text has its own generic structure.

Below, the following explanation about generic structure of the descriptive text;

- Identification or definition

It consists of statement or a short paragraph which identifies, defines, describes, and gives information about the object that is going to describe in certain topic. The function is to persuade readers to read the next detail of description, e.g. I have a pet named Mio. It is a male Persian cat.

- Description of features

It may describe the detail of physical appearance, qualities, general personalities, and the characteristics, e.g. its smell, fur color, body shape, habits, so on.

b. Language feature

Language features deals with the grammatical features (tense, phrase, conjunction, adverbs, adjectives, so on) of a language which characterize the text. It used in the descriptive text as quoted from Depdiknas (2004) are;

- Focus on specific participant, e.g. teacher, house, my cat, so on.
- Simple present tense
- Describe the adjectives including a number, e.g. two strong legs.

- Verb which give information about the subject, e.g. it is a beautiful rose, my mom is really cool, she has long hair.
- Action verbs, e.g. our puppy bites our shoes, she eats vegetables.
- Adverbial which add the information about the subject, e.g. fast, at house.
- Symbolic language including simile, metaphor, e.g. It is as white as chalk.

2.5 Assessing Writing Descriptive Text

Assessing writing is giving score and feedback toward students' writing, in order to know the achievement of students' writing descriptive text ability. It includes range of criteria and value judgments format. Assessing belongs to difficult part for teacher in giving score, because kinds of subjective judgment. Therefore, it is very necessary to design writing assessment by using rubric criteria or rubric score. In making rubric criteria of writing descriptive text, the researcher puts the previous rubric that uploaded by Fransiskus (2014) retrieved from slide share web or *www.slideshare.net* then modifies together with English teacher in order to check whether the components are appropriate with indicator achievement in syllabus and also scoring aspect in teacher's lesson plan.

In this study, the researcher asks the students to write a descriptive text which focuses in one theme, which the theme is "My Idol", the aim is to equalize students' writing level. In assessing, there are five components

which are being measurement of students' writing competency, such as grammar (20 point), vocabulary (20 point), mechanic (15 point), organization (25 point), and fluency (20 point). Meanwhile, for each component have three criteria which has detail description of what aspects should achieved by students when writing good descriptive text, it judged in criteria of very good belongs to very good, good, and not good with different range of value judgment (see detail at *Table 2.6*). After giving score to each component mentioned, then it will count in total called total score. Here, students called success or pass the writing descriptive text test good if the five components mentioned in rubric criteria are achieved well or at least ≥ 75 point, it is standard competency which has been standardized by the researcher is 75 following the school standard. The table of rubric criteria, value judgment, and criteria description describes as follows;

Aspect/ Component (x)	Score	Criteria
Content (30 point)	<i>Very Good (21 – 30)</i>	<i>Almost of entire content match with the topic, the ideas are clear and easy to read.</i>
	<i>Good (11 – 20)</i>	<i>There are some sentences do not match with the topic, the ideas are monotonous, but overall, the paragraph is still easy to read.</i>
	<i>Not Good (0 – 10)</i>	<i>The content does not match with the topic, the ideas are unclear and difficult to read.</i>
Organization (20 point)	<i>Very Good (16 – 20)</i>	<i>The ideas are correct organized, logically and clearly.</i>
	<i>Good (10 – 15)</i>	<i>The ideas are less organized, logically and clearly.</i>
	<i>Not Good (0 – 9)</i>	<i>The ideas are organized illogically.</i>
Vocabulary (20 point)	<i>Very Good (16 – 20)</i>	<i>Rich of descriptive vocabularies are chosen appropriately and used effectively.</i>
	<i>Good (10 – 15)</i>	<i>Vocabulary choices are still appropriate, even the descriptive words are limited.</i>
	<i>Not Good (0 – 9)</i>	<i>Poor of descriptive vocabularies, there are many ineffective or repetition words.</i>
Grammar (20 point)	<i>Very Good (16 – 20)</i>	<i>Grammar is mostly correct.</i>
	<i>Good (10 – 15)</i>	<i>There are some errors in grammar.</i>
	<i>Not Good (0 – 9)</i>	<i>Grammar is less correct, most of errors are found in paragraph.</i>
Mechanic (10 point)	<i>Very Good (7 – 10)</i>	<i>The paragraph uses correct punctuation, spelling and capitalization. It fulfills most of criteria.</i>
	<i>Good (4 – 6)</i>	<i>There are some mistakes in the use of punctuation, spelling and capitalization in paragraph.</i>
	<i>Not Good (0 – 3)</i>	<i>There are many mistakes in the use of punctuation, spelling and capitalization in paragraph.</i>

Table 2.6 Rubric Criteria (Adapted from Fransiskus, 2014)

$$\text{Total Score (n)} = x_1 + x_2 + x_3 + x_4 + x_5$$

2.6 Correlation between Subject-Verb Agreement Mastery and Students' Writing Descriptive Text Ability

Susanto, Ferri (2010) stated that every sentence needs a verb. It may be a single word that clarifies the quantity of subject, whether the subject is singular or plural. It also may contain more than one word, usually has a tense, to indicate whether the time is in present, past, or future. It means subject and verb have close relationship that will give an effect to the both of their form, actually in creating a sentence; the verb will change the form to follow the subject in an agreement or rules. It can be said, to make good sentence become good paragraph needs well mastery about the agreement of subject and verb. Meanwhile, descriptive text is one of text that consist at least two paragraph, based on its generic structure that in the first paragraph tells about the identification generally about certain topic, and second paragraph describes in more detail about the object in certain topic.

In this case, the researcher sees most of students have good known about what the feature, the aim, also the generic structure of some texts, giving feedback when the teacher asks question related information of text, but unfortunately they have some mistakes or errors in constructing the sentence well, especially in the agreement of subject and verb toward how to create a good sentence. As we know that subject-verb agreement is one of terms provided at seventh until eighth grade of junior high school that should be mastered well, because they are not expected only to be able to share ideas on how to make a good paragraph by guiding the generic

structure of some text in their writing, but also be able to write; minimally a good sentence correctly, before going to a paragraph, in term of grammatical roles, that is subject-verb agreement; in this study only focus on simple present tense, considering that simple present tense stated in syllabus become basic rule for students to make ad use sentences to communicate in daily life, beside that it is the language feature of descriptive text. By this short explanation, the researcher concludes that if the students have well mastery in subject verb agreement, it may has a relation in their ability in writing descriptive text.

2.7 Previous Studies

There are some studies regarding to the relationship between subject-verb agreement mastery and students' writing descriptive text ability. They showed variability of results.

First, Anitha Thalib Mbau, Mochtar Marhum, Muhsin (2014) conducted research titled "*An Analysis on the Subject-Verb Agreement Errors in Writing Paragraph Made by the Second Semester Students of English Department*". They conducted their research in the form of descriptive research by analyzing errors usually happen in students' writing by using test, questionnaire, and interview. This research focused on subject-verb agreement errors mostly made by the students in their writing. The participants of this research used cluster technique. The result showed that error on the basic subject-verb agreement was so high. The different between this previous study and the study that will conduct by

the researcher is come from the design of the study which is used qualitative. Second difference is come from the level subject of the study which used second semester student of English department, but the study will conduct is using eighth grade students.

Second, Susanto, Ferri conducted "*The Mastery of Subject-Verb Agreement in Descriptive Text Written by the Eight Grade Students of SMP Negeri 4 Cepiring in the Academic Year of 2009/2010*". He conducted his study by using test as an instrument to know students' mastery level. This study used one-shot as the design, it is a kind of approaches that use an achievement test just once. Therefore, before doing test, it tested first by doing a try out to check the test validity. The participants of this study are 40 students by using random sampling technique. The result showed that the subjects in this study are mastering the subject-verb agreement proved by the average score in doing the test given. Even both two variables and also the level of subject was same with the study that researcher will conduct, but the different is come from the design of research, here the research used one-shot that the function is want to know whether the subject is mastering subject-verb agreement or not, whereas the study will conduct is aimed to know whether there is correlation between subject-verb agreement mastery and students' writing descriptive text ability.

Third, Septiani, Reni (2014) which the title is "*The Correlation between Grammar Mastery and Writing Ability, A correlational Study at the Sixth Semester of English Education Department Students of UIN*

Syarif Hidayatullah Jakarta in Academic Year 2013/2014". She used quantitative method aimed to know the correlation between grammar mastery and writing ability by conducting a test and documentation score that gotten from the lecturer. The result showed that most of students got minimum score of grammar but their writing score was good. So the h_1 was rejected and concluded that grammar mastery gave less contribution and had low correlation toward writing ability. The different between this previous study and the study that will conduct by the researcher is come from the variable actually, which is grammar mastery, as we know even subject-verb agreement is include in grammar mastery, but the study will conduct is only focus on subject-verb agreement in the form of simple present tense, also the second variable of previous study about writing ability is not as focus as the study will conduct about students' writing descriptive text ability, it means both two studies has little bit different areas of discussion. The level of subject which is university students, also different, it may affect the result that showed there is no correlation both of two variables.

And the last previous study comes from Kho-Yar, Ai Siok (2015) which titled "*Relationship between Grammar Accuracy, Reading and Writing Performance among Malaysian ESL Learners*" Considering the importance of grammar in language acquisition, therefore, the researcher used two kinds of design in research method, which are correlation research design to investigate the relationship between grammar accuracy, reading and writing performance, and quasi-experimental research design

is to test learners' performance in reading and writing which means whether grammar may improve the grammatical competence of the students or not. The participants of this study are 250 students by using purposive sampling technique. The result of this study was shown a strong correlation of reading and writing skills and the mastering of grammatical rules, also it is effective and has a considerable impact on the reading and writing performance. First different comes from the areas of discussion little bit large which are the variables. And second comes from the technique in choosing sample, which the previous study used purposive and the study that will conduct will use cluster technique. And then the third comes from the design, this study used two kinds of design, which are correlation and quasi-experimental design.

The researcher uses the previous study above because it relates to this study. The result of this study may be different with the previous study because of different focus, the way collect data, level of subject, also the design. Since this study brings different points stated before, it still bring out a question about whether actually there is significant correlation between subject-verb agreement mastery and students' writing descriptive text ability at eighth grade of SMP Muhammadiyah 1 Gresik or not.