



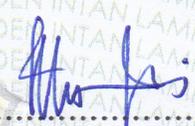
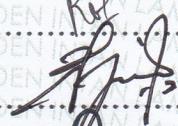
**KEMENTERIAN AGAMA RI
INSTITUT AGAMA NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: AN ANALYSIS OF STUDENTS' ABILITY IN USING SUBJECT-VERB AGREEMENT OF THE EIGHTH GRADE STUDENTS AT THE FIRST SEMESTER OF SMP ISLAMIYAH KOTAAGUNG IN THE ACADEMIC YEAR OF 2016/2017, by: Seprizanna, NPM: 1211040210, Study Program English Education, was tested and defended in the examination session held on Thursday, October 20th 2016.

Board of Examiners:

The Chairperson	: Meisuri, M.Pd.	(..... )
The Secretary	: Yulan Puspita Rini, M.A.	(..... )
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The Second Co-Examiner	: Dewi Kurniawati, M.Pd.	(..... )

**The Dean of
Tarbiyah and Teacher Training Faculty**

Dr. H. Chairul Anwar, M.Pd.
NIP. 195603101987031001



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Alamat: Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721)703260

APPROVAL

**Title : AN ANALYSIS OF STUDENTS' ABILITY IN USING
SUBJECT-VERB AGREEMENT OF THE EIGHTH
GRADE STUDENTS AT THE FIRST SEMESTER OF
SMP ISLAMIYAH KOTAAGUNG IN THE
ACADEMIC YEAR OF 2016/2017**

Student's name : Seprizanna
Student's number : 1211040210
Study program : English Education
Faculty : Tarbiyah and Teacher Training

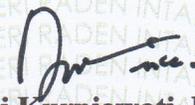
APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies,
Raden Intan Lampung

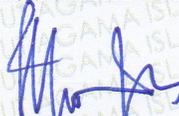
Advisor,


Iwan Kurniawan, M.Pd.
NIP. 197405202000031002

Co-advisor,


Dewi Kurniawati, M.Pd.
NIP. 198006012006042047

**The Chairperson of
English Education Study Program**


Meisuri, M.Pd.
NIP. 198005152003122004

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very important thing used in daily activity. According to Siahaan, language is a set of rules used by human as a tool of their communication.¹ While Hornby states that language is a human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.² In short, language is a tool of communication for delivering messages and ideas from speaker or writer to listener or reader in an interaction.

There are many languages in the world. One of them is English. Edge states that English is an international language of the present historical period.³ Then, he adds that English serves for many people as a bridge into the world of higher education, science, international trade, politics, tourism or any other venture which interest them.⁴ Consequently, for those who want to expand their knowledge should be able to understand English since many books and other resources are written in English.

English is as a foreign language in Indonesia. As a foreign language, English is not used in everyday life by Indonesian. It is only used by certain people such as academicians, groups or individual in a certain fields. As Broughton, et.al. state that

¹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

² A.S Hornby, *Oxford Advanced Learners Dictionary* (Oxford: Oxford University Press, 1987), p.437.

³ Julian Edge, *Essentials of English Language Teaching* (New York: Longman Publishing, 1993), p. 25.

⁴ *Ibid.* p. 25.

English as a foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.⁵ It means that as a foreign language, English does not use in daily communication. It is just used in the certain places such as in schools, university, office, etc. In Indonesia, English become the first foreign language which used only in the school not in daily conversation.

As we know that in Indonesia English become the first foreign language and one of the compulsory subjects that is taught in junior high school and senior high school. In learning English, the students are expected to be able to master four language skills and language elements.⁶ In the process of language learning, there are four basic skills that must be mastered. They are listening, speaking, reading, and writing. Besides the major skills, there are three elements of English, they are phonology, vocabulary, and grammar.⁷ By mastering those skills and elements of English, the students are supposed to be able to explore themselves in accessing many kinds of information source in English such as article, novel, magazine, etc.

Furthermore, one element that students must master in learning English is grammar. Grammar is the central component of language.⁸ Grammar is rules for forming words

⁵ Geoffey Broughton, et.al., *Teaching English as Foreign Language* (2nd ed) (New York: Routledge, 1980), p. 6.

⁶ Departemen Pendidikan Nasional, *Kurikulum SMA/MA*, (Jakarta: Depdiknas), p. 11.

⁷ Allan Lauder, "the Status and Function of English in Indonesia: a Review of Key Factors" *Makara, Social Humaniora*, Vol. 12 No. 1 (July 2008), p. 16.

⁸ Sidney Greenbaum, Gerald Nelson, *an Introduction to English Grammar* (2nd ed) (Longman: Pearson Education Limited, 2002), p. 1.

and making sentences.⁹ It means that grammar is the central component of language, which consists of rules of grammatical structure.

Moreover, as Corder in Widodo's journal states that grammar is taught to furnish the basis for a set of language skills: listening, speaking, reading and writing.¹⁰ Furthermore, Ur in Widodo's journal states that grammar rules enable students to know and apply how the sentence patterns should be put together.¹¹ It means that grammar covers all of language skills.

It is clear that grammar is one of important things of a language. It makes students know how to produce good sentences and to express ideas and feelings. By using grammar correctly, somebody will tend to write and speak English well. It is supported by Harmer who states that if grammar rules are too carelessly violated, communication may suffer.¹² Thus, without grammar, the meaning in a written or spoken can lose or cannot be submitted.

There are many materials in English grammar. One of the materials is about subject-verb agreement. Eastwood states that subject-verb agreement means choosing the

⁹ Oxford, *Learner's Pocket Dictionary* (4th ed) (Oxford: Oxford University Press), p. 193.

¹⁰ Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar" *English Teaching: Journal of Practice and Critique*, Vol. 5 No. 1 (May 2006), p.122.

¹¹ *Ibid.*

¹² Jeremy Harmer, *the Practice of English Language Teaching* (London: Longman, 2007), p.12.

correct singular or plural verb after the subject.¹³ In addition, Pyle and Page state that the subject and verb in a sentence must agree in person and number.¹⁴ It means that if the subject is singular, so the verb is singular; if the subject is plural, so the verb is plural.

Lock states that mastering the functions of Subject and Finite from the beginning is important for second language learners. Without such mastery, they are likely to have many problems with basic sentence structure, with the formation of questions and negatives, and with the marking of tense and of number agreement.¹⁵ It means that subject-verb agreement is a basic sentence structure that should be mastered by the second language learners.

According to the explanations above, the concept of subject-verb agreement is simple. Unfortunately, although making subject-verb agreement seems easy, but it is the one of the most common mistakes in standard written English.¹⁶ It is proved by Marzuki, Zainal *et.al.*, and al-Dubib in al-Dubib's thesis found that the most frequent error was subject-verb agreement.¹⁷

¹³ John Eastwood, *Oxford Guide to English* (New York: Oxford University Press, 1994), p. 119.

¹⁴ Pyle and Page, *TOEFL Preparation Guide Test of English as a Foreign Language* (Delhi: Nice Printing Press, 2002), p. 68.

¹⁵ Graham Lock, *Functional English Grammar an Introduction for Second Language Teachers* (3rd ed) (Cambridge: Cambridge United Press, 1997), p. 15.

¹⁶ Dalal Abdul Aziz Al-Dubib, "Error Analysis of Subject-verb Agreement in the Writing of EFL Saudi Female Students: A Corpus-Based Study in the Academic Year of 2013". (Thesis of Departement of English Language and Literature at Al-Imam Mohammad bin Saud Islamic University, 2013), p. 8.

¹⁷ *Ibid.* pp. 3-8.

The errors in subject-verb agreement that has been found such as the students are still confused in applying subject-verb agreement rules and their lack of knowledge of the rules of the target language is the main factor causing the written production errors.¹⁸ Then, another research about subject-verb agreement by Thalib *et.al.*, showed that the students' ability in subject-verb agreement was low by founding 70.57% error of subject-verb agreement.¹⁹ It means that the students are still confused when using subject-verb agreement and do not know the rules of it.

Based on the preliminary research conducted on August 6th, 2016, by interviewing the English teacher in SMP Islamiyah Kotaagung, Meta Famelia, the researcher asked about the students' capability in mastering grammar. The teacher said that the students did not master grammar well. Then the researcher asked about the students' ability in using subject-verb agreement in some sentences that have been taught. Those are simple present tense, simple past tense, and present perfect tense. The teacher said that she has taught about the use of subject-verb agreement when she taught tenses but did not use term subject-verb agreement and the teacher said that actually she did not explain the material of subject-verb agreement clearly. The teacher only taught that the subject should agree with the verb.²⁰

¹⁸ *Ibid.* p.3.

¹⁹ Anita Thalib, Mochtar Marhum, Muhsin, "an Analysis on the Subject-verb Agreement Errors in writing paragraph Made By the Second Semester Students of English Departement". *E-Journal of English Language Teaching society (ELTS) Vol. 2 No. 2 (2014 – ISSN 2331-1841)*, p. 1.

²⁰ Interview between the researcher and English teacher in SMP Islamiyah Kotaagung on August 6th, 2016.

Besides doing the interview with the teacher, the researcher also interviewed to some of the students. The researcher asked about their capability in grammar. The students said that grammar is difficult and there are many rules in grammar so that they are confuse to use those rules.

Then, the researcher asked about subject-verb agreement to the students and they said that they did not know about it. Then, the researcher explained about subject-verb agreement generally and gave some examples. They said that they knew it, only they did not know the name. Furthermore, the researcher asked about simple past tense, simple present tense, and present perfect tense to them. They said that they are still confused about the materials, for example in simple present tense when they should add *s* or *es* in a verb.²¹

For those reasons, the reseracher was interested in conducting a research about subject-verb agreement. The researcher decided to conduct a research of subject-verb agreement in some tenses that had been studied by the eighth grade students of junior high school. Those were simple present tense, simple past tense and present perfect tense. Therefore, the researcher proposed a research with a title: an Analysis of Students' Ability in Using Subject-verb Agreement of the Eighth Grade Students at the First Semester of SMP Islamiyah Kotaagung in the Academic Year of 2016/2017.

²¹ Interview between the researcher and the students in SMP Islamiyah Kotaagung on August 6th, 2016.

B. Identification of the Problem

The researcher identified the problems as follows :

1. The teacher did not explain the material of subject-verb agreement clearly.
2. The students had some difficulties in using subject-verb agreement in simple past tense, simple present tense, and present perfect tense.
3. The students did not know about the rules of subject-verb agreement in simple past tense, simple present tense, and present perfect tense.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limited the material of subject-verb agreement focused on simple present tense, simple past tense, and present perfect tense because these tenses have been studied by the student in the class and this research was also limited in positive form to make this research would not be too wide because researcher has limitation in time and money.

D. Formulation of the Problem

Based on the limitation above, the formulation of the problem in this research was:
How far is the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense of the eighth grade students of SMP Islamiyah Kotaagung?

E. Objective of the Research

The objective of this research was to know how far the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense of the eighth grade students of SMP Islamiyah Kotaagung in the academic year of 2016/2017.

F. Use of the Research

There were two major used in this research, they were theoretically and practically.

1. Theoretically, the result of the research are expected to provide information about the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense.
2. Practically
 - a. The researcher
By doing this research, the researcher will obtain more understanding about the rules of using subject-verb agreement.
 - b. The teacher
The researcher hopes that this finding will be useful for the teachers as the information about the students' ability in using subject-verb agreement in simple present tense, simple past tense and present perfect tense, so that the teachers can emphasize about subject-verb agreement material when they teach tenses.

c. The students

The result of this research can provide information of the students' ability in using subject-verb agreement, so that they will know their ability and it will make them to increase their understanding about subject-verb agreement.

G. Scope of the Research

1. The subject of the Research

The research subject was the students of the eighth grade students of SMP Islamiyah Kotaagung in the academic year of 2016/2017.

2. The object of the Research

The object of the research was the students' ability in using subject-verb agreement.

3. The time of the Research

The research was conducted at the first semester in the academic year of 2016/2017.

4. The place of the Research

The research was conducted at SMP Islamiyah Kotaagung, Tanggamus.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

According to Howard quoted by Daryanto, teaching is an activity for to try helping, guiding someone for to get, changing or developing skill, attitude ideal, appreciations and knowledge.¹ Further, Brown states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in studying something, providing with knowledge, causing to know or understand.² It means that teaching is a process for transferring or giving knowledge to other to understand about something which is being learned.

Teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.³ English is the one of foreign language which is being learned in Indonesia, so that English can be called as a target language.

Krashen in Setiyadi differentiates the two different ways of gaining a target language. He states, there are two ways of developing ability in a target language such as Acquisition and Learning. Acquisition is defined as a subconscious process that is identical to the process used in first language acquisitions, learning is defined as

¹ Daryanto, *Belajar dan Mengajar* (Bandung: Yrama Widya, 2010), p. 162.

² H Douglas Brown, *Principles of Language Learning and Teaching* (Ney Jersey: Prentice Hall Regents, 1994), p. 7.

³ David Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold Publisher, 1980), p. 7.

conscious knowing about a target language.⁴ Based on this statement, English is a language learning in Indonesia.

Furthermore, Krashen in Setiyadi adds that acquisitions is taking place, language learners are not always aware of the result, they are not very concerned with grammatical rules they are just gaining a target language by living in his society where the language is used in their daily lives.⁵ From this statement, we can see that Indonesian does not use English in daily activity. Indonesian only learns English in a course or school.

Based on the explanations, teaching English as a foreign language is a process for tranferring English knowledge to make the students master this language. However, because because English is a foreign language, the teacher should be able to create a comfortable class and use creative techniques and motivate the students in learning English in order the students will not bored and the students will actively involve themself in the teaching learning process.

B. Concept of Grammar

There are some language components. Grammar is the one of language components. Grammar is needed for studying a language. According to Lock, grammar is viewed

⁴ Ag. Bambang Setiyadi, *Teaching English as Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 21.

⁵ *Ibid.*

as a resource of creating meaning in spoken and writing discourse.⁶ Furthermore, Brown says that grammar is the system of rules governing the conventional arrangement and relationship of words in sentence.⁷ It means that grammar is the system of rules to arrange the words in sentences pattern, so the reader or listener can catch the meaning of the sentences.

Furthermore, Thornbury states that grammar is partly the study of what forms (or structure) are possible in language, thus a grammar is a description of the rules that govern how language's sentence are formed.⁸ In addition, it is same with Harmer's statement, who states that grammar is the way words are formed—and can change their form in other to express different meaning is also at the heart of grammatical knowledge.⁹ It means that not only to arrange the words in grammatically correct, grammar is also used to get the understanding of the meaning of the sentences. It is supported by Langacker, who states that when properly analyzed, therefore, grammar has much to tell us about both meaning and cognition.¹⁰

⁶ Graham Lock, *Functional English Grammar an Introduction for Second Language Teachers* (3rd ed) (Cambridge: Cambridge United Press, 1997), p. xi.

⁷ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd ed) (New York: Longman, 2001), p.347.

⁸ Scott Thornbury, *How to Teach Grammar* (Edinburg: Pearson Education, 2009), p.1.

⁹ Jeremy harmer, *the Principle of English Language Teaching* (England: Pearson Education Limited, 2007), p.32.

¹⁰ Ronald W. Langacker, *Cognitive Grammar a Basic Introduction* (New York: Oxford University Press, 2008), p. 5.

Grammar is not a simple thing.¹¹ As we know that every languages has their own structure. Grammar is only used in a certain situation and place such as in a school, university, office and so on. To master a grammar, we need to learn the grammar rules. In fact, there are many rules of grammar, so it is caused many students feel hard. Consequently, the students cannot express their opinion well because their sentences are chaos.

By knowing the grammar rules well and be able to use it correctly, we can extend the meaning of our sentences efectively. In addition, without the rules, there will be no continuity of language and over time communication of ideas will suffer. grammar is extremly needed especially in formal situation for oral communication and academic writing.

Based on the explanations above, grammar is a set of rules to arrange words in pattern of sentence, so we can catch the meaning of the sentence which is communicated. Grammar helps us to communicate easier. That is why if there is someone who is good at grammar, she or he tends to be good at written and spoken English.

¹¹ Jianyun Zhang, "Necessity of Grammar Teaching". *International Education Studies*. Vol. 2 No. 2 (May 2009), p. 185.

C. Concept of Subject-verb Agreement

1. Definition of Subject-verb Agreement

Every sentences which is made needs agreement grammar. According to Mas'ud, agreement grammar is very important to be learnt if someone wants to understand and use English in written and spoken well.¹² It means that agreement grammar is needed in written and spoken English. Agreement grammar will help the reader or listener to understand the clear meaning of sentences.

According to Hornby in Mas'ud, agreement (concord) is agreement between the subject with its verb (predicate).¹³ Similarly by Leech, who states that concord (is also called agreement) in the most general terms, concord is a relation between two elements such that they match one another in terms of some grammatical feature.¹⁴ It means that agreement is a relation between two elements that should agree each other, for instance the agreement between a subject and verb.

Moreover, according to Leech, In addition to subject-verb agreement (concord), there is also noun-pronoun agreement (concord), that is agreement between a pronoun and its antecedent in terms of number, person, and gender.¹⁵ Then, he adds that in English, the most important agreement (concord) is number concord between subject

¹² Fuad Mas'ud, *Essentials of English Grammar a Practical Guide* (2nd ed) (Yogyakarta: BPFE, 1996), p. 175.

¹³ *Ibid.* p. 176.

¹⁴ Geoffrey Leech, *a Glossary of English Grammar* (Edinburgh: Edinburgh University Press, 2006), p. 24.

¹⁵ *Ibid.* p. 25.

and (finite) verb.¹⁶ Furthermore, According to Sihombing and Burton, in a simple sentence, a verb usually comes after the subject. It can be a word or a phrases which contains a simple form of verb, an adverb, a modal or an auxiliary. The form of a verb must be agree with the form of the subject.¹⁷ In addition, Sihombing and Burton state that a singular subject uses a singular verb and a plural subject uses a plural verb.¹⁸ It means that a subject-verb agreement is agreement between subject and verb. If the subject is singular so the verb is singular and if the subject is plural so the verb is plural.

Furthermore, Huddleston and Pullum state that the subject normally indicates the actor, the person or thing performing the action, while the predicate describes the action.¹⁹ It means that a subject can be person or thing performing the action and a predicate describes the action.

From the explanations above, it is clear that subject-verb agreement is agreement between subject and verb. If the subject is singular, the verb is singular and if the subject is plural, the verb is plural because the meaning of a sentence will be ambiguous without the subject and the verb that agree each other.

¹⁶ *Ibid.* p. 24.

¹⁷ Binsar Sihombing, Barbara Burton, *English Grammar Comprehension: untuk Guru, Penulis, dan Peminat Bahasa Inggris* (3rd ed) (Jakarta: Gramedia, 2010), p. 78.

¹⁸ *Ibid.*

¹⁹ Rodney Huddleston, Geoffrey K. Pullum, *a Students Introduction to English Grammar* (Cambridge: Cambridge University Press, 2005), p. 13.

2. Rules of Subject-verb Agreement

There are many rules of subject-verb agreement. Those are:²⁰

a. Singular and plural verbs

- 1) In the third person there is sometimes agreement between the subject and the first (or only) word of a finite verb phrase.

For examples:

The house is empty. *The houses are empty.*

- 2) An uncountable noun takes a singular verb.

For example:

The grass is getting long.

- 3) With a present-tense verb there is agreement.

For examples:

The garden looks nice. *The gardens look nice.*

- 4) There is agreement with be, have, and a present-simple verb. A third-person singular subject takes a verb form in *s* or *es*.

For example:

She goes to school every day.

- 5) With a past-tense verb there is agreement only with be.

For examples:

²⁰ John Eastwood, *Oxford Guide to English Grammar* (1st ed) (Oxford: Oxford University Press, 1994) pp. 191-177.

The window was broken. The windows were broken.

- 6) *And* takes a plural verb.

For example:

Jamie and Emma go sailing at weekend.

- 7) *Or*, the verb usually agrees with the nearest.

For example:

Either my sister *or the neighbors are* looking after the dog.

- 8) A phrase of measurement takes a singular verb.

For examples:

Ten miles is too far to walk. *Thirty pounds seems* a reasonable price.

Here we are talking about the amount as a whole—a distance of ten miles, a sum of thirty pounds, not the individual miles of pounds.

- 9) Titles and names are also take a singular verb when they refer to one thing.

For example:

Star Wars was a very successful film.

- 10) A phrase with *as well as* or *with* does not make the subject plural.

For example:

George, together with some of his friends, is buying a race-horse.

- 11) A phrase with *and* in brackets does not normally make the subject plural.

For example:

The kitchen (and of course the dining-room) faces due west.

b. One of, a number of, there, etc.

- 1) After *not only...but also*, the verb agrees with the nearest phrase.

For example:

Not only George but also *his friends are* buying the horse.

- 2) If a phrase comes after the noun, the verb agrees with the first noun.

For example:

The house between the two bungalows *is* empty.

- 3) A phrase or clause as subject takes a singular verb.

For example:

Opening my presents was exciting.

- 4) After a subject *one of*, we use a singular verb.

For example:

One of these letters *is* for you.

- 5) When a plural noun follows *number of*, *majority of* or *a lot of*, we normally use a plural verb.

For examples:

A large number of letters were received.

The majority of people *have* complained.

- 6) Use a singular verb after a subject with *every* and *each* and compounds with *every, some, any* and *no*.

For examples:

Every pupil has to take a test.

Each day was the same as the one before.

Everyone has to take a test.

Someone was waiting at the door.

Nothing ever happens in this place.

- 7) *All* and *some* with a plural noun take a plural verb.

For examples:

All the pupils have to take a test.

Some people were waiting at the door.

- 8) Use a singular verb after *who* or *what*.

For example:

Who knows the answer?

- 9) After *what/which* + noun, the verb agrees with the noun.

For example:

What/which day is convenient?

- 10) After *none of/neither of/any of* + plural noun phrase, we can use either a singular or plural verb.

For example:

None (of the pupils) has/have failed the test.

I do not know *if either (of this batteries) is/are* any good.

In this case, the plural verb is more informal.

11) After *no*, use either the singular or plural verb.

For examples:

No pupil has failed the test.

No pupils have failed the test.

12) After *there*, the verb agrees with its complement.

For examples:

There was an accident.

There were some accidents.

c. Nouns with a plural form

1) Some nouns are always plural. Those are belongings, clothes, congratulations, earnings, goods, odds (probability), outskirts, particulars (details), premises (building), remains, riches, surroundings, thanks, troops (soldiers), tropics.

For examples:

The goods were found to be defective. NOT a good

My belongings have been destroyed in a fire. NOT my belonging

2) Plural form-singular verb.

For example:

The news is not very good, I'm afraid.

Gymnastics looks difficult, and it is.

Nouns like these are news; some words for subjects of study: mathematics, statistics, physics, politics, economics; some sports: athletics, gymnastics, bowls; some games: billiards, darts, dominoes, draughts; and some illnesses: measles, mumps, shingles. In addition, some of these nouns can have normal singular and plural forms when they mean physical thing. For examples:

Tom laid *a domino* on the table.

These statistics are rather complicated. (these figures)

Moreover, politics takes a plural verb when it means someone's views.

For example: *his politics* are very left-wing. (his political opinions)

d. Pair nouns

1) We use a pair noun for something made of two identical parts such as trousers, glasses/spectacles, scissors, shorts, tights, tweezers, pyjamas, pliers, pincers, pants, jeans, binoculars.

2) A pair noun is plural in form and takes a plural verb.

For examples:

These trousers need cleaning.

Your new glasses are very nice.

We cannot use *a* or *numbers*, NOT a trousers and NOT two trousers.

3) We can use pair(s) of.

For examples:

This *pair of trousers* needs cleaning.

How *have* three *pairs of scissors* managed to disappear?

e. Group nouns

- 1) Group nouns (sometimes called ‘collective noun’) refer to a group of people, e.g. family, team, crowd. After a singular group noun, the verb can often be either singular or plural.

For example:

The crowd was/were in a cheerful mood.

There is a little difference in meaning. The choice depends on whether we see the crowd as a whole or as a number of individuals.

- 2) With a singular verb we use *it, its* and *which/that*. With a plural verb we use *they, their* and *who/that*.

For examples:

The government *wants* to improve *its* image.

The government *want* to improve *their* image.

The crowd *which has* gathered here *is* in a cheerful mood.

The crowd *who have* gathered here *are* in a cheerful mood.

- 3) We use the singular to talk about the whole group. For example, we might refer to the group’s size or make-up, or how it compares with others.

For examples:

The class consists of twelve girls and fourteen boys.

The union is the biggest in the country.

4) Some group nouns are:

Army	company	group	population
Association	council	jury	press
Audience	crew	majority	public
Board	crowd	management	school
Choir	enemy	military	society (club)
Class	family	minority	staff
Club	firm	navy	team
College	gang	orchestra	union
Committee	government	(political) party	university
Community			

For *military*, *press* and *public* do not have a plural form.

5) The name of institutions, companies and teams are also group nouns, e.g.

Parliament, the United Nations, the Post Office, the BBC, Selfridge's, Rank Xerox, Manchester United, England (the England team).

For example:

Brazil *is/are* expected to win.

For the United States usually takes a singular verb.

For example: *The United States has* reacted angrily.

6) These nouns have a plural meaning and take a plural verb: *police, people,*

livestock (farm animals), *cattle* (cows), *poultry* (hens).

For examples:

The *police are* questioning a man.

Some *cattle have* got out into the road.

When *poultry* means meat, it is uncountable.

3. Exceptions of Subject-verb Agreement

There are many exceptions of subject-verb agreement. Those are:²¹

- 1) A modal verb always has the same form.

For example:

The window(s) might be broken.

For the subjunctive.

For example:

We recommended that *the pupil receive* a special award.

- 2) For the subjunctive were.

For example:

If the story *were* true, what would it matter?

- 3) A phrase in apposition does not make the subject plural.

For example:

George, my neighbour, often *goes* to the races.

- 4) When number means 'figure', it agrees with the verb.

For example:

The *number* of letters we receive *is* increasing.

Amount agrees with the verb.

For example:

A large *amount* of money *was* collected.

Large *amounts* of money *were* collected.

²¹ *Ibid.*

After a fraction, the verb agrees with the following noun, e.g.

potato, plants.

For examples:

Three quarters (of *a potato*) *is* water.

Almost half (the *plants*) *were* killed.

- 5) When *each* follows a plural subject, the verb is plural.

For example:

The pupils each have to take a rest.

- 6) A verb after *which* is singular or plural depending on how many we are talking about.

For examples:

Which (of these sweaters) *goes* best with my trousers? *This* one, I think.

Which (of these shoes) *go* best with my trousers? *These*, I think.

- 7) After *no*, we can use either the singular or the plural.

For example:

No pupil has failed/*No pupils have* failed the test.

- 8) In informal English we sometimes use *there's* before a plural.

For example:

There's some friends of your outside.

- 9) Some of these nouns (*mathematics, statistics, physics, politics, economics, athletics, gymnastics, bowls, biliards, darts, dominoes, draughts, measles, mumps, shingles*) can have normal singular and plural forms when they mean physical things.

For examples:

Tom laid *a domino* on the table.

These statistics are rather complicated. (these figures)

Politics takes a plural verb when it means someone's views.

For example:

His politics are very left-wing. (his political opinion)

- 10) *Works, headquarters* and *barracks* can sometimes be plural when they refer to one building or one group of building.

For example:

These chemical works here *cause* a lot of pollution.

- 11) Some pair nouns can be singular before another noun: *a trouser leg, a pyjama jacket* but not for glasses. For example: *my glasses case*.

- 12) Three of these nouns can be singular with a different meaning: *a glass* of water, *a spectacle* (a wonderful sight), a scale of five kilometres to the centimetre.

Most words for clothes above the waist are not pair nouns, e.g. *shirt, pullover, suit, coat*.

We can also use *pair(s) of* with *socks, shoes, trainers* ect. These nouns can be singular: *a shoe*.

13) In the USA a group noun usually takes a singular verb

A group noun can be plural.

For example:

The two teams know each other well.

A phrase with *of* can follow the noun, e.g. a crowd *of people*, a team *of no-hopers*.

14) *Military, press* and *public* do not have a plural form. NOT *the publics*.

15) *The United States* usually takes a singular verb.

For example:

The United States has reacted angrily.

16) When *poultry* means meat, it is uncountable.

For example:

Poultry has gone up in price.

D. Concept of Simple Present Tense

1. Definition of Simple Present Tense

According to Huddleston and Pullum, the present tense indicates that it obtains in the present.²² In addition, Swan states that when we talk about permanent situations, or

²² Rodney Huddleston, Geoffrey K. Pullum, *Op.Cit.* p. 44.

about things that happen regularly or all the time (not just around now) we usually use the simple present.²³ It is also supported by Eastwood who states that we use the present simple to talk about permanent routine, whether or not the action is happening at the moment.²⁴ Furthermore, Huddleston and Pullum state that the most basic use of the present tense is to indicate present time—more specifically, time that coincides with the time utterances as in *she is in Bonn*.²⁵ It is clear that simple present tense is a tense that talk about present such as permanent situation like daily activity or habitual action (routine) and general fact.

2. Use of Simple Present Tense

Use of present simple are:

- a. To talk about regular habits or repeated actions. Words that describe how often or when are often used (e.g. *always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening*).

For examples:

- 1) *The train leaves* every morning at 8 AM.
- 2) *He never forgets* his wallet.
- 3) *She always forgets* her purse.

²³ Michael Swan, *Practical English Usage* (3rd ed) (Oxford: Oxford University Press, 2005), p. 448.

²⁴ John Eastwood, *Op. Cit.* p. 84.

²⁵ Rodney Huddleston and Geoffrey K. Pullum, *Loc. Cit.*

- b. To talk about permanent situations.

For examples:

- 1) *My parents own* a restaurant.
- 2) *They are* students.
- 3) *Her sister is* a nurse.

- c. To talk about facts or generally accepted truths. The following words are often used: *generally, mainly, normally, usually, traditionally*.

For examples:

- 1) California *is* in America.
- 2) The earth *circles* the sun.
- 3) Students *do not generally have* much money.

- d. To give instructions and directions.

For examples:

- 1) You go down to the traffic lights, then you turn left.
- 2) To start the programme, first you click on the icon on the desktop.
- 3) *The key tells* you which units are most important for you.

- e. To tell stories and talk about films, books and plays.²⁶

For examples:

- 1) In the film, the tea lady *falls* in love with the Prime Minister.
- 2) This book *tells* about the world war II.

²⁶ Diana Hopkins, Pauline Cullen, *Cambridge Grammar for IELTS with Answers: Self-study Grammar Reference and Practice* (Cambridge: Cambridge University Press, 2007), p. 2.

3) Finally, the prince finds Cinderella.

- f. Scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.²⁷

For examples:

- 1) The party starts at 8 o'clock.
- 2) The train leaves tonight at 6 PM.
- 3) The competition stops at 5 PM.

3. Subject-verb Agreement in Simple Present Tense

According to Eastwood, there is an agreement in present tense.²⁸ Then he adds that a third-person singular subject takes a verb in *s* or *es*.²⁹ It means that verb in simple present tense—both of verbal and nominal form should agree with its subject. In verbal form the subject is followed by verb and *do* or *does* is used as auxiliary for all of subject in negative or question sentence. Whereas nominal form the subject is followed by adjective, noun or adverb. It does not consist of the verb form but in nominal sentence consists of *to be*. *To be* that are used in simple present tense are *is* used for the subject (*she, he, it*), *am* used for the subject *I* and *are* for the subject (*they, we, you*).

²⁷ Available in <http://www.englishpage.com/verbpage/simplepresent.html>), online on Monday, 18th April 2016.

²⁸ John Eastwood, *Op.Cit.* p. 192.

²⁹ *Ibid.*

Those explanations above can be seen as follows:

a. Nominal Sentence

According to Lado, the formulas of simple present tense in nominal form are:³⁰

- 1) (+) Subject + to be + noun/adjective/adverb
- 2) (-) Subject + to be + not + noun/adjective/adverb
- 3) (?) To be + subject + noun/adjective/adverb?

Table 2. 1
Subject-verb Agreement in Simple Present Tense in Nominal Sentence Form

subject	Affirmative	Negative	Question
I	I am a Muslim.	I am not Buddhism.	Am I Muslim?
he/she/it	He is handsome.	He is not ugly.	Is he rich?
you/we/they	You are lazy.	You are not lazy.	Are you lazy?

The table above shows the subject verb agreement in nominal sentences of simple present tense. From the table can be concluded that “am” use with the personal pronoun I, “is” use with the personal pronouns he, she or it (or with the singular form of nouns), and “are” use with the personal pronouns we, you or they (or with the plural form of nouns).

b. Verbal Sentence

According to Lado, the formulas of simple present tense in verbal form are:³¹

³⁰ M. J. Lado, *Memahami Tenses Bahasa Inggris Multi Edisi* (1st ed) (Jakarta: Titik Terang, 2008), pp. 17-18.

³¹ *Ibid*, pp. 8-12.

1) The positive form

For subject *I, You, We, They*:

(+) Subject + infinitive (verb 1)

For subject *He, She, It*:

(+) subject + infinitive (verb 1) + s/es

2) The negative form

For subject *I, You, We, They*:

(-) Subject + do + not + infinitive (verb 1)

For subject *He, She, It*:

(-) subject + does + not + infinitive (verb 1)

3) The question form

For subject *I, You, We, They*:

(?) Do + subject + infinitive (verb 1)?

For subject *He, She, It*:

(?) Does + subject + infinitive (verb 1)?

Table 2. 2
Subject-verb Agreement in Simple Present Tense in Verbal Sentence Form

Subject	Affirmative	Negative	Question
I/you/we/they	I play football.	I do not play basketball.	Do I play tennis?
he/she/it	He plays football.	He does not play basketball.	Does he play tennis?

The table shows the subject verb agreement in the verbal sentence of simple present tense, the infinite verb (play) use with the personal pronouns *I, you, we* and *they* (or with the plural form of nouns). The verb + *s/es* (plays) with the personal pronouns *he, she, it* (or with the singular form of nouns). In negative sentences use the auxiliary verb 'do not' and 'do' for question sentence with the personal pronouns *I, you, we* and *they* (or with the plural form of nouns). The personal pronouns *he, she, it* (or with the singular form of nouns) use the auxiliary verb does not' for negative sentence and 'does' for question sentence .

The rules of the verb + *s/es* can be seen on the table below:³²

Table 2. 3
The Rules of the Verb + *s/es*

Most verbs: add - <i>s</i> to infinitive	Work → works Sit → sits Stay → stays
Verbs ending in consonant + <i>y</i> . Change <i>y</i> to <i>i</i> and add - <i>es</i> .	Cry → cries Hurry → hurries Reply → replies
But (vowel + <i>y</i>)	Enjoy → enjoys
Verb ending in - <i>s</i> , - <i>z</i> , - <i>ch</i> , - <i>sh</i> or - <i>x</i> : add - <i>es</i> to infinitive	Miss → misses Buzz → buzzes Watch → watches Push → pushes Fix → fixes
Exceptions	Have → has Go → goes Do → does

³² Michael Swan, *Op.Cit.* p. 449.

E. Concept of Simple Past Tense

1. Definition of Simple Past Tense

The simple past tense is the tense that is used to complete events, states or actions in a finished period of time. It is also used to tell story and to describe the past events. As

Parrot states that:

The simple past is one of the tenses we use to refer to completed events, states or actions. We choose the simple past when we consider that the event, state or action took place within a finished period of time, such as last week, at the weekend, etc. In telling stories and describing what happened in the past we use the past simple as a “time anchor” – to establish the key “time frame” of events.³³

It is also supported by Azar who states that the past tense indicates an activity or situation that began and ended at a particular time in the past.³⁴ It means the simple past tense refers to an activity that occurs in a definite time in the past. Furthermore, Hewing states that when students want to indicate that something happened at a specific time in the past, they use the past simple.

From the explanations above, it is clear that the simple past tense is a tense that is used to tell about an activity which has happened in the past event and in a specific time.

³³ Martin Parrot, *Grammar for English Language Teacher with Exercise and a Key* (Cambridge: Cambridge University Press, 2010), pp. 219-210.

³⁴ Betty Schamfer Azar, *Understanding and Using English Grammar* (3rd ed) (New York: Pearson Education, 1998), p. 27.

2. Use of Simple Past Tense

Use of simple past tense are:³⁵

- a. To talk about single past completed actions. Often the time is mentioned.

For examples:

- 1) I *saw* a movie yesterday.
- 2) I *did not see* a play yesterday.
- 3) Last year, I *traveled* to Japan.

- b. To give a series of actions in the order that they happened. We often use words like *next* or *then* to indicate the sequence of events.

For examples:

- 1) I *finished* work, *walked* to the beach, and *found* a nice place to swim.
- 2) *He arrived* from the airport at 8:00, *checked* into the hotel at 9:00, and *met* the others at 10:00.
- 3) *Did you add* flour, *pour* in the milk, and then *add* the eggs?

- c. To talk about repeated actions. *Notice that used to* and *would* can also be used.

For examples:

- 1) I *studied* French when I was a child.
- 2) *Did you play* a musical instrument when you were a child?
- 3) She *worked* at the movie theater after school.

³⁵ Diana Hopkins, Pauline Cullen, *Op.Cit.* p. 9.

- d. To talk about long-term situations in the past which are no longer true. Notice that *used to* can also be used.

For examples:

- 1) She *was* shy as a child, but now she is very outgoing.
- 2) He *did not like* tomatoes before.
- 3) *Did* you *live* in Texas when you *were* a kid?

3. Subject-verb Agreement in Simple Past Tense

According to Eastwood, there is agreement with *be*, *have*, and a present-simple verb.³⁶ Then he adds that with a past-tense verb is agreement only with *be*.³⁷ It means that subject-verb agreement of simple past tense is in nominal form.

a. Nominal Sentence

According to Lado, the formulas of simple past tense in nominal form are:³⁸

- 1) The positive form

For subject *You, We, They*:

(+) Subject + *were* + nonverb

For subject *I, He, She, It*:

(+) Subject + *was* + nonverb

- 2) The negative form

For subject *You, We, They*:

³⁶ John Eastwood, *Op.Cit.* p. 192.

³⁷ *Ibid.*

³⁸ M. J. Lado, *Op.Cit.* pp. 49-50.

(-) Subject + were + not + nonverb

For subject *I, He, She, It*:

(-) Subject + was + not + nonverb

3) The question form

For subject *You, We, They*:

(?) Were + subject + nonverb?

For subject *I, He, She, It*:

(?) Was + subject + nonverb?

Table 2. 4
Subject-verb Agreement in Simple Past Tense in Nominal Sentence Form

Subject	Be	Affirmative	Negative	Question
<i>I/he/she/it</i>	Was	He was handsome.	He was not ugly.	Was he rich?
<i>you/we/they</i>	Were	You were lazy.	You were not lazy.	Were you lazy?

The table above shows the subject verb agreement in nominal sentences of simple past tense. From the table can be concluded that “was” use with the personal pronoun *I, he, she* or *it* (or with the singular form of nouns), and “were” use with the personal pronouns *we, you* or *they* (or with the plural form of nouns).

F. Concept of Present perfect Tense

1. Definition of Present Perfect Tense

According to Leech, present perfect (or present perfective) is a verb construction which combines the present tense with the perfect aspect, consisting of has/have + -

ed form (for example, has received, have gone).³⁹ The present perfect refers to something taking place in a period leading up to the present moment. Moreover, Murphy and Smalzer add that when we talk about a period of time that continues from the past until now, we use the present perfect (have been/have travelled etc).⁴⁰ It means that present perfect tense is a tense that talking about events which have happened from the past and still any relation with the present.

2. Use of Simple Present Perfect Tense

Furthermore, according to Hopkins and Cullen, the use of present perfect are:⁴¹

- a. To talk about a time period that is not finished (e.g. today, this week)

For examples:

- 1) I've *written* a plan this morning.
- 2) They've *gone* away. They'll be back on Friday.
- 3) My father *has got* his salary this week.

- b. To show that something happened at some point in the past before now. We don't state when it happened. The following expressions are often used: *ever*, *never*, *before*, *up to now*, *still*, *so far*.

For examples:

- 1) I *have seen* that movie twenty times.
- 2) I think I *have met* him once before.

³⁹ Geoffrey Leech, *Op.Cit.* p. 92.

⁴⁰ Raymond Murphy, *English Grammar in Use: a self-study reference and practice book for intermediate students* (2nd ed) (Cambridge: Cambridge University Press, 1998), p. 26.

⁴¹ Diana Hopkins, Pauline Cullen, *Op.Cit.* p. 19.

3) There *have been* many earthquakes in California.

- c. To talk about a present situations which started in the past, usually with *for/since*. We use *for* with a length of time (e.g. *for two hours, for three days, for six months*) and *since* with a point in time (e.g. *since 2001, since Monday, since ten o'clock, since I was four, since I started the course*).

For examples:

- 1) I *have had* a cold for two weeks.
- 2) She *has been* in England for six months.
- 3) Marry *has loved* chocolate since she was a little girl.

- d. To talk about something that happened at an unstated time in the past but is connected to the present. The following time expressions are often used: *recently, just, already*, and *yet* with negatives or questions.

For examples:

- 1) *Has it stopped* raining yet?
- 2) I've already *posted* it.
- 3) I have just arrived.

3. Subject-verb Agreement in Present Perfect Tense

According to Eastwood, there is agreement with *be*, *have*, and a present simple verb.⁴² It means that *be* and *have* are about present perfect tense for nominal and verbal form. Rules of subject-verb agreement in this tenses are:

⁴² John Eastwood, *Loc.Cit.*

a. Nominal Sentence

According to Lado, the formulas of present perfect tense in nominal form are:⁴³

1) The positive form

For subject *I, You, We, They*:

(+) Subject + have + been + nonverb

For subject *He, She, It*:

(+) Subject + has + been + nonverb

2) The negative form

For subject *I, You, We, They*:

(-) Subject + have + not + been + nonverb

For subject *He, She, It*:

(-) Subject + has + not + been + nonverb

3) The question form

For subject *I, You, We, They*:

(?) Have + subject + been + nonverb?

For subject *He, She, It*:

(?) Has + subject + been + nonverb?

⁴³ M. J. Lado, *Op.Cit.* pp. 35-36.

Table 2. 5
Subject-verb Agreement in Present Perfect Tense in Nominal Sentence Form

Subject	Be	Affirmative	Negative	Question
I/he/she/it	Has been	He has been here since yesterday.	He has not been here since yesterday.	Has he been here since yesterday?
You/we/they	Have been	We have been in Surabaya for eight years.	We have not been in Surabaya for eight years.	Have we been in Surabaya for eight years?

From the table above can be concluded that “has been” use with the personal pronouns *I/he/she/it* (or with the singular form of nouns), and “have been” use with the personal pronouns *you/we/they* (or with the plural form of nouns).

b. Verbal Sentence

According to Lado, the formulas of present perfect tense in nominal form are:⁴⁴

1) The positive form

For subject *I, You, We, They*:

(+) Subject + have + past participle (verb 3)

For subject *He, She, It*:

(+) Subject + has + past participle (verb 3)

2) The negative form

For subject *I, You, We, They*:

(-) Subject + have + not + past participle (verb 3)

For subject *He, She, It*:

(-) Subject + has + not + past participle (verb 3)

⁴⁴ M. J. Lado, *Ibid.* pp. 31-35.

3) The question form

For subject *I, You, We, They*:

(?) Have + subject + past participle (verb 3)?

For subject *He, She, It*:

(?) Has + subject + past participle (verb 3)?

Table 2. 6
Subject-verb Agreement in Present Perfect Tense in Verbal Sentence Form

Subject	Be	Affirmative	Negative	Question
I/he/she/it	Has	She has taught this class for ten years.	She has not taught this class for ten years.	Has she taught this class for ten years?
You/we/they	Have	We have written letter to you.	We have not written letter to you.	Have we written letter to you?

From the table above can be concluded that “has” use with the personal pronouns I/he/she/it (or with the singular form of nouns), and “have” use with the personal pronouns *you/we/they* (or with the plural form of nouns).

G. Concept of Students’ Ability in Using Subject-verb Agreement

According to Hornby, ability is potential, capacity or power to do something physical or mental.⁴⁵ Similarly, according to Bull, ability is skill or power.⁴⁶ It means that ability is a potency or capacity which is owned by someone to do something. In this

⁴⁵ AS Hornby, *Oxford Advance Dictionary of Current English* (Oxford: Oxford University press, 1987), p.2.

⁴⁶ Victoria Bull, *Oxford Learner’s Pocket Dictionary* (Oxford: Oxford University Press, 2008), p.1.

case, the students' ability is the students' capacity to use subject-verb agreement correctly based on the grammatical rules.

Besides, according to Leech, the most important agreement (concord) is number concord between subject and (finite) verb.⁴⁷ Furthermore, According to Sihombing and Burton, in a simple sentence, a verb usually comes after the subject. It can be a word or a phrase which contains a simple form of verb, an adverb, a modal or an auxiliary. The form of a verb must be agree with the form of the subject.⁴⁸ In addition, Sihombing and Burton state that a singular subject uses a singular verb and a plural subject uses a plural verb.⁴⁹ It means that a subject-verb agreement is agreement between subject and verb. If the subject is singular so the verb is singular and if the subject is plural so the verb is plural.

Lock states that mastering the functions of Subject and Finite from the beginning is important for second language learners. Without such mastery, they are likely to have many problems with basic sentence structure, with the formation of questions and negatives, and with the marking of tense and of number agreement.⁵⁰ It means that subject-verb agreement is a basic sentence structure that should be mastered by the second language learners.

⁴⁷ *Ibid.* p. 24.

⁴⁸ Binsar Sihombing, Barbara Burton, *English Grammar Comprehension: untuk Guru, Penulis, dan Peminat Bahasa Inggris* (3rd ed) (Jakarta: Gramedia, 2010), p. 78.

⁴⁹ *Ibid.*

⁵⁰ Graham Lock, *Functional English Grammar an Introduction for Second Language Teachers* (3rd ed) (Cambridge: Cambridge United Press, 1997), p. 15.

Furthermore, Lock states that such lack of Subject-Finite agreement is quite common in native speaker speech and in many cases would hardly be noticed. However, in formal written English such lack of agreement is regarded as unacceptable.⁵¹ From these statements, without using subject-verb agreement correctly based on the grammatical rule, so the meaning of the sentences will be ambiguous.

Based on the explanation above, it can be inferred that students' ability in using subject-verb agreement is the students' ability to use the subject and the verb of a sentence correctly based on the grammatical rule in order the meaning of the sentences can be understood clearly.

H. Theoretical Assumption

English has been taught since junior high school. In learning English, the students are going to learn about the skills and components of English. The skills are listening, speaking, reading, and writing, and the components are vocabulary, grammar and pronunciation. These components have very important role in English skills.

Not only vocabulary and pronunciation but also grammar must be mastered because it is the one of base knowledge in language learning. The ideas can not be expressed logically without using correct grammatical rule. Because of that, if the students do not master in grammar, they will find some difficulty in expressing their ideas in constructing a good sentence, but if the students master in grammar, it will be easier

⁵¹ *Ibid.* pp. 15-16.

for them to express their ideas in making a correct sentence based on grammatical rule.

One of the grammatical rules in English is about subject-verb agreement. Subject-verb agreement is agreement between subject and its verb. The basic rule in subject-verb agreement is if the subject is singular, so the verb is singular; if the subject is plural, so the verb is plural.

Subject-verb agreement is a basic sentence structure that should be mastered by English learners. Without agreement between subject and verb, the sentence will be grammatically incorrect and the meaning of a sentence will be ambiguous.

Based on the explanations above, the researcher believes that subject-verb agreement material should be learnt by the students. By knowing the rules of subject-verb agreement, the students can make a sentence in grammatically correct and catch the meaning of a sentence clearly.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive quantitative research. According to Schreiber and Asner-self, descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual.¹ Besides, quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.² It means that descriptive quantitative research is describing some phenomenon of a group or individual in numerical form.

Furthermore, descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along in continuum in numerical form, such as scores on a test or the number of times a person chooses to use a certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation.³ Therefore, the researcher decided to use quantitative data because the researcher was to know the students' ability in using subject-verb agreement, so that the researcher specified a set of situation to obtain data by

¹ James Schreiber and Kimberly Asner-self, *Educational Research* (Hoboken, NJ: John Wiley & Sons, Inc. 2011), p. 15.

² C.R. Kothari, *Research Methodology Methods and Techniques* (2nd ed) (New Delhi: New Age International Publishers, 2004), p. 3.

³ Gene V. Glass and Kenneth D. Hopkins, *the Handbook of Research for Educational Communications and Technology*, available in <http://www.aect.org/edtech/ed1/41/41-01.html>, Accessed on (May 22nd 2016).

administering a test.⁴ The test instrument was used to obtain the data about subject-verb agreement ability. This instrument was chosen because this was the appropriate instrument to know the students' ability. It is supported by Arikunto who states that test is a list of questions or exercises which is used to measure a skill, intelligence, ability, or aptitude of an individual or group.⁵

Based on the explanations above, it can be concluded that by using descriptive quantitative research, the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense had been gained. Then, the researcher described the result of the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense.

B. Operational Definition

Operational definition in this research were:

1. Analysis of Students' Ability in Using Subject-verb Agreement

Analysis of students' ability in using subject-verb agreement is the an effort to examine the parts of students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense.

⁴ *Ibid.*

⁵ Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik* (15th ed) (Jakarta: Rineka Cipta, 2013) p. 193.

2. Students' subject-verb agreement ability

Students' subject-verb agreement ability is the students' ability to use the subject and verb of a sentence correctly based on the English grammatical rule, so that the meaning of a sentence can be understood clearly.

C. Population, Sample and Sampling Technique

1. Population

According to Sugiyono, population is a generalization region consisting of objects or subjects that have certain qualities and characteristics are determined by the researcher to be studied and then make conclusion.⁶ In this case, the population is the total number of students in the research. The population of this research was the eighth grade students of SMP Islamiyah Kotaagung in 2016/2017 academic year. The population of this research consisted of 60 students including of two classes, with the detail as in the following table:⁷

Table 3. 1
Number of the Students at the First Semester of the Eighth Grade
of SMP Islamiyah Kotaagung in Academic Year of 2016/2017

No	Classes	Students
1	VIII A	30
2	VIII B	30
Total		60

Source: SMP Islamiyah Kotaagung in 2016/2017 Academic Year

⁶ Sugiyono, *Metode Penelitian Pendidikan Kualitatif, Kuantitatif, dan R&D*, (Alfabeta: Bandung, 2011), p. 117.

⁷ Meta Famelia, *Interview for Preliminary Research*, (Kotaagung: Unpublished, 2015).

2. Sample and Sampling Technique

A sample is a small proportion of population selected for observation and analysis.⁸ It means that sample is part of individual members which is chosen to represent of the whole population. In this research, the researcher used cluster random sampling technique. The researcher used this probability sampling to give the same opportunity to the population to be a member of sample because the resracher wanted to know the stundents' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense.

The researcher chose one class by using lotteries. The researcher wrote the name of the classes at the eighth grade of first semester in a small piece of paper, and then those pieces of paper were rolled and put in the box. The box was shaken and the researcher took one piece of paper to be sample of the research.

After doing sampling technique, B class was out as sample of this research which consisted of 30 students. Then, A class as a class out of the sample which consisted of 30 students that was used to tryout the tryout test. (See appendix 5 on page 89 and appendix 6 on page 90)

⁸ John W. Best and James V. Kahn, *Research in Education*, (7th ed) (New Delhi: Prentice-Hall, 1995), p. 13.

D. Data Collecting Technique

According to Sugiyono, “Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁹ In gathering the data, the researcher used test.

Arikunto states that test is used to know and measure the objects’ ability in a study.¹⁰ So in this research was to know the students’ ability in using subject-verb agreement in simple present tense, simple past tense and present perfect tense in the positive forms. The researcher used multiple choice test to collect the data. Multiple choice test was conducted to get the data of students’ ability in simple present tense, simple past tense and present perfect tense because based on the syllabus of *KTSP 2006*, those materials had been taught at the eighth grade of the first semester of junior high school.

E. Research Instrument

There are two kinds of instruments: test and non-test instrument.¹¹ In this research, the instrument that was used by the resercher was test. The researcher used multiple choice test to know the students ability in using subject-verb agreement in simple present tense, simple past tense and present perfect. The purpose of this kind of test was to measure the ability of the students’ understanding in using subject-verb agreement in simple present tense, simple past tense and present perfect tense.

⁹ Sugiyono, *Op.Cit.* p. 224.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Rineka Cipta, 2010), p. 193.

¹¹ *Ibid*, p. 100.

F. Research Procedure

The researcher used the procedures of research as follow:

1. Determining the subject of the research

In this research, the subject of the research was the students of the eighth grade of SMP Islamiyah Kotaagung. The subject of the research was 30 students took out from 60 students as the population.

2. Determining the instrument of the research

The researcher determined the instrument that would be given to the students.

The researcher used multiple choice test as its instrument which consisted of 30 items.

3. Administering test

The students were asked to do a test about subject-verb agreement. It was multiple choice test. The researcher distributed the test and answer sheet to every students. Then, the students were required to finish the test in 60 minutes.

4. Collecting the students' work

The researcher collected the students' work after conducting the test.

5. Analyzing the data.

There were some steps to analyze the data after giving the test. There were:

- a) Checking the students' answer sheet
- b) Correcting the students' answer sheet one by one

- c) Giving the students' score by using 1 for true answer and 0 for false answer and 100 score was the highest score
- d) Determining level of each students by using level of ability
- e) Classifying the students' level of ability to know the frequency's percentages of students' classification by using figure
- f) Calculating the total average score of the students to conclude the category of students' ability

G. Tryout

Try out was conducted to identify how accurate and effective the tests before they are used to collect the data of the research and to identify whether the test can be administered or not. The test instrument of the students' ability in using subject-verb agreement in simple present tense, simple past tense and present perfect tense was tried out to the students out of the sample of the research. The aim was to get validity and reliability of the test before it was tested to the sample. The classification of the try out can be seen on the table below:

Table 3. 2
The Item Test Classification for Tryout Test

No	Aspects of the Material	Distribution		Total
		Odd	Even	
1	Nominal sentence of simple present tense	1,3,5,7,9	2,4,6,8,10	10
2	Verbal sentence of simple present tense	11,13,15,17,19	12,14,16,18,20	10
3	Nominal sentence of simple past tense	21,23,25,27,29	22,24,26,28,30	10
4	Nominal sentence of present perfect tense	31,33,35,37,39	32,34,36,38,40	10
5	Verbal sentence of present perfect tense	41,43,45,47,49	42,44,46,48,50	10
	Total	25	25	50

After trying out the test, there were found 30 items which were valid. The following table of it can be seen on the table below:

Table 3. 3
The Item Test Classification after Tryout Test

No	Aspects of the Material	Distribution		Total
		Odd	Even	
1	Nominal sentence of simple present tense	1,3,5,9,7	2,10	7
2	Verbal sentence of simple present tense	11,13,15,17,19	12,14,18,20	9
3	Nominal sentence of simple past tense	21,29	22,24,26,30	6
4	Nominal sentence of present perfect tense	35,37,39	34,40	5
5	Verbal sentence of present perfect tense	49	44,50	3
	Total	16	14	30

Furthermore, to make the distribution of the test easy, the researcher arrange the number of the test in orderly, starting from 1 up to 30. (See appendix 13 on page 100)

H. Validity of the Test

A good test is the test that has validity. The test can be said valid if the instrument item can be used to measure should be measured.¹² Furthermore, according to Gronlund quoted by Brown, validity is that the extent to which inferences made from assessment results should be appropriate, meaningful, and useful in terms of the purpose of the assessment.¹³ It means that a test is valid when it measures effectively what it is supposed to measure whether it can be achievement, aptitude or proficiency in the language, for instance, to measure grammar mastery, one might give students grammar test. To measure whether the test has good validity or not, the researcher used content validity, construct validity and internal validity.

1. Content Validity

To get content validity, the test was adjusted with the material that was taught to the students. In other words, the researcher made the test based on the materials in the syllabus that was used in SMP Islamiyah Kotaagung.

2. Construct Validity

Construct validity focuses on the kind of the test that is used to measure what need to be measured. The items of the test should show whether the students have mastered about subject-verb agreement in simple present tense, simple past tense and past

¹² Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2012), p. 80.

¹³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, Inc., 2004), p. 22.

perfect tense or not. To make sure the construct validity of the test, in this research, the test was appropriated with the classification of subject-verb agreement in those tenses. To make sure, the researcher consulted to the English teacher of SMP Islamiyah Kotaagung, Mrs. Meta Famelia, S. Pd. After consulting, the teacher said that the instrument was valid. (See appendix 7 on page 91 and appendix 14 on page 101)

3. Internal Validity

Internal validity refers to the relationship between scores obtained using the instrument and scores obtained using one or more other instruments or measures.¹⁴ To know the validity of the vocabulary test, the researcher used point biserial correlation. The formula is as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Notes:

r_{pbi} : coefficient of point biserial correlation

M_p : the average score of all subject with true answer

M_t : the total average score

SD_t : the total score of standard deviation

p : proportion subject with true answer

¹⁴ Jack R. Freankel, Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: Mc. Graw-Hill Book Co, 1932), p. 328.

q : proportion subject with false answer¹⁵

From the result of tryout test, it was found 18 items invalid, they were number 4, 6, 8, 16, 23, 25, 27, 28, 31, 32, 33, 36, 38, 41, 42, 43, 45, 46, 47, and 48 and the total valid of tryout test were 30 valid items. (See appendix 11 on page 98)

I. Reliability of the Test

Reliability is the consistency or stability of the values, test scores, or weight measurement.¹⁶ It means that reliability is the consistency of scores which is resulted from administration of particular examination.

To know the reliability of students' ability in using subject-verb agreement test, the researcher used statistical formula by using K-R. 20 formula as follows:

$$r_{11} = \left(\frac{n}{(n-1)} \right) \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right)$$

Notes:

r_{11} : coefficient of reliability test

n : sum of the item of the test

1 : amount of constant

S_t^2 : total variant

p_i : testee proportion that had true answer of item test

¹⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (1st ed) (Jakarta: Raja Grafindo Persada, 1996), p. 185.

¹⁶ James Schreiber and Kimberly Asner-self, *Op.Cit.* p. 110.

q_i : testee proportion that had false answer of item test, or $q_i = 1 - p_i$

$\sum p_i q_i$: amount of multiplication result between p_i and q_i .¹⁷

A test can be called reliable if the reliability of the test is more than 0.70. It means that the instrument in this research can be called reliable if $r_{11} > 0.70$.¹⁸ Moreover, according to Sugiono, the criteria of reliability test are:

0.800-1.000 = very high reliability
 0.600-0.799 = high reliability
 0.400-0.599 = medium reliability
 0.200-0.399 = low reliability
 0.000-0.199 = very low reliability.¹⁹

The result of reliability of the data was 0,93. It can be conclude that the data was reliable and came to very high reliability criteria. (See appendix 12 on page 99)

J. Data Analysis

After the data was collected, the data was analyzed. Sugiyono defines that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them to enable you to put present what you have discovered to others.²⁰ In this research, the data was analyzed by using descriptive statistics. According to Schreiber and Asner-self, descriptive statistics are a set of procedures to summarize numerical data where a large number of observed values is reduced to a

¹⁷ Anas Sudijono, *Op.Cit.* pp. 252-253.

¹⁸ *Ibid.* p. 257.

¹⁹ Sugiyono, *Op.Cit.* p. 184.

²⁰ *Ibid.* p. 88.

few numbers.²¹ It means that the students' scores would be classified into classification of students' ability such as excellent, good, fair, poor, and very poor.²²

To analyze the data, the researcher used steps were as follows:

1. Checking the student's answer sheet.
2. Correcting the students answer sheet one by one.
3. Giving the students' score. Scoring system of the test was given score one to each correct answers and zero to the wrong answer.²³ Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.²⁴
4. Determining the category of students' ability. The researcher classified the students' score one by one by using student's score category as follows:²⁵

Table 3. 4
Student's Score Category

No	Score Interval	Level of Ability
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	0-39	Very poor

5. Classifying the students' level ability. After the students' score was classified, the researcher put it into the percentage of classification before making a chart

²¹ *Ibid*, p. 232.

²² Suharsimi Arikunto, *Op.Cit.* p. 281.

²³ Anas Sudijono, *Loc.Cit.*

²⁴ *Ibid*. p. 35.

²⁵ Suharsimi Arikunto, *Loc.Cit.*

for knowing the students' classification ability easily. The researcher used formula of percentage:²⁶

$$P = \frac{f}{N} \times 100\%$$

Notes:

P : percentage number

f : frequency

N : number of cases (number of frequency or individual)

Table 3.5
The Percentage Table of Score Classification

Level of Ability	Frequency (f)	Percentage (P)
Excellent		
Good		
Fair		
Poor		
Very poor		

6. Finding out the total average score of the students. The researcher calculated the total average score of students in using subject-verb agreement in simple present tense, simple past tense and present perfect tense. Here was the formula:²⁷

$$\bar{X} = \frac{\sum X}{N}$$

²⁶ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

²⁷ John W. Best and James V. Kahn, *Op.Cit.* p. 279.

Notes:

\bar{X} : mean

$\sum x$: the total score

N : the number of students

CHAPTER IV RESULT AND DISCUSSION

A. General Description of SMP Islamiyah Kotaagung

SMP Islamiyah Kotaagung is the one of private junior high school in Kotaagung. It is located on Ir. H. Juanda street, Alfat Tegal Wangi alley, Kuripan, Central Kotaagung subdistrict, Tanggamus regency. SMP Islamiyah operated in 1984. The statistical number of SMP Islamiyah Kotaagung is 202120600902.

SMP Islamiyah was established by Islamic Education Teluk Semangka Foundation. The activities of teaching learning process were done in the morning. The classes begin at 07.15 AM in the morning and finish at 01.05 PM. The headmaster of this school is Drs. Syamsuridjal. Further information, the following tables are the data of condition of the teachers, staffs and facilities of SMP Islamiyah Kotaagung 2016/2017.¹

Table 4. 1
The List of Teachers and Staffs of SMP Islamiyah Kotaagung in the Academic Year of 2016/2017

No	Name	Position
1	Syamsuridjal	Headmaster
2	Turmini Diah	Vice of Headmaster
3	Anang Syafri	Teacher
4	Durrotin Nasikhah	Teacher
5	Eka Yusilawati	Teacher
6	Elisa Mayanawati	Teacher
7	Fikri Andrian	Teacher

¹ Syamsuridjal, *Document of the Statistic Data of SMP Islamiyah Kotaagung*, (Kotaagung: Unpublished, 2016).

8	Haririk Abas	Teacher
9	Hariyanto	Teacher
10	Kasmiar	Teacher
11	Khairul Fadhli	Teacher
12	Khoiri Ali	Teacher
13	Leli Hidayasuri	Teacher
14	Mardiana	Teacher
15	Masturi	Teacher
16	Meta Famelia	Teacher
17	Neti Sriyanti	Teacher
18	Riziyanti	Teacher
19	Rospa Diana	Teacher
20	Sri Hartini	Teacher
21	Diah Yusni Indra Syari	Teacher
22	Weni Deviana	Teacher
23	Beni Prabu Balia	Staff Administration
24	Dina Marianah	Staff Administration
25	Metiyarni	Staff Administration
26	Wulan Sari	Staff Administration
27	Sahrulloh	Staff Administration

Source: the Statistic Data of SMP Islamiyah Kotaagung in 2016/2017

Based on the data above, it can be seen that SMP Islamiyah Kotaagung, not only teachers but also the other staffs who have participated in supporting the education activities in SMP Islamiyah Kotaagung.

There were some rooms at the school, namely headmaster school room, teacher room and administration room. This school also had library, school medical room and worship room. Here was the list of school infrastructure:²

² *Ibid.*

Table 4. 2
The List of School Infrastructure

No	Infrastructure	Total
1	Classrooms	10
2	Library	1
3	School Medical Room	1
4	Worship Room	1
5	Headmaster's Office	1
6	Teachers' Room	2

Source: the Statistic Data of SMP Islamiyah Kotaagung in 2016/2017

The activity of teaching learning process are started from 07.15 A.M in the morning and finished at 13.05 P.M all days, except on Friday which up to 11.00 A.M. Before starting to learn in the morning, the students have to recite *Al-fatihah* and pray together. After finishing their studies, they can develop their potency in some extracurricular such as sport, scout, and others.

B. Research Procedure

The researcher has done the research through test as instrument. The test was used to describe the students' ability. The researcher found some results of the ability of the students in using subject-verb agreement in simple present tense, simple past tense and present perfect tense in SMP Islamiyah Kotaagung.

Before doing test, the researcher tried to avoid the forgetfulness of the students. The researcher gave review about simple present tense, simple past tense and present perfect tense. In the test, the researcher gave the test to the students to get the data about the ability in using subject-verb agreement in simple present tense, simple past

tense, and present perfect tenses. After the test was collected, the researcher corrected, gave score, analyzed, and classified the level of students' ability by using student's score category and found the students' ability and difficulties in subject-verb agreement based on of each items test.

The research was conducted at SMP Islamiyah Kotaagung at the eighth grade on 23rd of August 2016. In this research, the researcher included the date or planned schedule of work as follows:

1. On 27th of November 2015, the researcher asked permission to the headmaster of SMP Islamiyah Kotaagung that the researcher did the research at this school.
2. On 6th of August 2016, the researcher conducted consultation to the English teacher and took the sample that would be used at SMP Islamiyah Kotaagung.
3. On 9th of August 2016 did try out to know whether the instrument valid or not.
4. On 23rd of August 2016, the researcher gave the test of subject-verb agreement in simple present tense, simple past tense, and present perfect tense in multiple choice test form.
5. On 24th of August 2016, the researcher asked the additional information or data of the school such as profile of the school.

C. Research Finding

The researcher conducted the research on 23rd of August 2016 at 10.45 a.m up to 12.05 a.m. At the time the researcher introduced herself and delivered her purpose to the students. Then, she gave a test of students ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense to them. After that, the researcher collected and analyzed the data.

It was mentioned that the research findings were analyzed based on the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense. It was done to give the relevant answer to research questions posed in statement of the problem: How far is the students ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense?

In computing the data, the researcher corrected the students' answer sheet. The researcher gave one score for correct answer and zero score for wrong answer. The test was multiple choice test that was used to measure students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense. After the data were collected, the researcher analyzed them. The steps were as follows:

1. Determining the level of student's mastery in using subject-verb agreement in simple present tense, simple past tense and present perfect tense. Scoring

system of the test was given score one to each correct answers and zero to the wrong answer.³ Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.⁴

Based on the result of counting the test, the students' score can be seen on the table below:

Table 4.3
The Result of Students' Mastery in Using Subject-verb Agreement in Simple Present Tense, Simple Past Tense, and Present Perfect Tense

No	Code of students	Σ right answer	Σ items	Level of mastery	Quality
1	AS	18	30	60	Fair
2	AI	13	30	43	Poor
3	AgS	18	30	60	Fair
4	AgI	20	30	67	Good
5	A	12	30	40	Poor
6	AlS	17	30	57	Fair
7	AB	12	30	40	Poor
8	ArS	22	30	73	Good
9	ADA	24	30	80	Excellent
10	BS	19	30	63	Good
11	DA	18	30	60	Fair
12	DM	14	30	47	Poor
13	FM	18	30	60	Fair
14	Fmu	21	30	70	Good
15	GIA	19	30	63	Fair
16	H	10	30	33	Very poor
17	HP	21	30	70	Good
18	I	23	30	77	Good
19	IS	17	30	57	Fair
20	IT	17	30	57	Fair
21	J	24	30	80	Excellent
22	M	16	30	53	Poor

³ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (1st ed) (Jakarta: Raja Grafindo Persada, 1996), p. 185.

⁴ *Ibid.* p. 35.

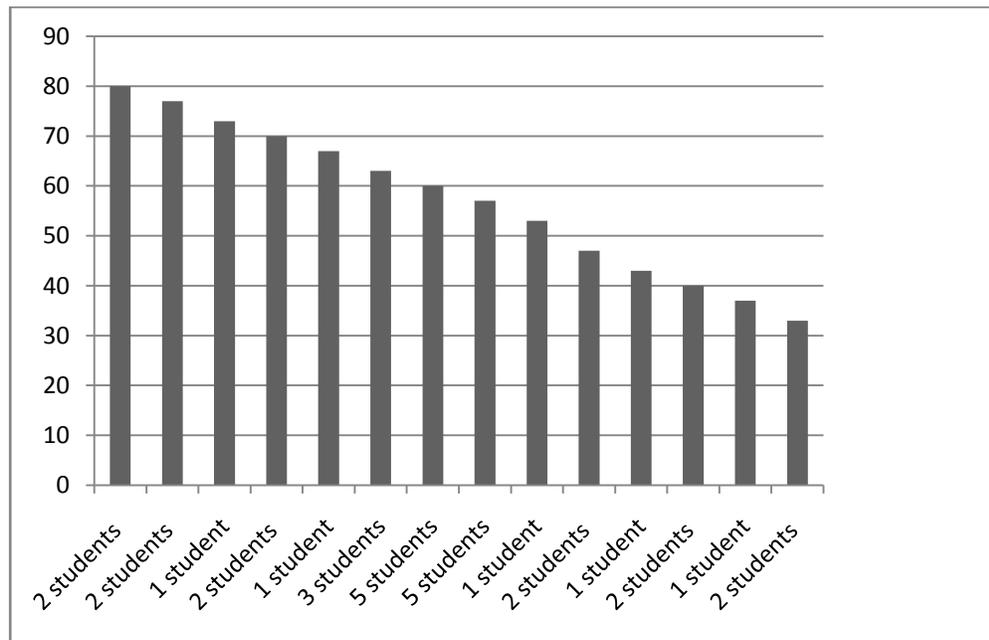
23	N	19	30	63	Poor
24	Ns	17	30	57	Fair
25	RS	17	30	57	Fair
26	RR	23	30	77	Good
27	RM	11	30	37	Very poor
28	SF	14	30	47	Poor
29	S	10	30	33	Very poor
30	Y	18	30	60	Fair
The total score/ $\sum x$				1741	
Mean score/ \bar{X}				58.03	

From the table, it can be seen that there were two students got 80, two students got 77, one student got 73, two students got 70, one student got 67, three students got 63, five students got 60, five students got 57, one student got 53, two students 47, one student got 43, two students got 40, one student got 37, and two students got 33. These explanations can be seen in the following tabel and figure:

Table 4. 4
The Result of Students' Score

No	Students' score	Total of students
1	80	2
2	77	2
3	73	1
4	70	2
5	67	1
6	63	3
7	60	5
8	57	5
9	53	1
10	47	2
11	43	1
12	40	2
13	37	1
14	33	2
Total of student		30

Figure 4. 1
The result of Students Ability in Using Subject-verb Agreement in Simple present Tense, Simple Past Tense, and Present Perfect Tense



2. Finding out the percentage of classification

After the students' score was classified, the researcher found the percentage of classification. The formula of percentage was:⁵

$$P = \frac{f}{N} \times 100\%$$

Notes:

P : percentage number

f : frequency which is looking for its percentage

N : number of cases (number of frequency/total of individual)

⁵ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

From table 4.3 on page 66 up to 67 about students' scores, the frequency of each student's classification was calculated as follows:

Excellent : 2

Good : 7

Fair : 11

Poor : 7

Very poor : 3

The percentage of students' ability in using subject-verb agreement:

- a. The percentage of the students' ability in subject-verb agreement that having excellent level. There were 2 students in this level. The percentage was as follows:

$$P = \frac{2}{30} \times 100\% = 6.66 \%$$

- b. The percentage of the students' ability in subject-verb agreement that having good level. There were 7 students in this level. The percentage was as follows:

$$P = \frac{7}{30} \times 100\% = 23.33 \%$$

- c. The percentage of the students' ability in subject-verb agreement that having fair level. There were 11 students in this level. The percentage was as follows:

$$P = \frac{11}{30} \times 100\% = 36.66 \%$$

- d. The percentage of the students' ability in subject-verb agreement that having poor level. There were 7 students in this level. The percentage was as follows:

$$P = \frac{7}{30} \times 100\% = 23.33\%$$

- e. The percentage of the students' ability in subject-verb agreement that having very poor level. There were 3 students in this level. The percentage was as follows:

$$P = \frac{3}{30} \times 100\% = 10\%$$

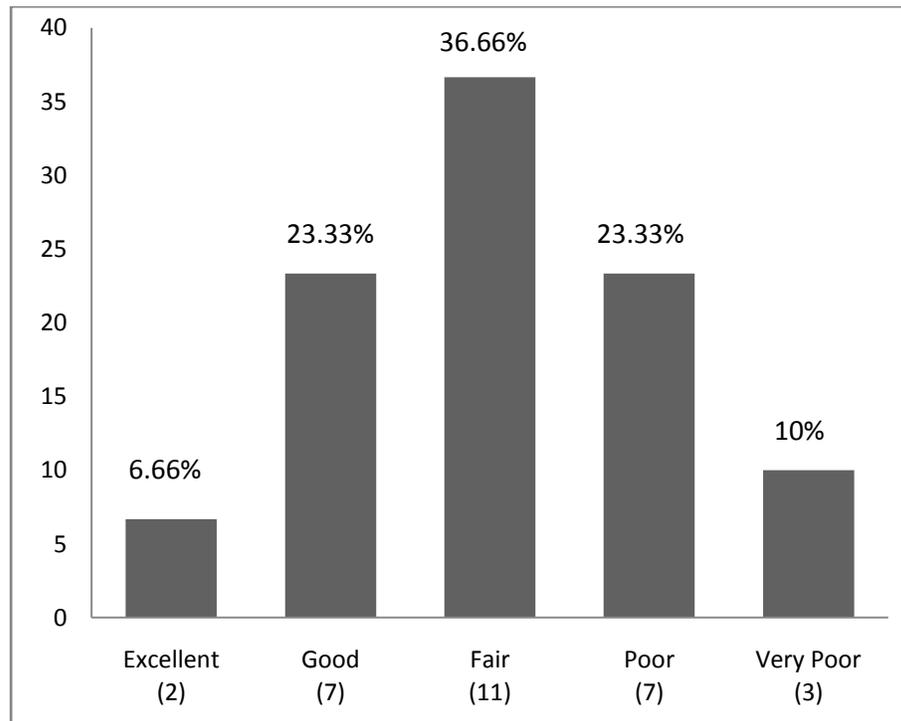
Those calculation can be seen in the following table:

Table 4. 5
The Percentage Result of Students' Score Classification

Level of Ability	Frequency (f)	Percentage (P)
Excellent	2	6.66%
Good	7	23.33%
Fair	11	36.66%
Poor	7	23.33%
Very Poor	3	10%
Total	30	100%

The distribution of the percentage of the students' classification level of ability can be seen in the following figure:

Figure 4. 2
The Percentage of Students' Ability in Using Subject-verb Agreement
in Simple Present Tense, Simple Past Tense,
and Present Perfect Tense



Based on the result, it can be concluded that the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense at the first semester of the eighth grade students of SMP Islamiyah Kotaagung in the academic year of 2016/2017 belongs to fair.

D. Discussion

This section discussed about the result of the test in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense. The researcher used

multiple choice test as an instrument. The test consisted of 30 items which was divided into five aspects of subject-verb agreement in some tenses. They were nominal sentence of simple present tense, verbal sentence of simple present tense, nominal sentence of simple past tense, nominal sentence of present perfect, and verbal sentence of present perfect tense. This test had four options of answer. They were A, B, C, and D and should be finished in 60 minutes.

Moreover, Scoring system of the test was given score one to each correct answers and zero to the wrong answer.⁶ Then, the total of correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.⁷

Based on the result of this research, it can be concluded that the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense at the eighth grade students of SMP Islamiyah Kotaagung in the academic year of 2016/2017 belongs to fair. (See figure 2 on previous page)

Through the data, the researcher obtained that 2 students or 6.66% were included in the highest score or having excellent level. 7 students or 23.33% students were included in good level. Then, 11 students or 36.66% were included in fair level, 7 students or 23.33% students were included in poor level and 3 students or 10% students were included in very poor level. It meant that the students' ability was

⁶ Anas Sudijono, *Loc. Cit.*

⁷ *Ibid.* p. 35.

belong to fair by result percentage which was 58.03. (See table 4.3 on page 66 up to 67)

After analyzing the data, the researcher hopes that the student should learn about subject-verb agreement more. They should learn the rules of subject verb agreement. They can try to use it by making a simple sentence, so that the sentence will not be ambiguous and the meaning can be accepted.

Through this research, the teacher could know how the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense was. After knowing the result of this research, the teacher can teach the students about subject-verb agreement deeply, so that the students will understand well about this material.

Besides, the teacher can use appropriate teaching techniques and media in learning and control the class and concept of the material for making teaching and learning process easier. The teacher should give motivation to the students, so that they enthuse in learning process. The last, the teacher should give confirmation at the end of explanation a material.

Afterwards, the students should have high motivation, pretension, and curiosity to learn something in learning English. These cases can help the students to receive explanations of material easily, especially in learning subject-verb agreement. After

learning about this material, the students will understand about the rules of subject-verb agreement material. They have to practice always about the use of subject-verb agreement in writing and speaking until they behave to use subject-verb agreement well.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The result of the data analysis of students' ability in using subject-verb agreement of the eighth grade students of SMP Islamiyah Kotaagung was: the students' abilities in subject-verb agreement that had excellent level were 2 students by 6.66 %, the students' ability in subject-verb agreement that had good level were 7 students by 23.33 %, the students' ability in subject-verb agreement that had fair level were 11 students by 36.66 %, the students' ability in subject-verb agreement that had poor level were 7 students by 23.33 %, and the students' ability in subject-verb agreement that had very poor level were 3 students by 10 %.

Based on the result of the data above, it was found that the students' ability in using subject-verb agreement of the eighth grade students of SMP Islamiyah Kotaagung in the academic year of 2016/2017 had fair level by mean score 58.03.

B. Suggestion

The researcher would like to deliver some suggestions, they are:

1. For the teacher
 - a. The teacher should be creative in teaching subject-verb agreement. For instance, the teacher can apply a method, so all of the students can participate in learning activity.

- b. The teacher may explain the rules of subject-verb agreement step by step clearly.
- c. The teacher should give motivation to the students, how the important the use of subject-verb agreement is.

2. For the students

- a. The students should have high motivation, pretension, and curiosity to learn something in learning English, especially about subject-verb agreement.
- b. The students should be active in the class, such as in asking and answering, discussion, and so on especially about subject-verb agreement material.
- c. The students should understand about the rules of subject-verb agreement.
- d. The students have to keep practicing of the use of subject-verb agreement well.

3. For the other researcher

- a. This research was about an analysis of students' ability in using subject-verb agreement of the eighth grade students at the first semester of SMP Islamiyah Kotaagung in the academic year of 2016/2017. The researcher hopes that this research can be used as a reference for a research about

subject-verb agreement with different objectives, sample, and methodology.

b. To next researcher can do analysis another parts of subject-verb agreement.

4. For the readers

After reading this thesis, the readers are hoped to get information, knowledge, and advantages especially about the use of subject-verb agreement in simple present tense, simple past tense and present perfect tense.

**AN ANALYSIS OF STUDENTS' ABILITY IN USING SUBJECT-VERB AGREEMENT OF
THE EIGHTH GRADE STUDENTS AT THE FIRST SEMESTER OF
SMP ISLAMIYAH KOTAAGUNG
IN THE ACADEMIC YEAR OF 2016/2017**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

**SEPRIZANNA
NPM. 1211040210**

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016**

**AN ANALYSIS OF STUDENTS' ABILITY IN USING SUBJECT-VERB AGREEMENT OF
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**SEPRIZANNA
NPM. 1211040210**

Study Program: English Education

**Advisor : Iwan Kurniawan, M. Pd.
Co-Advisor : Dewi Kurniawati, M. Pd.**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016**

ABSTRACT

An Analysis of Students' Ability in Using Subject-verb Agreement of the Eighth Grade Students at the First Semester of SMP Islamiyah Kotaagung in the Academic Year of 2016/2017

**by:
Seprizanna**

This thesis was about students' ability in using subject-verb agreement. The purpose of the research was to find out the data of students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense of the eighth grade students at the first semester of SMP Islamiyah Kotaagung in the academic year of 2016/2017.

The type of this research was descriptive quantitative research. The subject of this research was 30 students of the eighth grade. The data of this research were obtained by using test. The researcher analyzed the data by giving score of the student's test and computed the frequency of the students' score and the frequency's percentages of students' score classification, so that the students' ability in using subject-verb agreement in simple present tense, simple past tense and present perfect tense could be known.

According to the result of the research, the mean score of the students was 58.03. The students' ability in using subject-verb agreement that got excellent level were 2 students by 6.66%, 7 students got good level by 23.33%, 11 students got fair level by 36.66%, 7 students got poor level by 23.33%, and 3 students got very poor level by 10%. In conclusion, the students' ability in using subject-verb agreement in simple present tense, simple past tense, and present perfect tense of the eighth grade students at the first semester of SMP Islamiyah Kotaagung in the academic year of 2016/2017 was categorized into fair level by mean score 58.03.

Keywords : Subject-verb Agreement, Simple Present Tense, Simple Past Tense, Present Perfect Tense.



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jnl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721)703260

APPROVAL

Title : **AN ANALYSIS OF STUDENTS' ABILITY IN USING
SUBJECT-VERB AGREEMENT OF THE EIGHTH
GRADE STUDENTS AT THE FIRST SEMESTER OF
SMP ISLAMIYAH KOTAAGUNG IN THE
ACADEMIC YEAR OF 2016/2017**

Student's name : Seprizanna
Student's number : 1211040210
Study program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies,
Raden Intan Lampung

Advisor,

Co-advisor,

Iwan Kurniawan, M.Pd.
NIP. 197405202000031002

Dewi Kurniawati, M.Pd.
NIP. 198006012006042047

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd.
NIP. 198005152003122004



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A proposal entitled: **AN ANALYSIS OF STUDENTS' ABILITY IN USING SUBJECT-VERB AGREEMENT OF THE EIGHTH GRADE STUDENTS AT THE FIRST SEMESTER OF SMP ISLAMIYAH KOTAAGUNG IN THE ACADEMIC YEAR OF 2016/2017**, by: **Seprizanna, NPM: 1211040210**, Study Program English Education, was tested and defended in the examination session held on Thursday, October 20th 2016.

Board of Examiners:

The Chairperson : **Meisuri, M.Pd.** (.....)
The Secretary : **Yulan Puspita Rini, M.A.** (.....)
The First Examiner : **Rohmatillah, M.Pd.** (.....)
The First Co-Examiner : **Iwan Kurniawan, M.Pd.** (.....)
The Second Co-Examiner : **Dewi Kurniawati, M.Pd.** (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**

Dr. H. Chairul Anwar, M.Pd.
NIP. 195608101987031001

DECLARATION

The researcher is a student with the following identity:

Name : Seprizanna

Student's Number : 1211040210

Thesis Title : An Analysis of Students' Ability in Using Subject-verb Agreement of the Eight Grade Students at the First Semester of SMP Islamiyah Kotaagung in the Academic Year of 2016/2017.

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, September 2016
The Researcher,

Seprizanna

MOTTO

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ ﴿٢﴾

Indeed, We have sent it down as an Arabic Qur'an that you might understand.¹

(Yusuf: 2)

¹ Available in <http://thealquran.com/quran/Ar-Rahman/English-Abdullah-Yusuf-Ali/ayat:1-4>

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Hamzani, S. E. and Mrs. Ropi'ah, S. Pd. who always educate me in doing good thing. They are my hero, thank you for all generosity, finance, and encouragement, and thank you for your love, trust, and everlasting praying.
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4. The best class I ever have, PBI E, the class of 2012.
5. My almamater IAIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Seprizanna. She was born in Kotaagung on 24th September 1994, Tanggamus. She is the first child of four children of a couple, Hamzani and Ropi'ah. She has two sisters and one brother. She lives on Menggala village, West Kotaagung , Tanggamus.

The researcher began her study in Elementary School at SDN 2 Kali Bening, Talang Padang in 2000 and graduated in 2006. She continued her study in Junior High School at SMPN 1 Kotaagung Timur and graduated in 2009. After that, she continued her study at SMAN 1 Kotaagung and graduated in 2012. After finishing her study in SMA, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies Raden Intan Lampung in 2012. At this time, she became a member of UKM Bahasa. Then, at the seventh semester, she carried on Teaching Practice Programe (PPL) at SMP Gajah Mada Bandar Lampung and at the eighth semester, she has an experience being an English private teacher.

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Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. May shalawat and salam always be with the Prophet Muhammad who always brings us from the darkness to the lightness. Due to Him, this thesis entitled “an Analysis of Students’ Ability in Using Subject-verb Agreement of the Eighth Grade Students at the First Semester of SMP Islamiyah Kotaagung in the Academic Year of 2016/2017” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, September 2016
The researcher

Seprizanna
NPM. 1211040210

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