PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS OF THE SUBJECT-VERB AGREEMENT ON THE STUDENTS' SENTENCE AT THE SECOND SEMESTER OF STAIN METRO IN THE ACADEMIC YEAR OF 2014/2015

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1436 H / 2015

AN ERROR ANALYSIS OF THE SUBJECT-VERB AGREEMENT ON THE STUDENTS' SENTENCE AT THE SECOND SEMESTER OF STAIN METRO IN THE ACADEMIC YEAR OF 2014/2015

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program

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ABSTRACT

By:
VENI ARIYANTI

The aim of this research is to analyze errors of the subject – verb agreement on the students' sentence. Generally, a text consists of sentence. The definiton about sentence itself is a set of words that start with capital letter and ending with a period or set of words that include of meaning full and contains elements of subject and predicate. The second elements same important. Subject is main element or sentence primary, whereas predicate is element that explain or describe about subject. In English language, the element in the use of subject must be noun or noun equivalent. While, the elements that use as predicate must have verb that usually followed by subject complement, adverb or object. In this research, the researcher only focused of the subject – verb agreement as the main topic of the research. Because using subject – verb agreement become phenomena on the students' sentence result of STAIN Jurai Siwo Metro that still errors in using subject – verb agreement.

This research was conducted at the second semester of STAIN Jurai Siwo Metro. The subject of this research was ten participants as her purposive sample. The researcher took this subject because they had learned about subject – verb agreement. This research was qualitative research in the form of field qualitative. Interview, observation, and documentation were used as the data collecting methods. Miles and Huberman model was used to analyze the data.

The research result shows that there are still errors that the students' made on sentence at the second semester of STAIN Metro. The errors of the subject – verb agreement in the singular form. The analysis result of interview10 students by giving 10 questions related to the subject – verb agreement. There were 10 errors that students' made in the singular form and plural form nothing error. The caused of the students' errors are still difficult in the use of subject – verb agreement, and the rules correctly.

To solve this problem, the students should study and understanding of the becouse this is the basic rule in Grammar.

ANALISIS KESALAHAN DARI KESESUAIAN SUBJEK – KATA KERJA PADA KALIMAT MAHASISWA SEMESTER DUA DI STAIN METRO TAHUN AKADEMIK 2014/2015

ABSTRAK

Oleh:
VENI ARIYANTI

Tujuan dari penelitian ini adalah untuk menganalisa kesalahan-kesalahan dari kesesuaian subjek – kata kerja pada kalimat mahasiswa. Pada umumnya, suatu teks bersi rangkaian beberapa kalimat. Definisi kalimat itu sendiri adalah rangkaian kata yang di mulai dengan suatu huruf kapital dan di akhir dengan suatu titik atau rangkaian kata yang mengandung arti penuh dan mengandung unsur subjek dan predikat. Kedua unsur tersebut sama pentingnya. Subjek adalah unsur inti atau pokok kalimat, sedanglkan predikat adalah unsur yang menerangkan atau menggambarkan subjek tersebut. Di dalam bahasa Inggris, elemen yang digunakan sebagai subjek haruslah kata benda atau setara kata benda. Sementara itu, element-element yang digunakan sebagai predikat harus mempunyai kata kerja yang biasanya di ikuti elemen-elemen pelengkap subjek, keterangan atau objek. Pada penelitian ini, peneliti hanya fokus pada kesesuaian subjek – kata kerja sebagai topik utama dar penelitian. Karena penggunaan kesesuaian subjek – kata kerja menjadi fenomena pada hasil kalimat siswa di STAIN Jurai Siwo Metro yang masih ada kesalahan-kesalahan pada penggunaan kesesuaian subjek – kata kerja

Penelitian ini dilakukan pada mahasiswa semester dua pendidikan bahasa Inggris di STAIN Jurai Siwo Metro. Pelaku dari penelitian ini ada 10 peserta sebagai purposive sample. Peneliti mengambil mata kuliah ini karena mereka telah mempelajari tentang kesesuain subject – kata kerja. Bentuk dari penelitian ini adalah kualitatif lapangan. Teknik pengumpulan data berupa pengamatan, wawancara dan dokumentasi. Model yang digunakan untuk analisis adalah Miles and Huberman.

Penelitian ini menunjukan bahwa masih ada kesalahan-kesalahan yang dibuat siswa pada kalimat semester dua di STAIN Jurai Siwo Metro. Kesalahan dari kesesuain subjek-kata kerja pada bentuk orang ketiga tunggal. Hasil analisis dari sepuluh siswa yang diberkan pertanyaan yang berkaitan dengan kesesuain subjek-kata kerja. Ada sepuluh kesalahan yang siswa buat pada bentuk rang ketga tunggal dan pada bentuk jamak tdak ada kesalahan. Penyebab dari kesalahan siswa adalah masih sulit pada penggunaan kesesuain subjek-kata kerja dan aturan-aturan dengan benar.

Penyelesaian masalah ini, siswa seharusnya belajar dan memahami konsep dari kesesuaian subjek – kata kerja. Karena in adalah hal yang dasar dalam tata bahasa Inggris.

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Assalamu'alikum Wr. Wb

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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MOTTO

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ﴿١﴾

"Recite in the name of your Lord who created."

(Qs. Al-Alaq : 1)

وَلَوْ أَنَّمَا فِى ٱلْأَرْضِ مِن شَجَرَةٍ أَقْلَـٰمٌ وَٱلْبَحْرُ يَمُدُّهُۥ مِنۢ بَعْدِهِۦ سَبْعَةُ
أَبْحُرٍ مَّا نَفِدَتْ كَلِمَـٰتُ ٱللَّهِ ۗ إِنَّ ٱللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

And if all the trees on the earth were pens and the sea (were ink where with to write), with seven seas behind it to add to its (supply), yet the Words of Allah would not be exhausted. Verily, Allah is All-Mighty, All-Wise.

(Q.S Luqman: 27)

DEDICATION PAGE

''I highly dedicate this undergraduate thesis to my beloved family, my parents Mr. Sarjono (Alm and Mrs. Kartem, my brother and my sister, all frinds LDK Al-Ishlah and all friends English Departemen and Civitas Academic''

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The researcher is grateful to Allah the almighty for the blessing, mercy, health, power, and inspiration leading her to reach the completion of this undergraduated thesis. The invocation and regard may go to the greatest prophet Muhammad peace is upon him, to his family, his companions and hope we can get the *syafa'at* in the end of the time.

This undergraduate is presented as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program entitled "An Error Analysis of the Subject – Verb Agreement on the Students' Sentence at the Second Semester of STAIN Jurai Siwo Metro in the Academic Years 2014/2015.''

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The writer would like to give her deepest gratitude to her beloved mother, her brothers and sisters, and all family for all pray, love, support, and encouragement in finishing her study. She thanks also go to all friends in English

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As human being, the writer realizes that this undergraduate thesis needs corrections. The writer welcomes to all constructive comments and suggestions to lighten up the undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the other researchers.

Metro, June, 2015

The researcher,



Veni Ariyanti

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STAIN

CHAPTER I

INTRODUCTION

A. Background of the study

Based on Oxford Dictionary, "language is a system of communication in speech and writing used by people of a particular country[1]". It means that we can use language in spoken or written forms. There is a latin proverb said that " *Verba Valent Scripta Manent* ",[2] it means that the written information is better than spoken information. Written information could be used for a long time than spoken is very easy to forgettable at the time by a reader. Moreover, we will be difficult to communicate with other people without language. By using language people can express their ideas and their feeling from someone to one other, from speaker to listener, and from writer to reader.

Writing is one of important aspects in language learning. By writing, the students can share information and ideas in the written text. Writing sentence can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues and events only in the actual process of writing.

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[1] Honrby, AS. *Oxford Advance learner's Dictionary*, (New York: Oxford University Press.2009) p.752

[2] Jalaludin Rahmad , (2007: 16)

One of the important in the process writing is Grammar. Grammar is the rules in language for changing the form of words and joining them into sentence. Grammar is crucially needed for students because they cannot ignore the constructions of language or grammar of the language that they are studying. Without the construction of language or grammar of the language that they learn, they will get difficulties to speak and write English well. When we are facing it in writing, we make the best sentence to express our message, to the readers and make the readers understand with the result of our writing, one of them is subject - verb agreement. This is the basic rules in the English language.

Nevertheless, not all students lack enough attention in subject – verb agreement. It is still found errors of subject – verb agreement on writing sentence at the second semester at STAIN Jurai Siwo of Metro in the academic year 2014/2015 . It was found that many the students still had difficulties in writing sentence, especially in subject - verb agreement .

It can be seen on pre survey result conducted on April 17, 2015. The researcher has conducted a pre survey at the second semester at STAIN Jurai Siwo of Metro in the academic year 2014/2015. As Bellow:

Result of the students' assignment errors of subject – verb agreement on writing sentence at the second semester at State Islamic College of Metro in the academic year 2014/2015.

The Detail of Errors in subject – verb agreement

1. Std 1 : **My brother come** to Lampung.

   The writing should be:

   My brother comes to Lampung.

   Explanation: The verb **comes** is singular to agree with the singular subject my brother.

2. Std 2: **New families moves** to Bukit Kemuning.

   The writing should be:

   New families move to Bukit Kemuning.

   Explanation: The verb moves is singular to agree with the singular subject, while families are plural subject. The verb suitable is move.

3. Std 3: **Tabek Indah place make me very happy.**

   The writing should be:

   Tabek Indah place makes me very happy.

   Explanation: Tabek Indah place is singular subject. The verb makes is singular to agree with the singular subject Tabek Indah place.

Based on the result above there are still the students at the second semester at STAIN Jurai Siwo of Metro still made errors on the usage of subject – verb agreement in the basic rule of subject – verb agreement if singular subject require a singular verb, and plural subject require a plural verb. They had difficulty to make a sentence that consist of subject – verb agreement in the sentence. For example, the students' prefer writing "My brother come to Lampung" to "My brother comes to Lampung". The

verb **Come** is plural to agree with the plural subject so that the verb ***Comes*** is singular to agree with singular subject my brother.

Based on the reason above the researcher would like to choose the title "An error analysis of the subject – verb agreement on the students' sentence at the second semester of STAIN Jurai Siwo Metro ." The main goal of the research is to analyze the students' errors of the subject – verb agreement on the students' sentence can be identify how many errors that made by the students. After knowing the students' errors be hoped can improve the students sentence especially on the of subject – verb agreement and can be discovered suitable of methods to future research.

B. Focus on the Research

Based on the problems above, the researcher focused on An error Analysis of the Subject – Verb Agreement on the Students' Sentence at the second Semester of STAIN Jurai Siwo Metro in the academic year 2014/2015.

C. Objective and Benefit of The Study

a. Objectives of the Study

The primary goal of this research is:

"To know the mistakes of subject – verb agrrement on the students' sentence at the second semester of STAIN Jurai Siwo of Metro in the academic year 2014/2015".

b. Benefits of the Study

Over all, this research is expected to be helpful to give good information to increase the quality of subject – verb agreement on sentence at the second semester of STAIN Jurai Siwo of Metro. Specifically, it is expected to have the benefits as follows:

1. Theoretically, it contributes an additional knowledge for the students and lecturer about subject - verb agreement on the students' sentence.
2. Practically, the students and the lecturer, and certainly the researcher can use subject – verb agreement correctly.

D. Prior Research

First of all, the previous research is a under title "An Analysis of Student's Subject – Verb Agreement Errors in Sentence Writing at second semester Student's of English Education Study Program Muhammadiyah University of Metro". The research was written by "Mursiah" from English Education Study Program Muhammadiyah University of Metro Academic year 2011/2012.

Muhammadiyah University of Metro". The research was written by "Mursiah" from English Education Study Program Muhammadiyah University of Metro Academic year 2011/2012.

This research was conducted at second semester students of English Education Study Program Muhamadiyah University of Metro. The students made all error types in subject – verb agreement in sentence writing based on Surface Stategy Taxonomy, there are: *Omission of the be, Addition of Subject, Addition of to be, Misformation, Misordering, Errors. And also three errors types of development category, they are: pre-systematic stage, systematic stage and post-systematic stage.*

Having analyzed the students' errors in subject – verb agreement at second semester of English Education Study Program Muhammadiyah University of Metro,the found that some students have difficulty in learning grammar. The difficulty appears in the forms of the pattern (i.e. present, past, future, perfect tense), the usage of verbs, adjective, and mostly in the usage of relative pronoun (i.e. who, whose, that, whom, which, ect).[3]

The sample of the research is a under title" An Analysis of Using Collocation on The Students' Writing: A case study at English Departement of State Islamic College of Metro" . The research was the written by " Muhammad Kholik" . the research

[3] Mursiah, *An Analysis of Student's Subject – Verb Agreement Errors in Sentence Writing.* (Muhammadiyah University of Metro.2012)

was conducted at third semester of State Islamic Collage of Metro in the academic year of 2014/2015.

There are ten participants who implicated in this research. The data collected by the documentation and interview. The data are further analyzed through the types of collocation into 2 types of collocation those are grammatical and lexical collocation. This result of this research shows that the students' use collocation in their writing is found grammatical collocation and lexiccal collocation.

Based on the result, the students'commonly use grammatical collocation is that the use of collocation make a natural writing and a good writing. The main reason of students's collocation a writing in natural writing and a good writing product. By this the argue that the use of collocation in writing is very essential for the students'wriing product. Moreever, number of students' that the use collocation is easy for memorizing. Conversely, some students' find it difficult to apply collocation in their writing.[4]

Based on the two research above with the title "An Analysis of Student's Subject – Verb Agreement Errors in Sentence Writing at second semester Student's of English Education Study Program Muhammadiyah University of Metro"

[4]Muhammad kholik, *An Analysis of Using Collocation on The Students' Writing: A case study at English Departement of State Islamic College of Metro.* (STAIN Metro.2014)

and "An Analysis of Using Collocation on The Students' Writing: A case study at English Departement of State Islamic College of Metro"

The researcher will research with the title "An Error Analysis of the Subject – Verb Agreement on the Students' sentence at the second semester of STAIN Jurai Siwo Metro in the academic year 2014/2015".

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Error Analysis

1. The Definition of Error Analysis

Many types of error can occur on the students' writing sentence. Making errors is an inevitable part of learning. Every people in the world certain make errors in their life. Same like human learning. The first human learning, he/she systematically will be doing errors. The errors on their language learning is normally. Thus, it is a natural thing if there are errors appear in the process of language learning. The errors should not seem as indication of the students' failure, but it is contrary. By the error on their learning, it is the sing that they are learning. The students make errors because their lack of understanding about the language they are learning.

The error of the students commonly can be distinguished into two terms. They are mistake and error. Brown said that mistake refers to performance, error that is either a random guess or a slip in that is failure to utilize a known system correctly.[1] It means that mistake more generally than error, and error more specific than mistake. Error is more severe but mistake is needed more correctly when he/she written. People cannot learn language without first making errors. From this statement,it can be

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[1] Brown H. Douglas, *Principle Language and Teaching Second Edition*, (San Francisco: State University , 2000), p.25

assumed that an error is the condition of being wrong in opinion, belief or conduct. An error is a weak spot of learning process resulted from defect or imperfection

Shortly,the researchfer would like to assume that error analysis is a technique or procedure that has to be used in indentifying, classifiying and evaluating the errors produced by the students in learning process in systematic way.

B. The Concept of Subject – Verb Agreement

1. The Definition of Subject – Verb Agreement

According to Murphy, agreement of subject and verb is a singular subject must have a singular verb and plural verb must have a plural verb. This rule for agreement in number of subject and its verb is easy to learn.[2] Meanwhile John Eastwood holds that subject - verb agreement means choosing the correct singular or plural verb after the subject.[3]

Subject - verb agreement is sometimes called concordance. It shows how the predicate agrees with its subject. However, the subject from has a more important role than the verb or predicate. In other words, the predicate from is usually influenced by the subject as, in English.[4] It means that Agreement or concord, means the state of having the same

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[2] Murphy, Raymond, Schaums' outline of teory and problems of English Grammar second edition. (New York: University Press, 1991) p. 48

[3] Eastwood, John, Oxford guide to English Grammar, (Walton Street: Oxford University Press.1994) p.191

[4] Nggawu, La Ode, Subject-Verb Agreement and Aspect in Muna Language, (Faculty of Teacher Training and Education, Kendari: Haluole University, 2013) p. 335

number, gender or person. It means that there must be an agreement between the subject and the verb.

For example:

- Singular subject, singular verb: Empek-empek is Palembang tradisional food.
- Plural subject, plural verb: The robbers are cought by police.

All nouns and pronouns have number. They are singular in number if they refer to one thing. They are plural in number if they refer to more than one thing.

- When a word refers to one person or thing, it is singular in number. When a word refers to more than one, it is plural in number.

  Examples:

  Hat, I, sky, principle (singular)

  Hats, we, skies, principles (plural)

- A verb agrees with its subject in number

  Two words agree when they have the same number. The number of the verb must always agree wiyth the number of its subject.

  Examples:

  He fights. (singular subject and singular verb)

  Animals fight. (plural subject and plural verb)

Notice: than an – s ending is often a sign of the singular in the verb. Examples. He screams. Everyone sings.

When a sentence contains a verb phrase, it is the helping verb that agrees with the subject.

Examples:

- The motor is running.
- The motors are running.
- The girl has been sick.
- The girls have been sick.

The subject and verb must agree in number:both must be singular, or both must be plural.

1. Singular subjects take singular verbs.

   Examples:

   - The lightning fills the sky.

     (The verb **fills** is singular to agree with the singular subject **lightning**.)

   - Linda begins her vacation today.

     (The verb **begins** is singular to agree with the singular subject **Linda**.)

2. Plural subjects take plural verbs.

   Examples:

   - Cheetahs run faster than most other animals.

(The verb **run** is plural to agree with the plurakl subject **cheetahs.**)

- New families move into our neighborhood frequently.

  (The verb **move** is plural to agree with the plural subject **fanmilies.**)

a. Singular and plural subjects

It is usually easy to decide if a subject is singular or plural, but there are some points to note.

- Two or more phrases linked by and take a plural verb.

  Examples:

  - **Jamie and Emma go** sailing at weekends.
  - **Wheat and maize are** exported.

  But when the two together express something that we see as a single thing, then we use a singular verb.

  Example:

  - **Bread and butter was** all we had.

- When two phrases are linked by or, the verb usually agrees with the nearesrt.

  Examples:

  - Either Thursday or **Friday is** ok.

- Either my sister or **the neighbours are** looking after the dog.

➢ A phrase of measurement takes a singular verb.

Examples:

- **Ten miles is** too far to walk.
- **Thirty pounds seems** a reasonable price.

Here we are talking about the amount as a whole, a distance of ten miles, a sum of thirty pounds, not the individual miles or pounds.

Titles and names also take a singular verb when the refer to one thing.

- **'Star Wars' was** a very successful film.
- **The Rose and Crown is** that old pub by the river.

➢ A phrase with as well as or with does not make the subject plural.

Examples:

- **George,** together with some of his friends, **is** buying a race-horse.[5]

After not only and but also, the verb agrees with the nearest phrase.

- Not only George but also **his friends are** buying the horse.

[5] Ibid. p. 192

- If a phrase comes after the noun, the verb agreeswith the first noun.

  Example:

  - The **house** between the two bungalows **is** empty.

- A phrase or clause as subject takes a singular verb.

  Examples:

  - **Through the trees is** the quickest way.
  - **Opening my presents was** exciting.

- Even if the subject come after the verb, the verb agrees with the subject.

  Example:

  - A great attracttion **are the antique shops** in the old part of the town.

  Here a great attraction is the complement, it describes the subject, the antique shoup.[6]

b. Singular and plural verbs

- In the third person there is sometimes agreement between the subject and the first (or only) word of finite verb phrase.

  Examples:

  - The **house is** empty.
  - The **houses are** empty.

  Here we use *is* with a singular subject and *are* with a plural.

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[6] Ibid. p. 193

- An uncountable noun takes a singular verb.

  Example:

  - **The grass is** getting long.

- With a present – tense verb there is agreement.

  Examples:

  - The **office has** phone.
  - The **office have** phones.

- A third – person singular subject takes a verb form in s.

  Examples:

  - The garden looks nice.
  - The gardens look nice.

- After a subject with one of, we use a singular verb.

  Example:

  - One of these letters is for you.

- When a plural noun follows number of, mojority of or a lot of, we normally use a plural verb.

  Examples:

  - A large number of **letters were** received.
  - The majority of **people have** complained.
  - A lot of **people have** complained.

- We use a singular verb after a subject with every and each and compounds with every, some, any and no.

  Examples:

- **Every pupil has** to take a test.
- Each **day was** the same as the one before.
- **Everyone has** to take a test.
- **Someone was** waiting at the door.
- **Nothing** every **happens** in the place.

But all and some with a plural noun take a plural verb.

Examples:

- **All the pupils have** to take a test.
- **Some people were** waiting at the door.

When each follows a plural subject, the verb is plural.[7]

2. The Use of Subject – Verb Agreement

➢ **Subject – Verb Agreement using expression of quantity.**[8]

- **Singular Verb**

  Examples:

  - *The number of students* in the class **is** fifteen.
  - *None of the boys* **is** here.
  - *Every one of my friends* **is** here.

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[7] Ibid.:

[8] Bety Schrampfer, *Understanding and using English Grammar Third Edition*, USA: Logaman, 2002). P. 220

- **Plural Verb**

  Examples:

  - *A number of students* **were** late for class.
  - *Nome of the boys* **are** here. (Informal).

➢ **Subject – Verb Agreement using there + be.**[9]

- **Singular Verb**

  Example:

  - There **is** *a book* on the shelf.

- **Plural Verb**

  Example:

  - There **are** *some books* on the shelf.

  The subject follows **be** when **there** is used: the subject is *book* and the subject is *books*.

➢ **Subject – Verb Agreement: Some Irregularities.**[10]

- **Singular Verb**

  Examples:

  - *The news* **is** interesting.
  - *The United States* **is** big.
  - *Matematics* **is** eazy for the *phsyics* **is** eazy for her too.

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[9] Ibid.: p. 221

[10] Ibid.: p. 222

Sometimes a noun that ends in ***–s*** is singular. Notice the examples: if the noun is changed to a pronoun, the singular pronoun ***it*** is used (not the plural pronoun ***they***) becouse the noun is singular. ***news*** = ***it*** (not ***they***), *the United States* = *it* (not ***they***). Fields of study that end in ***–ics*** take singular verbs.

- *Eight hours* of sleep **is** enough.
- *The dollars* **is** too much to pay.
- *Five thousands miles* **is** too far to travel.

Expressions of time, money, and distance usually take a singular verb.

- **Plural Verb**

Examples:

- *Those people* **are** from Canada.
- *The police* **have** been called.

People and ***police*** do not end in ***–s*** but are plural nouns and take plural verbs.

➢ **Subject – Verb Agreement between the subject and verb with Collective Nouns.**[11]

- **Collective Nouns**

Congress, organisation, goverment, family, team, jury, group, army, majority, committe, club, class minority, crowd, public.

Examples:

- *The army* **moves** very quickly.
- *The steering committee* **has** prepared a meeting.
- *Our team* **is** going to join the grand final.
- *This club* **has** contributed a lot of founds for the victims of flood.

- **Animals used as group**[12]

Animals used as a group ignored singular and followed by singular verb. Examples:

Flock of brids, flock of sheep, herd of cattle, pack of dogs, school of fish, pride of lions.

Examples:

- *The flock of sheep* **walks** slowly.
- *A school of fish* is dancing in the river.

[11] Slamet Riyanto et.al . *A Handbook of English Grammar*, (Pustaka Pelajar: Yogjakarta, 2007) p. 196
[12] Ibid.: p. 197

- *The herd of cattle* from Easy Nusa Tenggara **is** sent to Jakarta.

- Collective Nouns [13]

Collective Nouns that point of time, money, size is used ignored all of singular.

Examples:

- *Thirty minutes* **is** not enuogh to do this test.
- *Fifty dollars* **is** too expensive to pay for this handphone.
- *Five apples* a week **makes** her healthy and beautiful.

- Nouns

Always plural, except when in front of word" A pair of" is Singular.namely: *scissors, trousers, shorts, glasses, pants, pliers, jeans, tweezers.*

Examples:

- *The pants* **are** of 100 % cotton.
- *A pair of scissors* **is** stanless.
- *These jeans* **are** old.



[13] Ibid,; p.198

3. The Rules of Subject – Verb Agreement:[14]

- **Basic Rule.** A singular subject (*she, Bill, car*) takes a singular verb (*is, goes, shines*), whereas a plural subject takes a plural verb.

  Example:

  - *The list of items is/are on the desk.*
    If you know that *list* is the subject, then you will choose *is* for the verb.

- **Rule 1.**

  A subject will come before a phrase beginning with *of*. This is a key rule for understanding subjects. The word *of* is the culprit in many, perhaps most, subject-verb mistakes. Hasty writers, speakers, readers, and listeners might miss the all-too-common mistake in the following sentence:

  Incorrect: A bouquet of yellow roses lend color and fragrance to the room.

  Correct: A bouquet of yellow roses lends . . . *(*bouquet lends, *not* roses lend*)*

- **Rule 2.**

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

  Examples:

  - My aunt or my uncle ***is*** arriving by train today.
  - Neither Juan nor Carmen ***is*** available.
  - Either Kiana or Casey ***is*** helping today with stage decorations.

[14] http:// www.Grammarbook.com/grammar/Subject Verb agree.asp (january28,20009)

➢ **Rule 3.**

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

Examples:

- Neither the plates nor the serving bowl goes on that shelf.
- Neither the serving bowl nor the plates go on that shelf.

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

➢ **Rule 4.**

As a general rule, 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.

Exceptions:

- Breaking and entering is against the law.
- The bed and breakfast was charming.

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

➢ **Rule 5**

Sometimes the subject is separated from the verb by such words as *along with, as well as, besides, not,* etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Examples:

- The politician, along with the newsmen, is expected shortly.
- Excitement, as well as nervousness, is the cause of her shaking.

➢ **Rule 6.**

With words that indicate portions—*a lot, a majority, some, all,* etc.—Rule 1 given earlier is reversed, and we are guided by the noun after *of.* If the noun after *of* is singular, use a singular verb. If it is plural, use a plural verb.

Examples:

- A lot of the ***pie*** has disappeared.
- A lot of the ***pies*** have disappeared.
- A third of the ***city*** is unemployed.
- A third of the ***people*** are unemployed.
- All of the ***pie*** is gone.
- All of the ***pies*** are gone.
- Some of the ***pie*** is missing.
- Some of the ***pies*** are missing.

Note: In recent years, the SAT testing service has considered *none* to be strictly singular. However, according to *Merriam-Webster's Dictionary of English Usage*: "Clearly *none* has been both singular and plural since Old English and still is. The notion that it is singular only is a myth of unknown origin that appears to have arisen in the 19th century. If in context it seems like a singular to you, use a singular verb; if it seems like a plural, use a plural verb. Both are acceptable beyond serious criticism." When *none* is clearly intended to mean "not one," it is followed by a singular verb.

➢ **Rule 7.**

In sentences beginning with *here* or *there,* the true subject follows the verb.

Examples:

- There are four hurdles to jump.
- There is a high hurdle to jump.
- Here are the keys.

Note: The word *there's*, a contraction of *there is*, leads to bad habits in informal sentences like *There's a lot of people here today*, because it's easier to say "there's"

than "there are." Take care never to use *there's* with a plural subject.

- **Rule 8.**

  Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.
  Examples:
  - Three miles ***is*** too far to walk.
  - Five years ***is*** the maximum sentence for that offense.
  - Ten dollars ***is*** a high price to pay.

  But: Ten dollars (i.e., dollar bills) ***were*** scattered on the floor.

- **Rule 9.**

  Some collective nouns, such as *family, couple, staff, audience*, etc., may take either a singular or a plural verb, depending on their use in the sentence.

  Examples:

  - The staff is in a meeting.
  - Staff is acting as a unit.
  - The couple disagree about disciplining their child.

  The couple refers to two people who are acting as individuals.

  Note: Anyone who uses a plural verb with a collective noun must take care to be accurate—and also consistent. It must not be done carelessly. The following is the sort of flawed sentence one sees and hears a lot these days:

  Example:

  - The staff is deciding how they want to vote.

    Careful speakers and writers would avoid assigning the singular *is* and the plural *they* to *staff* in the same sentence.

Consistent: The staff ***are*** deciding how ***they*** want to vote.
Rewriting such sentences is recommended whenever possible. The preceding sentence would read even better as:

Example:

- The staff members are deciding how they want to vote.

➢ **Rule 10.**

The word *were* replaces *was* in sentences that express a wish or are contrary to fact:

Example:

- If Joe ***were*** here, you'd be sorry.

Shouldn't *Joe* be followed by *was*, not *were*, given that *Joe* is singular? But Joe isn't actually here, so we say *were*, not *was*. 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 subjects with what we usually think of as plural verbs.

Examples:

- I wish it ***were*** Friday.
- She requested that he ***raise*** his hand.

In the first example, a wishful statement, not a fact, is being expressed; therefore, *were*, which we usually think of as a plural verb, is used with the singular subject *I*. Normally, *he raise* would sound terrible to us. However, in the second example, where a request is being expressed, the subjunctive mood is correct.

Note: The subjunctive mood is losing ground in spoken English but should still be used in formal speech and writing.

4. Problems in Subject – Verb Agreement[15]

There are a few other constructions that may pose special problems in agreement of subject and verb.They are:

a. Phrases between subject and verb.

[15] Http://www.usingenglish.com/handouts/68.html.

Sometinmes a preposition phrase comes between the subject and the verb in a sentence.
Example:

- The special effects in the movie were particularly original.

b. Compound Subjects.

A compound subject, you will recall, consist of two or more connected subjects having the same verb. When two subjects are connected by are, even if the are both singular, they are followed by a plural verb. Subject joined by and take a plural verb. If the subject is plural , subsitute the pronoun they for the plural subject.
Example:

- Mr Duffy and his doughter have gone fishing.
  Exception: a compound subject that refers to a single person or to two or more ythings considered as a unit (one thing) takes a singular verb.
  Example:
- A mother and homemaker has a challenging job. (one person is meant).

c. Subjects connected by " or" nor" .

The verb agrees with the subject closer to it.
Example:

- Neither a rabbit **nor** raccons do that kind of demage in a garden.

d. Indefinite Pronouns.

The following common words are singular: each, either, neither, one, everyone, everybody, no one, nobody, anyone, anybody, someone, somebody.
Example:

- No one understands a person who mumbles.

e. Collective Nouns.

Some nouns that are singular in form name a group of people or things:class, family, team, group, flock,. For example:

- The jury was dismissed by the judge.
- The family is coming for dinner.

f. Sentences beginning with *here, there or where.*

When the subject follows the verb, as in sentences beginning with here, there or where. Be careful to locate the subject that the verb agrees with it. Introductory words, such as here, there, and where are never subjects of sentences. In these sentences, the subject usually follows the verb.

Example:

- Here come Stephan and her brother.

g. **Words starting Amount.**
Some words that are plural in form may be singular in meaning if they mean an amount of something.
Example:
    - Thirty-five cents is enough for lunch today. (Although thirty-five cents is lural in form, it means single amount of money.

h. **Title, organisations, or countries**
Title, organisations, or country, even when plural in form, usually takes a single verb.
Example:
    - "Murders in the Rue Morgue" is an intriguing mystery.

i. **Don't and Doesn't**
The words, don't and doesn't (constructions of do not and does not) must, like all other verbs, agree with their subjects. Mistakes are often made with these forms.
Example:
    - Lena doesn't exercies enough.

j. **Plural – looking nouns**
A few nouns, though plural in form, take a singular verb.
Example:
    - Mathematics seems easy this year.

k. **Nouns ending in –ing.**
Occasionally the **-ing** form of the verb can be used as a noun and, therefore, as the subject of a sentence. This – **ing** subject takes a singular verb.
Example:
    - Learning to drive is an exciting experience.

l. **I and you.**
I and you take the plural form of the verb. The only exception to this rule is the singular verb **am** which is used exclusively with the pronoun **I.**
Example:
    - **I am going** to school.

C. The Concept of Sentence

Etymologically according to the Oxford Advanced Learner's Dictionary, Sentence is a set of words expressing statement, a question or

an order, usually containing a subject and a verb. [16] it means that sentence a group of word that construct a statement.

sentence is a group of words that are put together to mean something. a sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical rules of syntax. A complete sentence has at least a subject and a main verb to state (declare) a complete thought.[17] Sentence is a grammatical unit of one or more words that expresses an independent statement, question, request, command, exclamation, etc.[18]It means that, Sentence is the larger grammatical unit in language. The complete sentence consists of subject and main verb.

According to Marcella Frank[19], Traditional grammar defines a sentence is one of two ways. Namely by meaning is a sentence is a complete thought." "complete thought". By seeing or hearing a statement, how do we know it is a "thought," and what make it "complete"?. By Function a sentence consists of a subject and a predicate.

The definition we should like to offer here includes both functional and formal characteristics of a sentence: A sentence is a full predications containing a subject plus a predicate with a finite verb. Its arrageement may be symbolized by such as formulas as S V O (Subject + verb +

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[16] Oxford Advanced Learner's Dictionary, (New York: Oxford University Press, 2000), p.1212

[17]http://en.wikipedia.org/wiki/Sentence_%28linguistics%29[accesed 12/01/2014]

[18]http://dictionary.reference.com/browse/sentence [accessed 12/01/2014]

[19] Marcella Frank. Modern English. P. 220

object), N1 V N2 (Noun + verb +noun), or NP + VP (Noun phrase + verb phrase).

1. **Classification of sentences by types**[20]

Sentence are genarally classifiedin two ways, they are types and one by the number of formal predications.

- **Declarative Sentences (Statements)**

In a declarative sentence the subject and predicate have normal word order. The sentence ends periode in writing and a drop in pitch in speech.

- **Interrogative Sentences (Questions)**

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or interrogative point) in writing.

Example:

- Did the child eat his dinner?

- **Imperative Sentences (Commonds, Requests and Prohibition)**

In imperative sentence, only the predicate is expressed. Imperative sentence consists of commond, request and prohibition.The simple form of the verb is used, regardless of person or tense.

[20] Ibid.; p. 221

Example:

- Come to my house tonight. (commond)
- Could you mind giving the message to Aisyah soon? (request)
- Don't go anywhere during your parents out ! (prohibition)

- **Exclamatory Sentences (Exclamations)**

In writing, exlamatory sentence ends with an exclamation mark (exclamatory point).

Example:

- Do you know Ahmad ? handsome he is.

2. Classification sentence by number and full predication[21]

- Simple sentence

Sentence have only one subject and one predicate.

Example:

- Laila likes travelling very much.

- Compound sentences

Sentence have two or more predications in the form and independent clauses.

Example:

- My brother wants to live in his own house with his family but he doesn't have enough money to buy a house.

[21] Ibid.; p. 222

- Complex sentence

  Sentence also have two or more full predications. One of these is an independent clause (main clause) that is similar to the formof the simple sentence, and one or more dependent clauses (subordinate clause).

  Example:

  - In order that ?

- Compound – complex sentences

  Contain two or more independent clause and one or more dependent clauses.

  Example:

  - My uncle likes driving a car but he doesn't like driving a car that has complicated equipment inside it.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

The type of this research is qualitative research which qualitative is a research that analyze a phenomenon by drawing it with non-numeric language in the context and scientific paradigm.[1] The type of qualitative research used in this writing is field research; the characteristic of the research is description research, in which the researcher investigates in depth a program an event, an activity, a technique, or one or more personals. This field qualitative research is "an error analysis of the subject – verb agreement on the students' sentence at the second semester of STAIN Jurai Siwo Metro in the academic year 2014/2015".

This field research, a type of qualitative research, has several characteristics. They are: (1) it takes place in the natural setting; (2) it implements multiple methods such as observations, interviews, and documents; (3) it views social phenomenon comprehensively.[2]

Based on the explanations of qualitative research, it can be understood that truth research is supposed to discuss the new problem in order to become a new knowledge and a new theory based on phenomena related with the problem.

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[1] STAIN Jurai Siwo Metro,*Pedoman Penulisan Karya Ilmiah, (*Metro:STAIN Jurai Siwo 2011), Edisi Revisi, p.21

[2] John W. Creswell, *Research Design*, (USA: Sage Publication, Inc.2003), the Second Edition, p.181

B. Resource of The Data

Data collection conducted at the second semester in English Education Study Program (PBI) State Islamic College (STAIN) of Jurai Siwo of Metro in Academic Year 2014/2015.

Sugiyono states that there are two data resources, namely is the primary resource and secondary resource.[3] In undertaking this research, the determination of the data resource, either primary or scondary was the important thing. The primary source is the students' writing sentence at the second semester at STAIN Jurai Siwo of Metro then, the secondary source is from lecturer or document, books, articles, and English dictionary, that are related to the research have been gained.

C. Data Collecting Technique

According to Sugiyono, ''there are four kinds data collection technique namely; observation, interview, documentation, and combination or triangulation.[4] But, the researcher will be used data collection technique; documentation, interview and observation:

1. Documentation

   Documentation include of event note which have gone into effect. During the process of research, the qualitative investigator may collect documents.[5] These may be public documents (e.g. newspaper, minutes

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[3]Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatifdan R &D*,(Jakarta: CV.Alfabeta, 2009). p.225

[4] Ibid,

[5] Ibid p.188

of meetings, official reports) or private documents (e.g. personal journals and diaries, letters, e-mails).

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic. [6] Interview is divided into two kinds, namely structured interview and semi-structured interview. Amirul Hadi explained that structured interview includes questions and alternative that has been decided. Then, semi-structured interview includes free questions without deciding before.[7]

3. Observation

Observation means a technique or a method to collect a data with using all senses[8].The observation method is the most commonly used method especially in studies relating to behavioral sciences. Sugiono said that in participant observations, the researcher observes what people do, listen to what they say, and participates in their activities"[9]. The researcher observed the participants directly, and then note what they do and, say.

In this case, the researcher will organize the observation at the second semester at STAIN Jurai Siwo of Metro. The researcher will

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[6] Sugiyono, *Metode Penelitian,*P.231

[7] Amirul Hadi et.al., *Metodologi Penelitian Pendidikan*, Pustaka Setia, Bandung,P.136

[8]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.156

[9] Ibid.; p 145

observe of the students' answer sheeat result, the condition of the class when the learning process was running. And also he will observe the students' characteristic and the condition of the class. This process is aimed to get primary and scondary data and to know the object more.

D. Data Analyzing Technique

In the qualitative research, the process of data analysis can make sense out text and image data. The researcher would apply Miles and Huberman Model to analyze his data. The steps can be explained as follows:

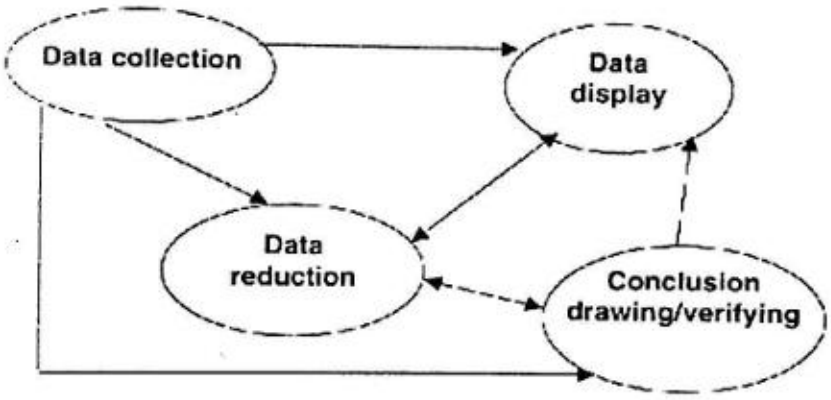


Figure I. ***Analysis Components of Miles and Huberman Model*** [10]

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the step when the researcher gathers all data which are used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and choosing specific things.

[10]Ibid, p. 247

3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the researcher verifies his research by making conclusion of data findings.

E. Research Approach

Research approach is the problems splitting strategy of the account observation and accurate observation is conducted to organize the field fact and field summary to gain understanding, explaining, predicting, and managing the condition. In this research, the researcher use qualitative research.

Qualitative research has some characteristics. First, qualitative research uses multiple methods that are interactive and humanistic. The multiple methods can be applied appropriately to the participant. Second, qualitative research is fundamentally interpretative. The researcher describes the participant, interpreting the data, and then drawing the conclusion about the data intended. Third, the qualitative research is descriptive. The data collected is in the form of words of picture rather than number. Fourth, the qualitative research is analyzed their data inductively. The last, the qualitative research are concerned with process rather than simply with outcomes or products.

This research approach is a case study. It has characteristics as follow. Among the characteristics are : (1) Case study takes place in the

natural setting (2) case study employs multiple method as observation, interview, and document; (3) case study views social phenomenon (4) case study examine the issue holistically; and (5) case study is fundamentally interpretative.

STAIN

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Brief History of the Establishment of STAIN Jurai Siwo Metro

State Islamic College (STAIN) of Jurai Siwo Metro is one of the universities in Metro. As an Islamic college, STAIN Jurai Siwo Metro has vision and missions. Its vision is to create a qualified and competitive Islamic institution. To accomplish the vision, it composes some missions, namely; developing three pillars of university (education, research and development, and service society), creating an academic smart person, skillful, good moral, and developing and spreading technology in Islamic culture. Islamic culture is a special characteristics of Islamic universities as compared to the general universities.

STAIN Jurai Siwo Metro was built on April 23 to 25, 1997 based on the explanation letter of President RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find two faculties, Tarbiyah and Syari'ah faculty, which were domiciles in

Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Tarbiyah Faculty was changed from private to state.

Referring to the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found IAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah Faculty were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi

Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro.

Now, Tarbiyah Faculty has four study programs; English, Arabic, Islamic, and Islamic Elementary School Education Study Program. Syari'ah Faculty also has five study programs; Islamic Economy, Islamic Law, Syari'ah Banking, Islamic Announcement Communication and Islamic Law Economy Study Program.

To educate the students, there are some best programs of STAIN Jurai Siwo Metro, they are; (1) Language Intensification hold by Language Center of STAIN Jurai Siwo Metro. It includes Arabic and English. All of students in STAIN Jurai Siwo Metro are obligated to join this program to make them usual with both languages to bring our dream to be a bilingual campus into reality, (2) Computer Practical Work established by PUSKOM STAIN Jurai Siwo Metro. All of students in STAIN Jurai Siwo Metro are obligated to join this program in order to be able to operate some computer program, and (3) TOEFL Like Test organized by by Language Center of STAIN Jurai Siwo Metro. All students of STAIN Jurai Siwo Metro should pass the test with a particular standard score. STAIN Language Center also facilitate the students who do not pass the test join in a TOEFL Preparation Guidance.

2. English Educational Study Program (PBI)

English Educational Study Program was established in 2007. It is one of Strata 1 (S1) majors of Tarbiyah Faculty in State Islamic College (STAIN) Jurai Siwo Metro. Historically, S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2000.

The legal and operational license of English Educational Study Program (PBI) based on the explanation letter of Islamic Education General Director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007.

Accordance with the Implementation License of Study Program from the General Director, PBI located in STAIN Jurai Siwo Metro Jl. Ki Hajar Dewantara 15A Metro City, 34111, Lampung-Indonesia, call: (+62-725) 41507, fax: (+62-725) 47296, institution email: stainjusi@stainmetro.ac.id, email of PBI: emailmutupbistainmetro@yahoo.co.id, website: www.stainmetro.ac.id, official blog of PBI: pbistainmetro.blogspot.com

PBI STAIN Jurai Siwo Metro has a vision in implementing education, namely: creating professional and competitive students in English education who can integrate Islamic values and academic dimensions. The vision accordance with the institution vision of STAIN Jurai Siwo Metro in creating high grade and bargaining Islamic Institution. Based on the vision, PBI had some misions, they are:

1. Developing the students' personality through knowledge, reinforcement, and actualization toward religious, national and cultural value in Islamic culture.
2. Building and developing humanist, democratic, and modern academic atmosphere.
3. Growing the professionalism ethic through theoretical knowledge basic mastery.
4. Providing qualified service of education to produce smart and skillful educator candidates.
5. Applying integrated education system which is able to give a significant input for educational development.

B. General Description of Research Data

The object of this research was to analyze errors of the subject – verb agreement on the students' sentence. This research was conducted at the second semester the students of English Education Study Program of STAIN Jurai Siwo Metro in the academic year of 2014/2015. The subject of this research was ten participants of interview. The researcher took this subject because they had learned about subject – verb agreement .

Explanation: The students'code of interview product. (ND=Sampler 1, UP=Sample 2, EY=Sample 3, KO=Sample 4, DP=Sample 5, FN=Sample 6, IF=Sample 7, AK=Sampler 8, EL=Sample 9, MI=Sample 10).

1. **The students' of interview result**

Question 1: What do you know about Agreement?

ND = S1 : Past..

UP = S2 : Past...

EY = S3 : Agreement is concordance between subject and verb.

KO = S4 : My opinion, Agreement in Indonesia sepakat or persetujan.

DP = S5 : I don't know.

FN = S6 : Past...

IF = S7: Agreement is the some words, phrase or clause may be.

AK =S8 : Agreement in Grammar subject means the state of having the same number, gender or person.

EL = S9: Forget, next question sister.

MI = S10 : I'm confuse, May be, like this, Agreement is the some meaning in the sentence.

Question 2: What do you know about Subject – Verb Agreement?

ND = S1 : Past..

UP = S2 : Subject – Verb Agreement is part of Grammar, Subject – Verb Agreement explain about subject and verb.

EY = S3 : Subject – verb agreement is concord between subject and verb when the subject singular take verb singular and when subject plural take verb plural.

KO = S4 : Suitable between subject and verb.

DP = S5 : Subject – verb agreement must be suitable between subject and verb.

FN = S6 : Subject – verb agreement is the some meaning, if subject and verb.

IF = S7: Some meaning between subject and verb.

AK =S8 : Subject – verb agreement is agreement between subject and verb. When singular subject require verb singular and plural subject require verb plural.

EL = S9: I'm study, but i forget.

MI = S10 : Subject – verb agreement almost same of agreement itself.

Question 3: Could you make example of Subject – Verb Agreement?

ND = S1 : Past..

UP = S2 : past

EY = S3 : She is a beautiful. She is subject singular and is verb singular.

KO = S4 : I'm go to campus.

DP = S5 : My sister is a lecture.

FN = S6 : They read a magazine.

IF = S7: He reads a letter.

AK =S8 : She likes a coffe.

EL = S9: I'm must study hard.

MI = S10 : She writes a letter.

Question 4: What do you know the using of subject – verb agreement?

ND = S1 : To make correct in sentence.

UP = S2 : Past..

EY = S3 : The using of subject – verb agreement is when subject singular take verb singular and when subject plural take verb plural.

KO = S4 : Past..

DP = S5 : The use either, neither

FN = S6 : must be agreement between subject and verb.

IF = S7: I'm remember it.

AK =S8 : The using of subject – verb agreement is the agreement between subject and verb, for example she likes a coffe. She is subject singular ,we must use verb or tobe singular also.

EL = S9: Past..

MI = S10 : I don't know.

Question 5: There are some resources that exspress of the rules in subject- verb agreement? Base your knowledge, what is the rules it?

ND = S1 : I don't know

UP = S2 : When subject plural must verb plural and singular subject must verb singular.

EY = S3 : In the sentence must subject and verb to that correct sentence.

KO = S4 : Past..

DP = S5 : I don't, this is material subject in Grammar, but i'm memorising.

FN = S6 : Past...

IF = S7: I don't know.

AK =S8 : like same question number 1.

EL = S9: Past..

MI = S10 : I don't know.

Question 6: Ok. Look at this sentence: "The actress and her manager is going to a party tonight" according to you, is this sentence correct?

ND = S1 : False, becouse we use are not is.

UP = S2 : False. Should be are.

EY = S3 : False.

KO = S4 : Correct.

DP = S5 : Yes, correct.

FN = S6 : No.

IF = S7: False.

AK =S8 : No, This is not is but are.

EL = S9: False

MI = S10 : False, we use are.

Question 7: Well, "Building wooden tables was my dad's favorite hobby". According to you, is this sentence correct?

ND = S1 : False, Should be use is.

UP = S2 : Correct.

EY = S3 : False.

KO = S4 : No.

DP = S5 : No, Becouse the sentence present tense , but in the sentence use verb past tenses.

FN = S6 : I'm confuse, use verb were or was.

IF = S7: May be correct.

AK =S8 : No, Becouse this sentence there is hypen (-) should be no.

EL = S9: False

MI = S10 : Yes.correct.

Question 8: Thirty-five cents are enuogh for lunch today, is this sentence correct? Could you correct it?

ND = S1 : True, this is use tobe are.

UP = S2 : May be correct, usally after tobe is v.ing.

EY = S3 : False.

KO = S4 : No.becouse nothing ending s.

DP = S5 : I don't know.

FN = S6 : Past

IF = S7: Past

AK =S8 : True

EL = S9: Correct

MI = S10 : No.

Question 9: What is your problems in Subject-Verb Agreement?

ND = S1 : The using is to know a pair in sentence.

UP = S2 : Past

EY = S3 : Many title in Grammar that learn so difficult to understanding.

KO = S4 : When verb base, participle agreement about the verb and subject.

DP = S5 : The must identify subject and verb.

FN = S6 : May be, the rules of subject - verb agreeement

IF = S7: I don't learn so i'm not understanding.

AK =S8 : May be confuse the difficult about rules so forget about the formula.

EL = S9: So many, i don;t understand about rule and soon.

MI = S10 :I'm forget and don't enough understand about rules

Question 10: What is your difficulties when you make a sentence?

ND = S1 : Not know vocabullaries and meaning English in sentence.

UP = S2 : A lack vocabullies, when to be am, are ,is easy and other verb difficult to understanding.

EY = S3 : Usually, difficult to different about tenses.

KO = S4 : Use verb base to suitable between subject and verb.

DP = S5 : When make a sentence meaning in Grammar.

FN = S6 : Not enough about vocabullies, Tenses ang Grammar.

IF = S7: I'm not enough about vocabully, use tenses in sentence and Grammar.

AK =S8 : May be, becouse i don't have much vocabullies difficult for me.

EL = S9: I'm don't vocabuly and Grammar.

MI = S10 :I'm difficult to categories they paragraph that use Grammar or Tenses.

The interview held on May 29, 2015 at the second semester of STAIN Jurai Siwo Metro. The researcher gave the participants 10 questions related to the subject - verb agreement.

The first question is "What do you know about Agreement?" S1, S2 and S6 not answer or past. S3 stated that Agreement is concordance between subject and verb; S8 stated that Agreement in Grammar subject means the state of having the same number, gender or person. S3 and S8 answered is correct. S4 stated that correct, but still lack suitable because to know just meaning not yet explain more. S5 stated that she don't know. S7 and S10 answered is false. S9 stated that she is forget.

The second question is "What do you know about Subject – Verb Agreement ?" S1 not answer or past, S2, S4,S5 and S10 stated that subject – verb agreement is suitable between subject and verb the answer correct, but lack suitable. S3,S8 stated that Subject – verb agreement is concord between subject and verb when the subject singular take verb singular and when subject plural take verb plural, Subject – verb agreement is agreement between subject and verb. When singular subject require verb singular and plural

subject require verb plural. The answer is correct. S6,S7 answered is false. S9 stated that i'm study, but i'm forget.

The third question is "Could you make example of Subject – Verb Agreement?" S1 and S2 not answer or past. S3,S4, S5, S6, S7, S8, S9 and S10 the answer is correct.

The fourth question is "What do you know the using of subject – verb agreement?" S1 stated that to make correct in sentence. The answer is correct,but still lack complate and suitable based on rules. S2, S4 and S9 not answer or past. S3 same answer with S8 explained that when singular subject we take verb singular and plural subject we take verb plural, the answer is correct but lack complete, this is the basic rule in subject – verb agreement. S5 said that use of either neither the answer still lack of the using subject – verb agreement. S6 explained the definition of subject – verb agreement the answer is still false. S1 stated that i don't know.

The fifth question is "There are some resources that exspress of the rules in subject- verb agreement? Based on your knowledge, what is the rules it?" S1 answered that i don't know, S2 assumed that when subject plural must verb plural and singular subject must verb singular. The answer is correct but not complate still basic rule only. S3 assumed that in the sentence must subject and verb to that correct sentence the answer is false. S4, S6 and S9 not answer or past. S5 stated that i don't know, this

is material subject in Grammar, but i'm memorising, S7 and S10 stated that i don't know and S8 assumed that the question same number 1.

The sixth question is "Ok. Look at this sentence: "The actress and her manager is going to a party tonight" according to you, is this sentence correct?" S1, S2, S3, S6, S7, S8, S9 and S10 answered that correct, meanwhile S4 and S5 answerd that still false.

The seventh question is "Well, "Building wooden tables was my dad's favorite hobby". According to you, is this sentence correct? S1, S3 and S9 answered that false, the answer is false and than S2, S4, S5, S6, S7, S8 and S10 answered that true, the answer is true.

The eighth question is "Thirty-five cents are enuogh for lunch today, is this sentence correct? Could you correct it?" S1, S3, S4, S5, S6, S8, S9 answered that false, the answer is true. While S2,S7 answered that true but not believe. The answer is false. S10 answered that true, this is same with S2 and S7 stated that is the sentence true, the answer is false.

The ninth question is "What is your problems in Subject-Verb Agreement?" S1, state that not yet using of subject-verb agreement in a sentence, S2 not answer or past, S3 stated that many title in Grammar that learn so difficult to understanding, S4 stated

that when verb base, participle agreement about the verb and subject, S5 stated that the must identify subject and verb, S6 stated that in the rules of subject - verb agreeement , S7 stated that don't learn so not understanding, S8 stated that confuse the difficult about rules so forget about the formula, S9 explained that don't understand about rules and soon, S10 stated that forget and don't enough understand about rules.

The tenth question is "What is your difficulties when you make a sentence?"S1 stated that not know vocabullaries and meaning English in sentence. S2 stated that, a lack vocabullies, when to be am, are ,is easy and other verb difficult to understanding, S3 stated that difficult to different about tenses, S4 stated that use verb base to suitable between subject and verb, S5 stated that when make a sentence meaning in Grammar, S6 and S7 same the answer she stated that not enough about vocabullies, Tenses and Grammar, S8 assumed that don't have much vocabullies, S9, stated that don't know vocabuly and Grammar and the last S10, stated that difficult to categories they paragraph that use Grammar or Tenses.

Based on the result of interview above, it can be concluded that the students did not know and understanding about the definition, rules and the use of subject – verb agreement itself. As theoretically, they know but faced difficulties sometimes still

confuse to practise in a sentence. They don't believe when her answer or explain. Besides, the students said that the problems of the subject-verb agreement on the students' sentence is did not know and understanding of the using, rules and formula of subject – verb agreement and certainly not enough vacabullies, tenses and Grammar because subject-verb agreement has the use and rules so that in the write a sentence must be suitable between subject and verb. So, the use of subject – verb agreement on the students' sentence still low.

C. Discussion

The data were analyzed based on the framework proposed by Miles and Huberman Model[1]. According to Miles and Huberman, qualitative data is more likely to be described by words than numbers. Meaning to say, qualitative research differs from quantitative research on the way to describe the data.

Quantitative research requires the researchers to definitely use statistic formula to analyze data which has been collected. Therefore, quantitative research is always fulfilled by many numbers. Qualitative research, on the contrary, frequently uses words to describe the result of analysis. Consequently, this research contains many words than numbers. The words explain

[1] Esti Ismawati. 2003. *Metode Penelitian Bahasa dan Sastra.* Pustaka Cakra: Surakarta. p.23

and describe new perspectives. To analyze the data, therefore, the researcher applied Mile and Hubermen model.

This model consists of some steps to qualitatively analyze the data findings. The steps are:

1. Data collection

This is the first step before the data are analyzed. In line with that, the researcher collected many data which are greatly needed for this research. The writer interviewed the participant to get the real description of the subject-verb agreement on the students' sentence. Accordingly, the researcher decided to observed 10 students as the participant.

2. Data reduction

Data reduction means the researcher selected the most important parts or the main points of the data she had gotten by summarizing and choosing specific things. Data reduction is conducted to make this research scientifically clear and easy to be understood. The researcher also created some notes and codes to more eaiser control the data. So that the writer can produce the clearer description. The researcher specified of the subject – verb agreement on the students' sentence. Also, the researcher focused in finding of the subject – verb agreement on the students' sentence.

3. Data display

Data display is classifying the data according to certain types or groups. Using graphics or charts to display the data can be very good to make the data easy to be read. In addition, it should be able to describe the whole or certain parts of the research.

Based on the data represents of interview used by the students' sentence. The students are still difficult in using subject – verb agreement correctly. Generally, were found related to errors in subject – verb agreement in the basic subject – verb agreement if singular and plural subject must be singular and plural verb. It could be described the errors in constructing sentences as followed:

1. Std 1, the total of errors there were 2, in the singular form and in the plural form not error.
2. Std 2, the total of errors there were 2, in the singular form and in the plural form not error.
3. Std 3, the total of errors there was 1, in the singular form and in the plural form not error.
4. Std 4, the total of errors there was 1, in the singular form and in the plural form not error.
5. Std 5, the total of errors there was 1, in the singular form and in the plural form not error.
6. Std 6, the total of errors nothing.

7. Std 7, the total of errors there was 1, in the singular form and in the plural form not error.
8. Std 8, the total of errors nothing.
9. Std 9, the total of errors there was 1, in the singular form and in the plural form not error.
10. Std 10, the total of errors there was 1, in the singular form and in the plural form not error.

Based on description above, the highest errors that commonly made by students' sentence in singular form were 10 errors and in the plural form not error.

. The dificulties of the subject – verb agreement on the students' sentence was caused by some factors. The first, the students didn't know the concept of subject – verb agreement itself. The second, they didn't know and don't understanding about the use, rules and formula of subject – verb agreement itself. The third, the students still confused to determine of the subject – verb agreement when singular subject must be singular verb and plural subject must be plural verb. The last, the students still confuse about subject – verb agreement to practise in a sentence.

D. Interpretation

The results of discussion above showed that there were some difficulties in analyze of the subject verb agreement on the students' sentence that can be seen from the mistakes in analyzing on the sentences, which is done by the students. The researcher interviewed 10 students by giving 10 questions related to the subject-verb agreement. The students are still difficult of the subject – verb agreement correctly. Generally, were found related to errors in subject – verb agreement in the basic subject – verb agreement if singular form.

In this research, the researcher took the data by collecting on the students to analyzed of subject – verb agreement in a sentence. The researcher got the English sentence to be analyzed. There were 5 sentences. The type of sentence include of the subject – verb agreement. It had the aim to get data of the students' sentence of the subject – verb agreement. The researcher took the data from interview by the students as the participants. Based on the data above, it can be seen that the students made a lot of mistakes in the use of the subject – verb agreement if the verb for third singular subject when singular subject requires singular verb and plural form nothing error. It means that the students faced difficulties in the concept of subject – verb agreement specifically in verb for third singular subject take singular verb.

E. Limitation of Research

In this research, the writer conducted the research only at the second semester students of English education study program of State Islamic Collage of Jurai Siwo Metro. This research focused on the errors of the subject – verb agreement on the students' sentence. It should be understood that this research is limited only for administrate the students' errors in applying subject – verb agreement on the students' sentence and the writer is not responsible about another errors for other times and places.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the discussion was concluded as follows:

1. There were one types of the subject – verb agreement errors are still found on the second semester students' sentence. The errors which repeatedly appeared in the singular form of the subject – verb agreement. The amount of the subject-verb agreement errors in singular form were ten items. As a result, singular form has the biggest errors on the students' sentence.
2. The causes of the students' errors are: the students didn't know and understanding about the definition, rules and the use of subject – verb agreement. They know but still confuse to analyze in a sentence. They don't believe when her answer or explain. So, the students faced difficulties to understand about the concept of the subject - verb agreement in the sentence.

B. Suggestion

After the researcher had done the research at the second semester at STAIN Jurai Siwo Metro, the researcher would like to give some suggestion as follows:

1. For the students

   a. The students should study more about subject – verb agreement deeply.

   b. The students should enrich their knowledge about subject – verb agreement especially in the basic rule in singular and plural form.

   c. The students should enrich their English vocabularies to support their ability in the writing sentence.

2. For the lecturer:

   a. The teacher should be more properly give the clear direction to help the students understand about the concept of subject – verb agreement.

3. For the principal:

   a. The principal should add number of lecturer English Departement.

   b. The principal should support the English learning process by preparing the facilities and instruments completely.

   c. The principal should serve a lot of Grammar book in the library.

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CURRICULUM VITAE



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PERPUSTAKAAN STAIN JURAI SIWO METRO