

**AN ANALYSIS OF THE ELEVENTH GRADE STUDENTS' ERROR IN
USING SUBJECT-VERB AGREEMENT OF SIMPLE PRESENT TENSE AT
SMA MUHAMMADIYAH 1 PALEMBANG**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2019**

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THESIS

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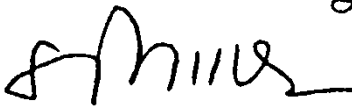
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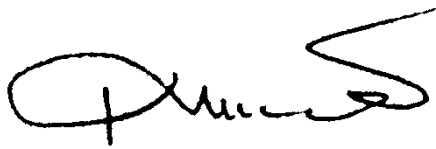


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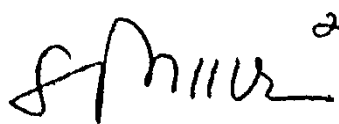
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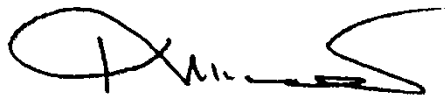


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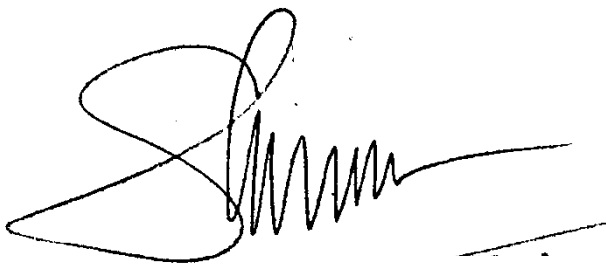
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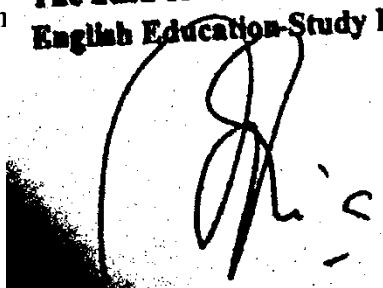


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An Analysis of The Eleventh Grade Students' Error in Using Subject-Verb Agreement of Simple Present Tense at SMA Muhammadiyah 1 Palembang

beserta seluruh isinya adalah benar merupakan hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

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Yang menyatakan,


Triska Amelia

Motto :

✓Success does not depend on your aptitude or your altitude. It depends on your attitude.

This is dedicated to:

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ABSTRACT

Triska Amelia, 2019. *An Analysis of The Eleventh Grade Students' Error in Using Subject-Verb Agreement of Simple Present Tense at SMA Muhammadiyah 1 Palembang*. Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisors (1) Sherly Marliasari, S.Pd., M.P.d , and (2) Indah Windra DA, S.Pd., M.Pd.

Keywords: Analysis, Errors, Subject-verb Agreement, and Simple Present Tense.

The title of this thesis was” *An Analysis of The Eleventh Grade Students' Error in Using Subject-Verb Agreement of Simple Present Tense at SMA Muhammadiyah 1 Palembang*”. The limitation of the problem dealt with the subject-verb agreement errors in using simple present tense made by the eleventh grade students of SMA Muhammadiyah 1 Palembang in completion test. The errors that would be analyzed were based on the rules that cover (1) the use of final –s/ -es, (2) basic subject-verb agreement, (3) subject-verb agreement: using expressions of quantity, (4) subject-verb agreement: using there+be, and (5) subject-verb agreement: some irregularities. The formulation of the problem “what errors are made in using subject-verb agreement of simple present tense by the eleventh grade students of SMA Muhammadiyah 1 Palembang?”. The objective of this study was “to find out the eleventh grade students’ of SMA Muhammadiyah 1 errors in using subject-verb agreement of simple present tense. The researcher used a descriptive qualitative method in this study. The population of this study was the eleventh grade students of SMA Muhammadiyah 1 Palembang. The sample were 34 students of XI IPA 2. The researcher collected the data by using test and analyzed the data by using percentage analysis. The findings of the study showed that there were 398 errors made by the students in using subject-verb agreement. The researcher concluded that the subject-verb agreement errors of simple present tense made by the eleventh grade students of SMA Muhammadiyah 1 Palembang were errors in (1) “subject-verb agreement: using expressions of quantity” covering some of + singular noun, the number of + singular noun, and every one of+ singular noun, (2) “basic subject-verb agreement” covering phrase or clause, and gerund, (3) “some irregularities” covering fields of study, (4) “subject-verb agreement: using there+be” covering there + be + singular noun, and (5) “the use of final –s/-es” covering final –s/-es in noun.

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Palembang, 01 Agustus 2019

The Writer

TA

CONTENTS

	Pages
TITLE PAGE	i
AGREEMENT PAGE	ii
APPROVEMENT	iii
MOTTO	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vi
CONTENTS.....	vii
LIST OF TABLES	ix
LIST OF APPENDICES.....	x

CHAPTER I INTRODUCTION

1.1 Background of the Study	1
1.2 Formulation of the Problem.....	3
1.3 Limitation of the Problem	4
1.4 Objective of the Study	4
1.5 Significance of the Study.....	4

CHAPTER II LITERATURE REVIEW

2.1 Subject-Verb Agreement	5
2.2 The Rules of Subject-Verb Agreement	6
2.2.1 The Use of Final –S/-ES	6
2.2.2 Basic Subject-Verb Agreement	8
2.2.3 Using expressions of Quantity.....	9
2.2.4 Using There + Be.....	10
2.2.5 Some Irregularities	11
2.3 Errors versus Mistakes	13
2.4 Simple Present Tense	15
2.4.1 The Form of Simple Present Tense	15
2.5 Previous related Studies	17

CHAPTER III RESEARCH METHODOLOGY

3.1 Method of the Research.....	19
3.2 Operational Definitions	19
3.3 Population and Sample	20
3.3.1 Population.....	20
3.3.2 Sample	21
3.4 Technique for Collecting the Data	22
3.5 Technique for Analyzing the Data	22

CHAPTER IV FINDINGS AND INTERPRETATIONS

4.1 Findings	24
4.1.1 Errors on the Use of Final -S/-ES.....	26
4.1.2 Errors on Basic subject-Verb Agreement.....	29
4.1.3 Errors on Using Expressions of Quantity	32
4.1.4 Errors on Using There+be	35
4.1.5 Errors on Some Irregularities	38
4.2 Interpretations.....	41

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	43
5.2 Suggestions.....	43
5.2.1 Sudents	43
5.2.2 Teacher of English.....	44
5.2.3 Institutions	44

REFERENCE

APPENDICE

LIST OF TABLE

TABLE	PAGES
1. Example of –s/-es	2
2. Example of noun	6
3. Example of verb	7
4. The population	21
5. The percentage of students' errors	24
6. Percentage of students' errors on the use final –s/-es	28
7. Percentage of students' errors on basic sujet-verb agreement	31
8. Percentage of students' errors on using expression of quantity	34
9. Percentage of students' errors on using there+be	37
10. Percentage of students' errors on some irregularities	40

LIST OF APPENDICES

Appendices

1. Foto Dokumentasi	47
2. Test.....	48
3. Persentase Students' Errors.....	49
4. Usul Judul.....	51
5. Surat Tugas Pembimbing Proposal	52
6. Surat Undangan Seminar Proposal.....	53
7. Daftar Hadir Dosen Seminar Proposal.....	54
8. Daftar Hadir Simulasi Proposal Penelitian	55
9. Bukti Perbaikan Proposal.....	56
10. Surat Keputusan Pembimbing 1 dan 2	57
11. Surat Permohonan Riset.....	58
12. Surat Keterangan Selesai Penelitian.....	59
13. Daftar Hadir Siswa Saat Penelitian	60
14. Surat Persetujuan Ujian skripsi	61
15. Surat Keterangan dari Prodi	61
16. Surat Undangan Ujian Skripsi.....	63
17. Surat Pernyataan.....	64
18. Laporan Kemajuan Bimbingan Proposal	65
19. Laporan Kemajuan Bimbingan Skripsi	66
20. Biography	67

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background of the study

Grammar is known dominantly related to tenses. To make a sentence in English either written or spoken, tense has very important role because tense expresses an action happened based on time. Jabbari (2013) explains that tense refers to the grammatical changes made to the form of a verb, as opposed to time, which refers to the semantic functions such changes signal (p.245). In English, each sentence should have tense. It affects verb in sentences so that there are four verbs that need be mastered. They are in the form of present, past, past participle and present progressive.

In using English tenses, the students even have problem and always make errors either in oral or written on the basic tense such as simple present tense. Azar (2002) states the simple present says that something was true in the past, is true in the present, and will be true in the future (p.13). It means simple present tense is the tense for description, definition, and statements of general truth.

Brown (2000) explains “Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill but improperly contextualized” (p.226). It means that the sources of errors in context of learning could be the teachers or the materials.

According to Hidayah (2013), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (p.2). It means that grammar is as the guidance of writing for students to make the correct sentences and to convey the message property in particular written form.

Mbau, Thalib, Marhum, & Muhsin (2014) stated that grammatical sentence means that the sentence should follow the rules of language (p.2). For example, the rules of subject must agree with verb. The verb can be changed depending on the subject because different tenses have different rules, singular noun agrees with verb by adding *-s/-es* in simple present tense or plural nouns sometimes are not always given 's' at the end of the work. Those conditions sometimes make the students confused. Example of *-s/-es* showed in Table 1:

Table 1: Example of *-s/-es*

-s	-es
Plays	Watches
Starts	Fixes
Cooks	Goes
Puts	Passes
Spends	Flies

According to Hidayah (2013), the learners have to understand about subject-verb agreement (p.3). When we make a sentence, actually we are fixing up the words that comprise subject and verb. The verb must suitable with the subject because if we want to make a sentence we have to attend the verb agreement. If the subject singular forms, so the verb must singular form. And if the subject is in a plural form, so the verb must be plural too.

Based on the researcher's experience in teaching English when PPL, the researcher find out that the eleventh grade students of SMA Muhammadiyah 1 Palembang errors in using subject-verb agreement of simple present tense. In addition, in the process of teaching simple present tense, students often make subject-verb agreement errors in sentences. They do not know how to deal with the rules.

From the explanation above, subject-verb agreement must be mastered by the learners because it is very important since it will always be used when the learners want to make some sentences or wants to speak English well. Without understanding subject verb agreement the learners or the others who hear or read the sentence will be confused and the learners' error have to repair in English teaching process. The researcher hope by knowing their errors, the students should comprehend the rule of subject-verb agreement in order to construct grammatically correct sentences. So, this study focuses on what errors made by the eleventh grade students in using subject-verb agreement of simple present tense.

1.2. Formulation of the problem

Based on the background of this study, the problem of this study formulated as follows: "what errors are made in using subject-verb agreement of simple present tense by the eleventh grade students of SMA Muhammadiyah 1 Palembang?"

1.3. Limitation of the problem

This study dealt with the subject-verb agreement errors in using simple present tense made by the eleventh grade students of SMA Muhammadiyah 1 Palembang in completion test. The errors that would be analyzed were based on the

rules that cover (1) the use of final *-s/ -es*, (2) basic subject-verb agreement, (3) subject-verb agreement: using expressions of quantity, (4) subject-verb agreement: using *there+be*, and (5) subject-verb agreement: some irregularities.

1.4. Objective of the study

The objective of this study was to find out the eleventh grade students' of SMA Muhammadiyah 1 errors in using subject-verb agreement of simple present tense.

1.5. Significance of the study

Hopefully, this study would be expected to be able to give a valuable source of information for the teachers of english about subject-verb agreement errors in simple present tense.

For the students, this study would be motivated the students and make them more interested in learning English grammar, especially about subject-verb agreement and simple present tense.

This study also gives the researcher to get new knowledge and good experience and this study would be guidance and references for the other researcher in the next time.

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