



Subject-Verb Agreement in EFL Students' Perception

INFO PENULIS	INFO ARTIKEL
Rosdiana Universitas Bina Bangsa getsempena rosectz15@gmail.com +6285358831205	ISSN: 2776-5148 Vol. 1, No. 2, Agustus 2021 http://almufi.com/index.php/AJP

© 2021 Almufi All rights reserved

Saran Penulisan Referensi:

Rosdiana. (2021). Subject-Verb Agreement in EFL Students' Perception. *Almufi Jurnal Pendidikan*, 1 (2), 113-117.

Abstrak

Penelitian ini bertujuan untuk menganalisis kemampuan menulis mahasiswa dalam menggunakan subject-verb agreement di STKIP Bina Bangsa Getsempena. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian ini adalah mahasiswa semester II STKIP Bina Bangsa Getsempena yang berjumlah 19 mahasiswa. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah daftar pertanyaan (tes) dan wawancara. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan subject-verb agreement oleh mahasiswa dan persepsi dosen terhadap kemampuan mahasiswa dalam menggunakan subject-verb agreement. Hasil penelitian menunjukkan bahwa kemampuan mahasiswa masih rendah dalam menggunakan subject-verb agreement, dimana mahasiswa sulit membedakan subject/verb tunggal dan jamak. Data analisis menunjukkan lebih dari 50% mahasiswa tidak mampu menggunakan kata kerja sesuai dengan subjek yang tersedia untuk kalimat. Hasil penelitian menunjukkan bahwa, lebih dari 40% mahasiswa mampu memilih kata kerja yang tepat untuk kalimat yang disediakan dalam soal tes. Hal ini dapat disimpulkan bahwa setengah dari sampel tidak mampu menyelesaikan tes dengan kualifikasi yang cukup untuk penggunaan aturan subject-verb agreement.

Kata Kunci: Analisis Kesalahan, siswa pembelajar bahasa asing, Subject-Verb Agreement

Abstract

This study aimed to analyze the EFL students' ability in using Subject-Verb Agreement at second semester students of STKIP Bina Bangsa Getsempena. The researcher used some types of subject-verb agreement to analyze the understanding of the EFL learners in using subject-verb agreement, those are: Singular/Plural, Neither/Either, Collective Nouns, Indefinite Pronoun, Preposition Phrases, There "be" and Fractional Expression (Counting). This research employed a descriptive qualitative method. The participants of research was the second semester students of STKIP Bina Bangsa Getsempena that consist of 19 students. The instruments of collecting the data used in this study were the list of questions (test) and interview. The objectives of this research were to know the type of subject-verb agreement errors that were produced by the students and lecturer's perception towards the students understanding in using Subject-Verb Agreement. The result revealed that the students are still low of the understanding in using subject-verb agreement, difficult to differentiate subject/verb of singular and plural and the most errors that learners produced are commonly about the agreement of subject and verb. The ability of the EFL students in using subject-verb agreement was also showed by the result of the list of questions. Almost all the students produced the errors in answering the list of questions. The dominant errors that students produced are Either/Neither, Preposition Phrases and Indefinite Pronoun.

Key Words: Error Analysis, EFL students, Subject-Verb Agreement

A. Introduction

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

Subject-verb agreement is a foundation to build a sentence based on the correct agreement between subject and verb. The rule of subject-verb agreement is used to all English sentences. The students is not only speak or write about what they want but also to ensure they use the correct subject-verb agreement pattern. They need to see the detail gramatical structure in using it. It is not only about to listen what the students delivering in their speaking, but also pay attention to the ability of the students in mastering a correct gramatical structure.

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

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

According to Norhalimah (2016:5) the students have misunderstanding in mastering grammar that caused by teaching learning process inefficiently. It makes the student cannot focus on the lesson directly. The teaching process that is inefficiently could make the students produced the errors in four skills of English. The researcher did the early observation of the students by asking the lecturer that taught in the structure class. The researcher asked the lecturer about students understanding in using subject-verb agreement and types of subject-verb agreement that has been taught to the students before the researcher conduct the research by giving the types of subject-verb agreement based on what they have learned.

This study, thus, analyzes the errors produced by the students in using subject-verb agreement by giving some list of questions in subject-verb agreement, and the perception of the lecturer who taught the students in structure class about the students' understanding about Subject-Verb Agreement that analyzed in second semester students in STKIP Bina Bangsa

Getsempena. It can be a reference to the lecturer even to the other researchers in doing the same research in the future. The most important is to find out the reason of the student produced the errors in using subject-verb agreement.

B. Methodology

Relate to this research, the researcher uses descriptive qualitative method that described the issues that produced by the students as the participant of this study. This study presents the description of the research design, participants, technique of data collection, instrument, and technique of data analysis.

1. Research Design

The purpose of this study are to find out the types of EFL students' errors in using Subject-Verb Agreement and the lecturer perception about the students in using subject-verb agreement at the second semester students in STKIP Bina Bangsa Getsempena in Banda Aceh. Therefore, writer used descriptive qualitative method to obtain her purpose. this research is categorized as qualitative descriptive research. In this case, descriptive qualitative method uses to describe the EFL students' ability of the students in using the Subject-Verb Agreement at STKIP Bina Bangsa Getsempena.

2. Participants (Population and Sample)

The population of this study consist of the students who were in second semester that took grammar class. This sampling also categorize to non-probability sampling. The samples chosen by total sampling in the research place. It means the research should be focus on the representation of the total participants There were 19 students taken as the participant of the research.

3. Technique of Data Collection

To collect the data, the researcher uses the test about Subject-Verb Agreement. The researcher uses the test that consist of 30 questions that divided into 2 parts. The part A is multiple choice that consist of 15 questions that the students must be able to choose the right answer based on their understanding and part B consist of 15 written expression questions that the students must be able to choose the correct answer on students' analyzing in choosing the error analysis in each sentence.

4. Instruments

In collecting the data, the researcher uses a test as an instrument. This test was given by writer in the first meeting. The list of questions of the test is taken from (Clifts TOEFL Preparation Guide *Test of English as a Foreign Language by Pyle and Page*) as the primary book of the list of questions that taken by the researcher. This activity is given to identify the EFL student's ability at STKIP Bina Bangsa Getsempena in understanding the subject-verb agreement before the researcher can conclude the result of the students. The test aims to know the errors that students produced in using Subject-Verb Agreement.

5. Technique of Data Analysis

In this study, the researcher focus on errors analysis in the usage of subject-verb agreement. The score that given to each questions from multiple choice and written expression is based on the difficulty of the questions. To the questions that are categorize as medium questions, so the researcher gives 3 point of 20 questions for the correct answer and for the questions that categorize as difficult questions the researcher gives 4 point of 10 questions for the correct answer. So, if the students can answer all questions correctly, they get 100.

The type of SVA for the multiple choice is consist of three questions each. However, in multiple choice or called as part A consist of five types of subject-verb agreement (neither/either, collective noun, indefinite pronoun, singular/plural, preposition phrases). Beside that, the written expression or called as part B are more varieties. The researcher provided two questions for six type (neither/either, collective noun, indefinite pronoun, singular/plural, there "be", and fractional expression) of SVA and there are three questions for one type of SVA (preposition phrases).

C. Finding and Discussion

1. Finding

From the result of the test, the researcher found that almost all of the students do the errors in answering the questions. There are three students who can answer the correct number above 10. It was six students answered 10 correct number and 10 students answered above 10. It shows the students are still lacking of the understanding in using subject-verb agreement. The students made the most errors in neither/either, preposition phrases and indefinite pronoun.

The researcher concludes that the problem of the students produced the errors because the students still lack of the understanding. It shows the number of the errors that students produced are high. The students made the errors in many types of subject-verb agreement. The students do the errors because they do not really understand about singular/plural, subject and verb. For example, the highest number of the students made the errors in neither/either in written expression (part B). All of the students answered incorrectly in neither/either' questions. The researcher assumed that the students are difficult to understand the "subject" that use after the use of "Either" word.

It is also related to the difficulty of the students to choose the correct answer in part B. The students are difficult to analyze which one is the correct and incorrect word. For example, in indefinite pronoun and preposition phrases, all of the students made the errors in number 28 and 29. There is no one of the student answered correctly. It shows they are still do not understand the use of Subject-Verb Agreement. It can be concluded that all of the students made the errors because the word which is used rarely to hear. The use of "Each" and "together with" in the sentences.

Similarly, there are three types of subject-verb agreement that still counted as high errors number. There are collective noun (number 18), there 'be" (number 22) and fractional expression (mathematical process) number 23. The errors number that produced by the students its : collective noun (18 students made the errors), there "be" (19 students made the errors) and fractional expression (18 students made the errors). The researcher concludes the errors that produced by the students is because the students are not familiar about some words in the sentences, such as, " the majority, a large of supply and the use of mathematical process like twenty-five dollars that called as singular subject not plural."

On the other hand, the lowest errors number that produced by the students is in singular/plural. There are four students incorrect to answer number 19 and 7 students incorrect to answer number 20. It shows the students' understanding about singular/plural use. The students are easy to choose which one the correct verb that they need to use. It shows that the students' understanding is quite fair in singular/plural. The singular/plural is a familiar subject and verb in a sentence. Beside, the singular/plural is quite easy to understand even the students also answered the questions correctly in multiple choice.

Thus, the problems that has stated above show that the students need to use Subject-Verb Agreement often. The students need to pay attention in using the subject-verb agreement in writing and speaking. The students are difficult to use Subject-Verb Agreement if they do not practice and apply the subject-verb agreement pattern in their daily day. The subject-verb agreement cannot be taught only a day or two meetings. So, the students should use the Subject-Verb Agreement often in every English Lessons and need more practicing. Students" question while teaching and learning activity.

2. Discussion

The result shows that the students are still low of the understanding in using subject-verb agreement, difficult to differentiate subject/verb of singular and plural and the most errors that learners produced are commonly about the agreement of subject and verb. For example, the students said "she try not she tries" and another example like "the students and teacher study", not study but they wrote "studies".

The lecturer gives the way to solve the difficulty of the students in understanding Subject verb Agreement is by giving more exercise, watching English video, finding the SVA in English newspaper and to exercise to ease them to improving their understanding and their proficiency about SVA and other topics and also by practicing them. Practicing SVA in daily life will make students easy in delivering the correct sentences.

D. Conclusion

The result shows that students' understanding in subject verb agreement are still low. The number of the students produced the errors in many types of Subject-Verb Agreement is high. It shows that the students still difficult to understand subject-verb agreement. The students mostly produced the errors in Neither/Either, Preposition Phrases and Indefinite Pronoun. Almost all students can only answer all questions correctly between 5-14 correct number. No one of the students answered all the questions correctly or even above 15 correct number. It shows that the students are very low in understanding Subject Verb Agreement.

E. References

- Arikunto, S. (2006). *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara
- Ahmad, S. (2015). First Language Interference in EFL Students' Composition of IAIN Salatiga. *Publication Article*.
- Amina, G. T & Shittu, K. O. (2016). Subject-Verb Agreement Problem among English as Second Language Learners: A Case Study of One Hundred Level Undergraduates of Federal University of Techonology, Minna. *International Invention Journal of Education and General Studies (ISSN: 2465-7069)*. .2(2). <http://internationalinventjournals.org/IJEGS>
- Fuad, G. (2014). An Error Analysis of Subject- Verb Agreement in Expository Essay Made by Fisrt Year Students of Nusantara PGRI Kediri University. *Thesis*.
- Fauziati, E. (2009). Interlanguage error in english textbook for junior high school student in surakarta. *TEFLIN journal-a publication on the teaching and learning of english*. 14(2).
- Norhalimah. (2016). The subject-verb agreement problems in writing at the eightgraders of Mts An-Nur Palangka Raya. *Thesis*
- Pyle, M. A & Page, M. A .(2002). *Cliffs TOEFL Preparation Guide Test of English as a Foreign Language*. New Delhi: Wiley Dreamtech India.
- Rebbeca, L. (1990). *Language Learning Strategies*. Boston: Heinle & Henle publisher.
- Rina, H. (2019). Students' ability and factors in using SVA: a case study of indonesian EFL Learners in univ level. *Linguistics:Journal of linguistics and language teaching*. 5(2).
- Siti, N. (2017). An Analysis of Subject-Verb Agreement Errors on Student' Writing. *ELT-Echo journal*. 2 (1).
- Simon, B. (1999). Teachers' theories in grammar teaching. *Oxford University Press. ELT Journal*. 53(3).