

**ERROR ANALYSIS OF EFL STUDENTS' ABILITY IN USING
SUBJECT-VERB AGREEMENT**

THESIS

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by

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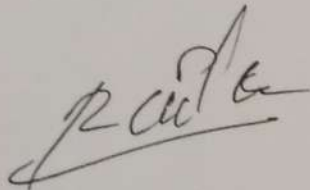
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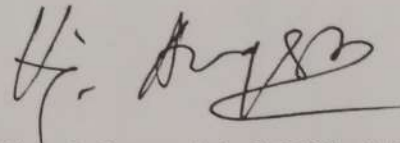
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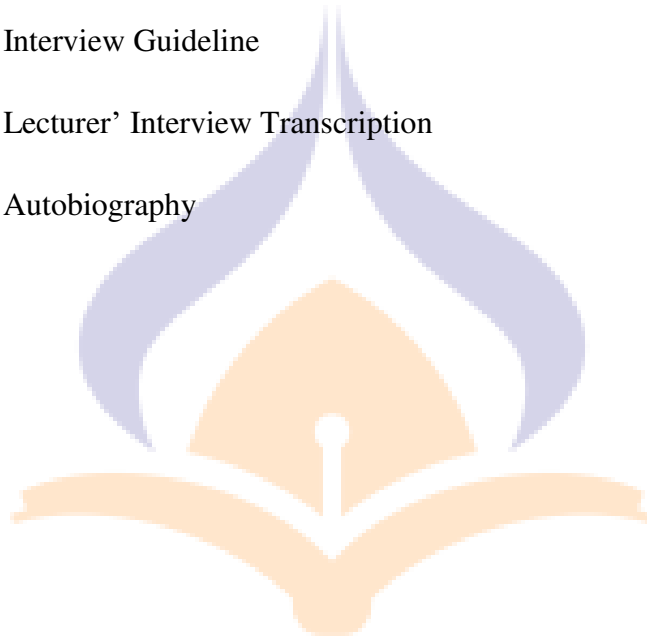
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the definition of key terms. The explanation of each part is presented below:

1.1 Background of the Study

Language is one of the most important tool to a student to communicate in 4.0 era in order to help the students to be more easier to understand about the topic and anything they heard. Language is used for the students to get wider understanding. The students can change their expression in language and they share many things without limited by the language itself. Language is really important to EFL Learners in social environment and school environment because it can be used as the platform to share their feeling, ideas etc (Amberg & Vause, 2009).

Learning English grammar for Indonesian EFL learners in University level is not easy as we think to make sure it can be mastered perfectly. As mentioned by Seely (2007) that the word 'grammar' is much abused. There are many materials that are taught in grammar such as tenses, phrases, clauses, and subject-verb agreement.

Subject-verb agreement is a fondation to build a sentence based on the correct agreement between subject and verb. The rule of subject-verb agreement is used to all English sentences. The students is not only speak or write about what

they want but also to ensure they use the correct subject-verb agreement pattern. They need to see the detail grammatical structure in using it. It is not only about to listen what the the students delivering in their speaking, but also pay attention to the the ability o the students in mastering a correct grammatical structure.

Subject-Verb Agreement is important to learn for the EFL learners. It is a basic grammar that the students should know because subject-verb agreement influence the students in many aspects. The important aspects are in writing contexts, such as, conducting sentences, paragraph, or essays need correct Subejct-Verb Agreement (Rina H, 2019:78). Errors in subject-verb agreement is becoming wide spread and it seems as if many people are either not aware of it or they consider it as less important as it does not affect the message being conveyed (Amina & Shittu, 2016: 20).

The students must understand how the organization of a sentence by learning a basic of grammar firstly before they learn the hardest grammar part ,such as, Past Perfect Tense, Past Progressive etc. The level of the grammars are different and has their own difficulty in mastering. If the students know how to put the correct subject-verb agreement early, it would be easier for them to learn others grammars and also know how to put the right agreement in each sentence.

Mastering grammar is better for the students in learning. It could give more understanding to the students how important subject-verb agreement in their learning. Besides, it gives the awareness toward the students that subject-verb agreement is part of the grammar that cannot be ignored by them. Similarly, it

gives the beneficial for the institution and lecturer to be more extra to teach the students in subject-verb agreement.

According to Betty (1989:13), while a learner focus on the grammar it will create the development of all language skills in a variety of ways. It is how the EFL Learner try to learn about the grammar especially in subject-verb agreement. Similarly, it is important to make sure the ability as EFL learners in four skills are balanced in order to make them understand what other said in four skills itself.

It cannot be ignored the function of the grammar in English skills. For example, writing and speaking the students are not only share their ideas but also their critical thinking. The students should organize the words became a sentence, and a sentence became a paragraph. It is not easy for the students to master English well if their basic grammatical is incorrect because the grammar is used in many platform, for example, TOEFL test test as a requirement of a university to pass or as the regulation to get the scholarship program.

They have to deal with academic-related stuffs, such as, making reports, journals or other publications and later publishing them as well. Therefore, it is clear that being EFL learners requires to be able to write in grammatically acceptable sentence. It will not usefull if the author or the students lack of the understanding of gramatical organization no matter how smart an individual in giving a genius idea (Baleghizadeh & Gordani, 2012:162).

Eventhough English has been taught to the student since they were in Senior High School, we cannot deny that the students still produced the errors in English especially mastering subject-verb agreement. They usually ignore in making an

error while they are studying or learning about basic grammars. They thought that basic grammar did not influence their English. As the result they use the grammatical errors oftent if there is no one correct it.

In fact, the students should understand the worst mistake in oral and written performance in English language because lack of agreement between words and the sentence (Amina & Shittu, 2016:21). It means that the role of Subject-Verb Agreement is really influence the students in speaking and writing. Subject-Verb Agreement is a basic grammar but, it has a lot of contribution in gramatical sentence(Tampubulon, 2020; Kurniawan& Firdaus, 2020). Furthermore, gramatically correct sentence means that the sentence should follow the rules of the language. (Sari, Mu'in & Yamin, 2019; Siti, 2017)

According to Norhalimah (2016:5) the students have misunderstanding in mastering grammar that caused by teaching learning process inefficiently. It makes the student cannot focus on the lesson directly. The teaching process that is inefficiently could make the students produced the errors in four skills of English.

The researcher did the early observation of the students by asking the lecturer that taught in the structure class. The researcher asked the lecturer about students understanding in using subject-verb agreement and types of subject-verb agreement that has been taught to the students before the researcher conduct the reserach by giving the types of subject-verb agreement based on what they have learned.

STKIP Bina Bangsa Getsempena was one of a university in Banda Aceh where English subject has been taught, especially in grammar because they have structure class. It can be an effective way to analyze the understanding about the specific gramatical structure to EFL studentst in structure class. A sentence or even a paragraph should be based on the correct grammar in subject-verb agreement sentence. According to Siti (2017:1) many believes that subject and verb are two basic elements in sentence making process.

Thus, once they are able to write subject that goes along with its verb, it asumed that the students will be able to write a complex sentence. The students need to more pay attention in order to make a good sentence without any grammatical errors. It makes what you have written will be interested to anyone who reads it.

The correct grammar sentence is used to prevent the misunderstanding of the students in using English (Sermsook, Liamnimitr & Pochakorn, 2017: 101). The most important thing is the students do not produce the errors that make the misconception. However an error should not be tolerant because it can be a usual thing to the students. That is important to know the reasons of the students behind the errors that they made in using subject-verb agreement. For example, *The girl is standing*. Because *the noun is singular, the be or auxiliary verb should be singular too*. We cannot use "are" in that sentence, because the noun of that subject is "*the girl*" it means she is alone. So, we cannot use "are" there.

The researcher chooses the second semester students because they were the students that already knew how was the basic grammar that they learned at the first semester while they were in university. Another reason for decided the second semester students because they are prepared to be training teachers in the seven semester. So, it is good to analyze them in early year semester in order to to see their error analysis in using subject-verb agreement. The students and the lecturer can avoid the same errors in using SVA before they learn in high level of the grammar and prepare their correct grammar before they teach the students.

Besides, the researcher hopes this research would be usefull to STKIP Bina Bangsa Getsempena. Besides, it hopes that this study will develop EFL students' perception of their regular errors and avoid them especially for the graduate of the college of Education/English Department since they are originally prepared to be English language teachers.Henceforth, this paper can contribute to the process of teaching and learning of English grammar in subject-verb agreement rules in particular. Further, this paper attempts to enrich the field of error analysis approach in STKIP Bina Bangsa Getsempena .

The researcher did the research because the researcher interest about subject-verb agreement topic. The researcher knows that SVA as a basic grammar that the students learn for the first time while they are learning English at the university level. It made the researcher wants to explore more about the students understanding in using SVA in order to find out the result of students .

This study analyzes the errors produced by the students in using subject-verb agreement by giving some list of questions in subject-verb agreement, and the perception of the lecturer who taught the students in structure class about the students' understanding about SVA that analyzed in second semester students in STKIP Bina Bangsa Getsempena. It can be a reference to the lecturer even to the other researchers in doing the same research in the future. The most important is to find out the reason of the student produced the errors in using subject-verb agreement.

Many researches have been conducted related to the Analysis of Subject-Verb Agreement. Those researches are believed can support the current research which is conducted by the researcher. The first research is come from Norhalimah from Institut Islam Palangka Raya in 2016. The research is about “ The Subject-Verb Agreement in Writing at the eight graders of Mts An- Nur Palangka Raya.” The result of the study, as follows: there are 10 students had the problems in subject-verb agreement in writing a sentence and they made problems in using the auxiliary verb (have,has), to be (is, am, are) and they did not knew the funtion between singular and plural subject (she have a friend), singular and plural verb(they has a friend), and adjusments to be / verb in sentence. To resolve the problems the teacher provide solutions that before the started of lesson in advance to prepare the material what we want in teaching, memorizing vocabulary, prepare the media that according to the material that will be taught.

The second is about “ The Error of the Use of Subject Verb Agreement Made by the Sixth Semester English Department Students at IAIN Antasari Banjarmasin Academic Year 2014/2015. The study was conducted by Mirsa Saputra from Antasari State Institute for Islamic Studies Banjarmasin in 2015. The research reveals that all types of subject verb agreement error. To do that, the researcher categorized and grouped the type of subject verb agreement. The researcher makes test based on the each type as the research instrument. The result, two dominant errors are found and error is found in each type of subject verb agreement. The writer suggests that the student should study more on subject-verb agreement, and the writer suggests that the teacher should give more attention to students’ grammar especially on subject-verb agreement. The writer should realize that he should pay more attention to his works in order to minimize errors and unnecessary mistakes, and the writer suggests the next researcher conduct a research on larger circumstance of English grammar.

The last is about “An Error Analysis of Subject-Verb Agreement in Expository Essay Made by First Year Students of Nusantara PGRI Kediri University. The research conducted by Fuat Ginanjar from Nusantara PGRI Kediri University in 2014. The findings showed that (1) students made four kinds of errors based on the surface taxonomy: addition, omission, misinformation, and misordering; and (2) students made the most error in Simple present the grammatical error, and in omission from the perspective of surface taxonomy. Acknowledging the appropriate theories of giving feedback to students would be useful to help them to get through their problems.

Based on the previous researcher conducted, the is interested in doing research with title ERROR ANALYSIS OF EFL STUDENTS' ABILITY IN USING SUBJECT-VERB AGREEMENT (A Descriptive Study of the Second Semester Students at STKIP Bina Bangsa Getsempena Academic Year 2020/2021). Based on the background of the study, the researcher interests to analyze the error analysis of EFL students' ability in using subject-verb agreement.

1.2 Research Problem

Based on the explanation above. There are some problem that will be analyze in this study, they are :

1. What type of the Subject-Verb Agreement error that produced by second semester students of STKIP Bina Bangsa Getsempena?
2. What is lecture perception towards the students understanding of Subject-Verb Agreement?

1.3 Research Objectives

Base on the problem of the study above, the objective of the study are as follows:

1. To find out the type of the Subject-Verb Agreement error that produced by second semester students of STKIP Bina Bangsa Getsempena.
2. To find out the lecture perception towards the students understanding of Subject-Verb Agreement at STKIP Bina Bangsa Getsempena.

1.4 The Scope of Study

In this study, the researcher only focus to analyze the error analysis of the EFL students' ability in using subject-verb agreement in subject-verb agreement in Simple Present Tense, Simple Present Progressive, and Simple Past Tense and some of Subject Verb Agreement that only tested in this study is (Singular and Plural, Either/ Neither, Collective Nouns, Indefinite Pronouns (everybody, somebody, someone, everyone, nobody, no one, and anyone) Preposition Phrases (along with, as well as, together with, not only..but also), There "be", and fractional expression (counting) that were tested to second semester students of STKIP Bina Bangsa Getsempena in Banda Aceh. Besides, the perception of the lecturer about the students' understanding in using SVA. So, the result of this research cannot take as a generalisation to another university.

1.5 Research Significance

Theoretical Significance:

1. This research expected to give a positive contribution for the development of the students theory especially in students' understanding in the Subject-verb agreement in answering the test.
2. Significance for the students
The result of this research may help the students in mastering the subject-verb agreement and find out the the solution behind the reason they making the error. So that students are able to achieve mastery learn optimally to achieve a proud achievement in grammar.
3. Significance for the lecturer

The lecturer may understand what is the problem with the students by seeing the phenomenon of their grammar improvement in Subject Verb Agreement and also find out the problem and solution of the students' in using Subject-Verb Agreement. So, the lecturer will know the deeper analysis for the betterment of students.

4. Significance for the Institution

This researcher was expected to be a reference for university to pay more attention to their lecturers' quality in teaching as the next lecturers and encourage the tutors to provide more methods or techniques to develop the EFL students' ability in using subject-verb agreement.

1.6 Definition of Key Terms

1.6.1 Analysis

Analysis means an investigation of the components error of subject-verb agreement made by the students. Analysis is a way of thinking that related to systematic testing of something to determine parts, relationships between the part and whole (Sugiyono, 2014:89).

1.6.2 EFL (English as a Foreign Language)

English as a Foreign Language (EFL) is the teaching and learning English in countries where English is not a language of majority. For instance, a Chinese student discovering English in China would fall under this classification. If you have gotten your TEFL certification and teach English abroad you are teaching EFL.

1.6.3 Subject-Verb Agreement

Subject-verb agreement is a part of grammatical structure which explains how to use the verb or auxiliary verb based on the subject. The agreement is the relationship that has influence of another word in one sentence that suitable with the agreement of subject that plural or singular and also has a verb to define an action in that sentence. Based on that definition, this research is a way of the researcher to know students ability in using the subject-verb agreement that will produce by students.

