

**AN ANALYSIS OF SECOND SEMESTER ENGLISH DEPARTMENT
STUDENTS OF UNP AT SUBJECT-VERB AGREEMENT
IN THEIR PARAGRAPH WRITING ASSIGNMENTS**

THESIS

*Submitted as a Partial Fulfillment as the Requirements
for the Strata One (S1) degree*



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2019**

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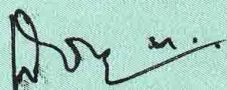
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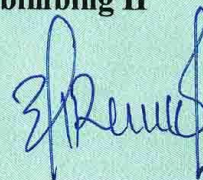
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**An Analysis of Second Semester English Department Students of UNP at
Subject-Verb Agreement in their Paragraph Writing Assignments**

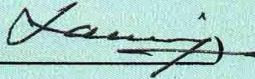
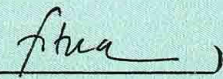
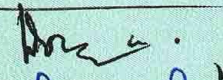
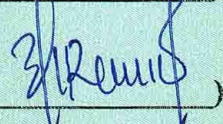
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ABSTRAK

Nur, Ilham Muhammad. 2019. An Analysis of Second Semester English Department Students of UNP at Subject-Verb Agreement in Their Paragraph Writing Assignments. Thesis. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk menganalisa *subject-verb agreement* di tugas *Paragraph Writing* siswa. Penelitian ini adalah deskriptif kuantitatif. Populasi pada penelitian ini adalah mahasiswa jurusan bahasa Inggris UNP tahun 2018 semester kedua. Sampel pada penelitian ini diambil menggunakan metode acak. Sampel pada penelitian ini berjumlah 40. Pada penelitian ini, data dikumpulkan dari mahasiswa yang mengambil mata kuliah *Paragraph Writing* dan dosen yang mengajar mata kuliah *Paragraph Writing*. Berdasarkan temuan dan diskusi tentang *subject-verb agreement* siswa, peneliti menemukan bahwa *subject-verb agreement* dari mahasiswa jurusan bahasa Inggris UNP tahun 2018 semester kedua pada mata kuliah *Paragraph Writing* adalah 37,4% yang mana dikategorikan sebagai Gagal. Urutan jenis eror dari yang tertinggi ke yang terendah adalah *omission, misformation, addition, and misordering*.

Kata Kunci: Subject Verb Agreement, Subject Verb Concord, Paragraph Writing

ABSTRACT

Nur, Ilham Muhammad. 2019. An Analysis of Second Semester English Department Students of UNP at Subject-Verb Agreement in Their Paragraph Writing Assignments. Thesis. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

This research aimed to analyze the students' subject-verb agreement in the paragraph writing assignments. This research is descriptive quantitative research. The population in this research is the first year, second semester of 2018 English Department students of Universitas Negeri Padang. The sample was taken by using simple random sampling. There are 40 students' assignments that become the sample of the research. In this research, the data was collected from the students and lecturers who taught paragraph writing class. Based on the findings and discussion about the students' subject-verb agreement, the researcher found that Subject-Verb Agreement of second semester English Department students in *Paragraph Writing* course at Universitas Negeri Padang is 37,4%, which is categorized as Fail. The sequence of the types of errors from the highest to the lowest made by the students was *omission, misformation, addition, and misordering*.

Key words: Subject Verb Agreement, Subject Verb Concord, Paragraph Writing

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing, guidance, strength and knowledge, so the writer can finish this thesis entitled “An Analysis of Second Semester 18’ English Department Students’ Subject-Verb Agreement in their Paragraph Writing Assignments” as one of the requirements of achieving the Strata One (S1) degree at the English Department, Languages and Arts Faculty of Universitas Negeri Padang. Then, *Shalawat* and *Salam* are also proposed to the Prophet Muhammad SAW, the inspiration of the beautiful personality of the people in the world.

The writer would like to address the deepest gratitude to the honorable advisor, Drs. Don Narius, M.Si. and Witri Oktavia, M.Pd. who gave supports, suggestions, and advices through out the process of writing this thesis. Then, special thanks to Dra. Aryuliva Adnan, M.Pd. as the academic advisor. The deep appreciation is also given to writer’s paper examiners, Fitrawati, S.S., M.Pd. and Drs. Saunir, M.Pd. The writer would like to thank them for their beneficial time, contribution of ideas toward the development of this paper.

Padang, August 2019

Muhammad Wira Rizki

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CHAPTER I INTRODUCTION

A. Background of the Problem

Grammar is needed to deliver the right message of a sentence and to make the communication clear. Miscommunication often occurs as the effect of bad grammar. It happens because the reader or listener catches the wrong idea of the writer or speaker. A slight grammar differences will change the meaning intended. A good grammatical accuracy will minimize the confusion of the reader.

“Grammar is the study of words and the way words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language” (Debata, 2013:483). In the definition given, it can be concluded that grammar is the rules of sentences, the way how the words are put to form sentences. All languages use their own grammar either in spoken or written form.

Grammar has an important role in English language. It makes the meaning of the sentence said or written clear. If used correctly, it delivers the right message to the readers. On the contrary, if grammar is not used correctly, the meaning of the sentence will not be achieved as the writer wants, and there will be miscommunication between the writers and the readers.

A good writing needs the accuracy of its grammar. It is important to minimize the grammatical errors in a writing. A professional writer can

produce a writing with even zero grammar mistake. Students use the grammatical rules and forms that they have learned from their previous education. In the first year in English Department, clearly they will have many different backgrounds of English writing and grammar knowledge because of their various English education and courses. It is because their senior high school English teachers obviously used different techniques and methods of teaching English. The input should be different.

In the context of paragraph writing, grammar is very influential. According to Harmer (2004), language systems such as grammar and vocabulary are integral parts of writing; they are both used in writing and learners can be helped to improve their English in general (as cited in Muhammed, 2015:23). Based on the statement, it can be concluded that good writer is the writer who is sensitive to the grammatical accuracy in his/her writing, including the subject-verb agreement.

The researcher takes the gist that one of the aspects that is very vital in grammar is subject-verb agreement because a grammatically correct sentence has the agreement of its subject and verb. A good and experienced English speaker or writer should have a good subject-verb agreement.

The importance of subject-verb agreement is emphasized by Stapa and Izahar, (2010:58) who state that subject verb agreement is one of the important aspects in grammar. In addition, Mali and Yulia (2011:21) state subject-verb agreement as an essential element to master by English Language Education Study Program (ELESP) students, who are prepared to be English teachers in

the future. However, they still find the fact that English Language Education Study Program students made 28 Subject-Verb agreement errors on the agreement from 30 writings. Furthermore, Henry, (2017:1) also states that Subject-Verb Agreement errors are very serious and are a signal of the lack of English Language mastery.

Subject-verb agreement is one of the most common errors found in a writing based on various researches. Subject-Verb Agreement errors are commonly detected in the writings of ESL learners. Maros et al. (2007:7) found that subject-verb agreement constituted 47% of the errors recorded in the written essays in Malaysian schools. The similar result was presented in the research by Darus and Subramaniam (2009:490) who discover subject-verb agreement as one of the common errors committed. Other studies by Noorizah and Mustapha (1998) in Tafida and Okunade (2016:22) listed Subject-Verb Agreement as one of the several types of grammatical errors among Malay students. These indicate that Subject-Verb Agreement errors are frequently found in writings and it should be more noticed by both students and the teachers.

The writer focuses on the Subject-Verb Agreement because the previous researches in the scope of grammar within writing do not focus on the Subject-Verb Agreement. In the researcher's experience, a lot of students in writing class neglected the grammar of their writing, and the clear example seen by the researcher was the subject-verb agreement. Students tend to focus more on the content rather than grammatical accuracy because they are taking

a writing class. Most researches done were conducted to see what grammatical errors account in the students' writings, and subject-verb agreement tended to come as the one of the common errors found in the writing. There are few researches that analyze how accurate is the subject-verb agreement in students' paragraph writing.

From the problems above, the researcher concluded that the analysis of subject verb agreement in the students' paragraph writing was conducted to find out the subject-verb agreement of the English Department students. The researcher wanted to discover the subject-verb agreement of the English Department students of UNP.

B. Identification of the Problem

Based on the background of the problems, it can be identified that many students may have subject-verb agreement problems in their writing. Both the students and teachers might not pay enough attention to the grammatical aspects of the students' writing, regardless of how good the contents of the writings are. The aspects that can be analyzed within their writing are as follows: First, the subject-verb agreement in their paragraph writing assignments. Second, the types of Subject-Verb Agreement errors made by the students in their paragraph writing assignments.

C. Limitation of the Problem

In this thesis, the writer limited the study to investigate the students' Subject-Verb Agreement in paragraph writing assignments of the first year,

second semester English Department students of Universitas Negeri Padang. The assignments analyzed are the daily paragraph writing assignments given by the lecturers responsible in each classes. The tenses used in the data were various, such as simple present and past tense.

D. Formulation of the Problem

Based on the explanation of the problem, the writer formulates the problem as follows: “How is the subject-verb agreement of the first year, second semester English Department students in paragraph writing?”

E. Research Questions

Based on the formulation of the problem above, the research questions can be formulated as :

1. “How is the Subject-Verb Agreement of the first year, second semester English Department students of UNP in paragraph writing?”
2. “What are the common Subject-Verb Agreement errors found in the students’ paragraph writing assignments based on surface strategy taxonomy?”

F. Purpose of the Research

This research was conducted to find out the subject-verb agreement of the first year, second semester English Department of UNP students’ paragraph writing, the common errors found in the students’ subject-verb agreement.

G. Significance of the Research

The researcher hoped that the findings of the research have benefits in the future researches within the scope of grammatical accuracy in writing. By the result of this research, the researcher could identify the Subject-Verb Agreement of the first year second semester English Department students of UNP in their paragraph writing assignments.

H. Definition of Key Terms

In order to prevent misinterpretation among the readers, here are some key terms used in the research :

1. *Paragraph Writing* is the process of writing a paragraph from prewriting until the paragraph is finished and completed by the 2018 second semester English Department Students of UNP..
2. *Subject – Verb Agreement* is a rule of the English grammar which requires the subject must agree with its verb which is found in the 2018 second semester English Department Students of UNP.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion above, it can be concluded that the Subject-Verb Agreement of second semester English Department students in *Paragraph Writing* course at Universitas Negeri Padang is 37.4%, which is categorized as Very Poor. No student got 100% accuracy in their writing. The students made four categories of Subject-Verb Agreement errors in their paragraph writing assignments. The sequence of the types of errors from the highest to the lowest made by the students was *omission*, *misformation*, *addition*, and *misordering*. *Omission* contributed 55.7 % from all of the errors and followed by *misinformation* with 23.6%. *Addition* contributed 15.8% and the lowest percentage is from *misordering* category, with 2%. Moreover, more than one type of errors occurred in one writing.

B. Suggestion

Writing in a good grammar is really required for college students, especially English students. They should have competence in writing in academic and scientific ways because they are required to produce a thesis for the final project as one of requirements for graduating their study and the English education students are future teachers. Teachers have to give good examples to their students. Because of that, they have to acquire the characteristics of writing in academic and scientific ways, such as the subject-verb agreement. However, it was found that the students were not competent

in writing sentences with the agreement of subjects and verbs. It is proved by the errors occurred in their subject-verb agreement found. Based on the finding of the research, there are some suggestions offered:

1. It is really recommended for the English Department students to learn and practice more on their subject-verb agreement. Practices will lead them to be better.
2. It is suggested for English lecturers to focus not only on the content of the writing but also on the grammatical aspects of the students' writing, such as their subject-verb agreement.

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