

**THE THIRD YEAR ENGLISH DEPARTMENT STUDENTS' GRAMMAR
MASTERY IN CONCORD AT STATE UNIVERSITY OF PADANG:
A Case Study in K2-2011 Class**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree*



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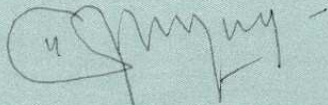
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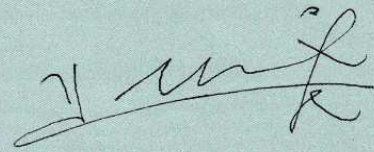
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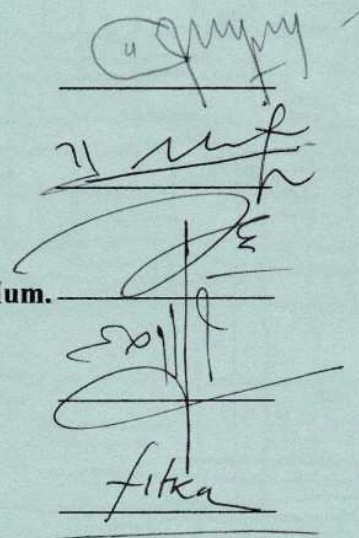
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ABSTRAK

Putri, Meutia Eka. 2014. “ The Third Year English Department Students’ Grammar Mastery in Concord at State University of Padang: A Case Study in K2-2011 Class”. *Skripsi*. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui tingkat penguasaan *grammar* mahasiswa kelas K2-2011 (mahasiswa tingkat III jurusan Bahasa Inggris Universitas Negeri Padang), khususnya *concord*, jenis-jenis kesalahan yang ditemukan, serta penyebab-penyebab kesalahan yang dilakukan oleh mahasiswa tersebut. Jenis penelitian yang dilakukan adalah penelitian deskriptif. Data penelitian ini diperoleh dari tes *grammar* yang terdiri dari 50 soal: 10 soal untuk *Adjective–Noun Agreement*; 20 soal untuk *Pronoun–Antecedent Agreement*; 5 soal untuk *Concord in the Distributive Plural*; 5 soal untuk *Object – Complement Agreement*; 10 soal untuk *Verb – Verb Agreement*. Subjek penelitiannya adalah mahasiswa kelas K2-2011 yang berjumlah 30 orang.

Berdasarkan hasil penelitian, tingkat penguasaan *grammar* mahasiswa kelas K2-2011 jurusan Bahasa Inggris Universitas Negeri Padang dalam *concord* masih rendah (46,53) dan mereka masih belum menguasai tipe-tipe *concord*. Kesalahan terbanyak ditemukan dalam *Object – Complement Agreement*, dimana sekitar 68,67% dari total kesalahan adalah kesalahan dalam tipe ini. Adapun penyebab kesalahan terbanyak adalah *False Concept Hypothesized* and *Overgeneralization*.

Kata Kunci: Grammar Mastery, Concord

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By saying '*Alhamdulillahirabbil 'Alamin*', the writer sends the biggest thanks to Allah SWT for His blessing and great guidance which has led the writer to accomplish this thesis entitled "The Third Year English Department Students' Grammar Mastery in Concord at State University of Padang: A Case Study in K2-2011 Class". This thesis is as a partial fulfillment of the requirements to obtain the Strata One (S1) Degree in English Department in majoring English Language Teaching Study Program, the Faculty of Languages and Arts, State University of Padang. In accomplishing this thesis, the writer has worked with a number of great people. It is a pleasure to convey the deepest gratitude to them in this acknowledgments.

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All comments and suggestions are welcomed in order to make this thesis better. The writer hopes that this thesis is especially useful for English Language Teaching Study Program, the Faculty of Languages and Arts, State University of Padang.

Padang, Mei 2014

Meutia Eka Putri

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

As stated by Brown (2010), grammar is the center of language use. For language learners, it is important to know the grammar of the target language since grammar is one of important aspects to make correct and meaningful sentences and utterances. Learning a language means learning the grammatical structure of that language, and the knowledge of grammar itself is evaluated by its correct use in communication through listening, speaking, reading and writing. Therefore, learning grammar is essential because the language learners should know grammar rules in order to be able to use the language accurately to make a complete sentence and to speak the language fluently.

Unfortunately, learning grammar is undoubtedly complicated and difficult for some EFL (English as a Foreign Language) students because there are so many English grammar rules that must be learnt and mastered by the students. There are rules about using verb forms, tenses, articles, prepositions, adjectives, adverbs, pronouns, agreement of words in a sentence (concord), etc. Another reason is probably because of the interference of the students' first language (Indonesian).

Since English is a foreign language in Indonesia, it requires great efforts for the students to learn the elements of the language, such as grammar, which differ from those in Indonesian. The differences between two languages can cause problems to students. For example, Indonesian does not have tenses like those in

English. In addition, in Indonesian, it does not distinguish gender in pronoun like English does (*he/him/his* for male; *she/her/her*).

These differences between English and students' first language (Indonesian) could constitute problems in learning English. The students often make a lot of errors in making sentences. They often make a sentence which is syntactically right but lexically wrong or vice versa. It shows that the students have difficulties in arranging words for constructing sentences.

The grammar rule for constructing words into a sentence is called concord. It is the agreement of words (Nouns, Pronouns, Adjectives, and Verbs) in a sentence both in number, person, gender and tense. It is the basic rule for constructing a sentence. Therefore, this rule of grammar must be learnt and mastered by the students in order to be able to use English correctly in speaking and writing, as communicative skills in English. There are several types of concord: Subject – Verb Agreement; Subject – Complement Agreement; Subject – Object Agreement; Pronoun – Antecedent Agreement; Adjective – Noun Agreement; Object – Complement Agreement; Verb – Verb Agreement; Concord in the distributive plural.

In fact, some errors committed by EFL students related to concord have been found in some previous studies. Based on a study conducted by Haryanto (2007), it was found that grammatical errors they made can be various. There were errors found in using verb groups, for examples, **We visited Bali museum to saw Balinese culture*; **The doctor examined my ears and say that...*, these sentences should have been: *We visited Bali museum to see Balinese culture*, and

The doctor examined my ears and said that....

Another grammatical error made by the students was in the use of Subject-Verb Agreement, for instance, **A large number of students is sick*. The correct one is *A large number of students are sick*. A study conducted by Isyam in 2006 also described that the concord mastery of the English Department students of State University of Padang was only satisfactory on the average, which was not as good as it had been expected.

As EFL students, English Department students are expected to master the rules of grammar and will not produce such grammatical errors because they have learnt English grammatical structure intensively. The English Department students of State University of Padang, for instance, take four grammar courses which are prerequisite subjects. In other words, they must pass Structure 1 course before taking Structure 2, and to be able to take Functional Grammar course, they have to pass Structure 3 and Structure 2. Therefore, these students should have mastered English grammar rules.

Based on the explanations above, it was necessary to conduct a study to know the English Department students' grammar mastery in concord at State University of Padang.

1.2 Identification of the Problem

As stated previously, the EFL students still have difficulties in arranging words to form sentences appropriately. It possibly occurs because the students get confused in using the rules of grammar that they have learnt since there are so many grammar rules to be learnt.

The interference of the students' first language (Indonesian) could also cause the problems. It is inevitable that in learning English as a foreign language the students usually get problems due to the differences between Indonesian and the target language (English). Because of this the students will probably make errors during the process of learning.

One of the errors they made was in the use of concord, one of the grammar rules that deals with how the words are matched in order to make sentences. This is the basic rule of grammar which explains the way a sentence is form. Definitely, the students should know this rule (concord) in order to be able to make correct and meaningful sentences.

1.3 Limitation of the Problem

There are several problems that can be studied in concord. In this study, the writer limited her focus in five types of concord, namely Pronoun – Antecedent Agreement, Adjective – Noun Agreement, Object – Complement Agreement, Verb – Verb Agreement and Concord in the Distributive Plural. The other three types of concord (Subject – Verb Agreement; Subject – Complement Agreement; Subject – Object Agreement) had been studied before in 2007 by the grammar lecturer of English Department of State University of Padang, who was also the writer's advisor. Thus, the writer would like to study the students' mastery in different types of concord.

Furthermore, from these five types of concord, the writer could see how far Indonesian (as the students' first language) affects their target language (English), as there are some differences between English and Indonesian in

grammatical structure, for examples, Indonesian does not have tenses and the differentiation between gender for pronouns. Moreover, the writer limited this study to the grammar mastery of the third year English Department students at State University of Padang because they were expected to master English grammar rules, including concord, for they have studied grammar intensively for more than two years.

1.4 Formulation of the Problem

The problem was formulated as follows “How is the third year of English Department students’ grammar mastery in concord at State University of Padang?”

1.5 Research Questions

These are some questions that should be answered after doing this study:

- a. How is the third year English Department students’ grammar mastery in concord at State University of Padang?
- b. What kinds of errors are made by the third year English Department students at State University of Padang in using concord?
- c. What are the causes of the errors made by the third year English Department students at State University of Padang in using concord?

1.6 Purposes of the Research

The objectives of this study are to:

- a. Find out the third year English Department students' grammar mastery in concord at State University of Padang
- b. Find out the kinds of errors made by the third year English Department students at State University of Padang in using concord
- c. Find out the causes of the errors made by the third year English Department students at State University of Padang in using concord

1.7 The Significance of the Research

The significance of this finding can be viewed from both theoretical and practical aspects. Theoretically, the result of this study gives information about the clear description of the students' grammar mastery. Besides, practically, it is hoped that the lecturers can define the problems faced by the students in mastering grammar especially in using concord, and find new methods to anticipate the making of errors by their students. Finally, it is hoped that this research can be used as useful information for the next researcher who wants to conduct the further research about concord toward students' grammar mastery. It may be useful for them to use this study as a reference to conduct another related research.

1.8 Definitions of the Key Terms

Mastery : complete knowledge of rules

Grammar : the study about sentence structure

Concord : the agreement of words (Nouns, Pronouns, Adjectives, and Verbs) in a sentence both in number, person, gender and tense