SUBJECT VERB AGREEMENT ERRORS IN WRITING RECOUNT TEXT MADE BY SENIOR HIGH SCHOOL STUDENTS

THESIS

Submitted as a Partial Fulfillment of the Requirement for Obtaining Bachelor Degree of Education (B.Ed) in English Language Education Program

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ABSTRAK

Mesrawati. 2019. "Subject Verb Agreement Errors in Writing Recount Text Made by Senior High School Students". Skripsi. Padang: Universitas Negeri Padang

Penelitian ini bertujuan untuk memeriksa kesalahan penulisan subject verb agreement yang dibuat oleh siswa kelas XI SMA Al Istiqamah Simpang Ampek, Pasaman Barat ketika menulis teks recount. Teknik analisis kesalahan dilakukan dalam penelitian ini untuk menemukan proporsi masing- masing jenis kesalahan yang dibuat oleh siswa. Penelitian ini merupakan penelitian deskriptif dengan 30 orang siswa berpartisipasi dalam penelitian ini. Instrument yang digunakan adalah tes menulis tentang teks recount. Semua subject verb agreement error yang muncul ditulisan siswa dianalisis menggunakan Surface Strategy Taxonomy yang diperkenalkan oleh Dulay et.al. Temuan menunjukkan bahwa (1) siswa memperoleh 3 jenis error dalam penulisan teks recount: (a) omission (45 errors/26%), (b) addition (10 errors/10%), (c) misformation (118 errors/68%) dan tidak ada misordering error di temukan dalam penelitian ini. (2) sumber error dalam penelitian ini adalah interlingual transfer (45/26%) dan intralingual transfer (128/74%). Penelitian ini mengungkapkan bahwa para siswa masih mengalami kesulitan dalam menggunakan pola subject verb agreement dengan benar dalam tulisan mereka.

Key words: error analysis, subject-verb agreement error, recount text, interlingual transfer, intralingual transfer

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CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching and learning process, there are four skills that should be mastered by every level of students. According to Choudury (2013,p. 27), "the four core of language skills are listening, speaking, reading and writing where writing is obviously the most difficult skill for second and foreign language learners to master". He asserts that the main reason for this difficulty is the fact that writing is very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable.

In English subject, there are some types of text which are stated in syllabus for SMA students. One of them is recount text. Recount text has been taught at SMP and SMA grade ten, so that grade eleven students of SMA are expected to be able to produce this text stated by Harris, Ansyar, Radjab (2014). According to Pardiyono (2009) recount text is a kind of text that tells the reader about the activity that has been done or has been finished by someone in the past. In the Bahasa Indonesia, Pardiyono explains *"Informasi tentang berbagai kegiatan atau aktivitas yang telah dilakukan dapat disampaikan dalam bentuk teks recount"*. Another quotation is explained by Zaida (2013), "A recount retells past events or experiences in the order they happened."

Based on the explanation above, it can be summarized that a recount text is a kind of text which retells the writer's activity, experience, and events that happened in the past.

Talking about writing, it cannot be separated with the use of grammar. The sentences written by the students are expected to be not only grammatically correct but also semantically acceptable. Grammatically correct sentence means that the sentence should follow the rules of the language. Meanwhile, semantically acceptable sentence means that the sentence should be meaningful and far from ambiguity. It means that even a person have good ideas of writing, it will be useless if the students lack of vocabulary and grammar mastery.

"Moreover, the students tend to make errors in their writing" Anantri (2017, p. 12). It means that the students' are weak in writing English due to the lack of grammar mastery, especially in term of subject verb agreement rule. Subject verb agreement means that the subject and the verb should have agreement each other. According to Sparks (2006, p.1) "subject verb agreement is a fancy term for a simple idea: the subject and the verb must work together to construct the correct sentence". According to Nordquist (2018) subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural). It is also called subject-verb concord. The principle of subject-verb agreement applies to finite verbs in the present tense and, in a limited way, to the past forms of the verb to be (was and were). So, the subject should agree with the verb.

Furthermore, the students also have problem in subject verb agreement because their mother language (L1) is quite different with English. In an Indonesian sentence, the verbs do not change even though their subject is singular or plural; even it happens in the present, past or in the future. In contrast, English verbs always depend on the subject and the time when an action happen (tense).

However, when the students start to write, some of them can not write sentences correctly. Evethoght, they have been studying English from the primary education level (elementary school and junior high school) and secondary education (senior high school), some even started learning English earlier from early education level (Kindergarten), the students still find it difficult in writing their sentences using the correct patterns/rules. They tend to make errors dealing with the subject and verb agreement patterns in writing their sentences. Many believe 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's assumed that the students will be able to write more complex sentences with more complex patterns of writing" (Nurjanah, Siti 2017). However, some students still find it difficult to write sentences correctly in which the subject must agree with the verb. They don‟t realize that verb must go along with the subject of the sentences or vice versa. This fact leads to the students‟ unsuccessful mastery of writing.

The similar condition also happen in MAN 2 Palembang that is conductued byTama Aprezky Anantri in her research entitled an error analysis of subject verb agreement in narrative writing of the tenth grade students of

Madrasah Aliyah Negeri 2 Palembang in which its students face similar problems. They find it difficult in writing the sentences correctly particularly when they have to deal with subject and verb agreement. It can be seen based on the example *"Sangkuriang angry"* instead of ' *Sangkuriang was angry"* the sentence showed that the students were not able to make subject agreed with linking verb "be" (was/were) before an adjective. The other error also produced by the students namely regularization error in addition, it was the error in suffix-ed in irregular verb. The sentence was " *Dayang Sumbi hitted sangkuriang's head*" instead of "*Dayang Sumbi hit sangkuriang's head".* It shows that students may not aware if verb can be changed depending on the subject and time when the action happen.

Another research also done by Fuat Ginanjar with entitled An error analysis of subject-verb agreement in expository essay made by first year students of Nusantara PGRI Kediri University in academic year 2014/2015". In his research The findings showed that the students made four kinds of errors based on the surface taxonomy: addition, omission, misinformation, and misordering; and the students made the most error in Simple present the grammatical error and in omission from the perspective of surface taxonomy.

In this research, the writer focuses on analyzing the types of errors and the factor causing of errors are made by the students in writing recount text. Most researches were conducted to find out what are the types of errors account in the students' writing and the common errors found in their writing. There are few researchers that analyze the factor causing of errors are made by the students in

writing. So, the researcher wants to investigate the types of errors and sources or error are made by the students in their writing.

Based on the explanation above, the writer is interested in analyzing students' writing especially in their subject verb agreement errors. The writer would like to carry out a research under the title "Students' Subject Verb Agreement Errors in Writing Recount Text Made by Senior High School Students". This study investigates error analysis in recount text made by senior high school students, which focus on finding out the error types based on surface strategy taxonomy and identifying the factor causes subject verb agreement errors made by senior high school students in writing a recount text.

B. Identification of the Problem

Grammar is one of the most important aspects in writing. It is caused by the fact that the sentences written by the students should be grammatically correct and semantically acceptable. Grammatically correct sentence means that the sentence should follow the rules of the language. Meanwhile, semantically acceptable sentence means that the sentence should be meaningful and far from ambiguity. In fact, the students are unable to make sentences in correct form. This analysis will explain error categories and possible causes make by the students. By describing errors, the writer will know clearly the problem faced by the students in writing recount text. Through error analysis, the writer hopes to be able to find the subject verb agreement errors of the students and their difficulties in writing recount text and the writer also hopes that it can reduce the students' error in next time.

C. Limitation of the Problem

In this research, the writer focused the study on analyzing the students' subject verb agreement errors in writing recount text made by senior high school students. It was analyzed by using surface strategy taxonomy; omission, addition, misformation and misordering.

D. Formulation of the Problem

Based on the limitation above, the formulation of the problem is to find out the types of errors and the factor causes of errors made by senior high school students in writing recount text.

E. Research Questions

The writer in her research formulates the research questions as follow:

1. What are the types of errors on subject verb agreement in writing recount text made by senior high school students based on surface strategy taxonomy?
2. What the factor causing of errors on subject verb agreement in writing recount text are made by senior high school students?

F. Purpose of the Study

The purposes of the study are:

1. To find out what types of errors on subject verb agreement in writing recount text made by senior high school students based on surface strategy taxonomy.
2. To find out what the factor causing of errors on subject verb agreement in writing recount text made by senior high school students.

G. Significance of the Study

The study hopefully can be beneficial for the English teachers; the result of the study can arouse the teachers' awareness about the students' difficulties in learning subject verb agreement. Hopefully, the teacher can improve their techniques in teaching subject verb agreement, and also the students can master subject verb agreement exactly, so that they can reduce their subject verb agreement errors in their writing such as writing a recount text.

H. Definition of the Key Term

1. Error

   Errors occur because the learner does not know what the correct one is. Also an error cannot be self corrected and it is repeatedly happened.

2. Error analysis

   According to Ellis (1990 cited in Yandita 2014), Error analysis is a procedure used by both researcher and teachers. It involves collecting samples of the learner language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

3. Subject verb agreement

   Subject verb agreement is an agreement between the subject and the verb.

4. Recount text

   Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.