

**ERROR ANALYSIS OF EFL STUDENTS' ABILITY IN USING
SUBJECT-VERB AGREEMENT**

THESIS

Submitted in Partial fulfillment of the Requirement

for the Degree of “Sarjana Pendidikan” (S1)

by

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2020

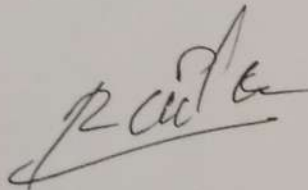
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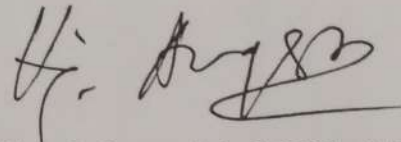
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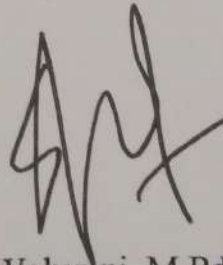
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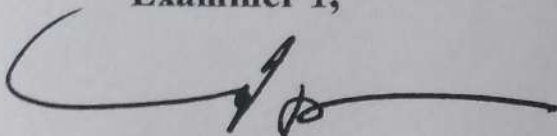
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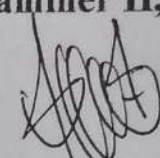
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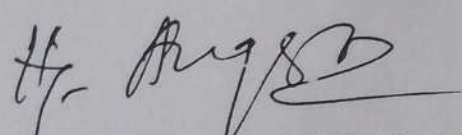
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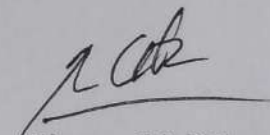
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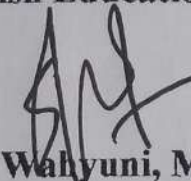
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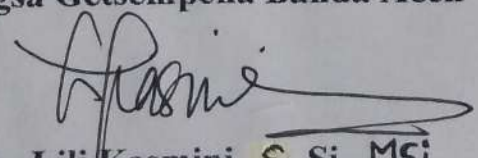
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ABSTRACT

Mahdalena. 2020. Error Analysis of EFL Students' Ability in Using Subject-Verb Agreement at The Second Semester Students in STKIP Bina Bangsa Getsempena Banda Aceh. Thesis, English Education Department Teacher Training and Education College (STKIP) Bina Bangsa Getsempena, Advisor (I) Rosdiana, M. Pd, Advisor (II) Hijjatul Qamariah, M. Pd, M.TESOL.

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

Keywords : Error Analysis, EFL students, Subject-Verb Agreement

DECLARATION

The writer hereby declares that this thesis is her own writing, and it is true and correct that there is no other's word or statement, except words or statement that is referred in the references. All cited words were quoted in accordance with the ethical code of academic writing.

Banda Aceh, May 02, 2021

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ACKNOWLEDGEMENT

Praise to the almighty ALLAH because of his blessing the writer is able to finish this thesis with the title “Error Analysis of EFL Students’ Ability in Using Subject Verb Agreement”. Peace and blessing upon our prophet Muhammad SAW who has guide us from the darkness to the brightness, who have being motivation, inspiration and encouragement in order to the researcher could do the final project. This thesis is presented to English Department of STKIP Bina Bangsa Getsempena Banda Aceh as partial fulfillment of the requirement for degree of Sarjana Pendidikan (S1).

This thesis cannot be completed without a great deal of help from many people, especially to Miss Rosdiana, M.Pd as the advisor I and Miss Hijjatul Qamariah, M.Pd., M.TESOL as the advisor II who always give their help, guidance, correction and suggestion for the completion of this thesis. Furthermore, the researcher wants to express gratitude to all of lecturers of STKIP Bina Bangsa Getsempena exactly English Department who always give their knowledge and advise me during the learning process and also outside of the learning process.

In this opportunity, the researcher also would like to say thanks to people who have helped the researcher in finishing this thesis, they are :

1. My beloved parents, Mr. M.Ali (Alm) and Mrs. Nurmala (Alhm) who always be my motivation in my life to survive. Then, my beloved sister (Fatimah), brother (Bahtiar) and brother in law (Abdullah) that always

support me and give me a chance to continue my study and all member of my big family who had supported me in my study.

2. Miss Sri Wahyuni, M.Pd, as the head master of English Department who always advise me and helps me in every occasion.
3. Sir Mulyadi Syahputra, M.Pd and Miss Regina Rahmi, M. Pd as my examiners that lead me to finish this thesis.
4. Miss Mulyani, M.Pd., M. TESOL, M.Pd, Miss Salwa Chaira, M.Pd., M. TESOL and all English Department lecturers who always support me to finish this thesis.
5. The big family of English Department of STKIP Bina Bangsa Getsempena, especially for all my classmates of English Depatment members of 2016 , the member of Insiders and all of my bestfriends that I cannot say one by one. Thank you for your supports and May Allah always bless you.

Finally, the researcher realized that this thesis is still far from perfect. Therefore, the suggestion and criticisms are always welcome to improve the quality of the thesis in the future.

Banda Aceh, May 02, 2021

The Writer

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the definition of key terms. The explanation of each part is presented below:

1.1 Background of the Study

Language is one of the most important tool to a student to communicate in 4.0 era in order to help the students to be more easier to understand about the topic and anything they heard. Language is used for the students to get wider understanding. The students can change their expression in language and they share many things without limited by the language itself. Language is really important to EFL Learners in social environment and school environment because it can be used as the platform to share their feeling, ideas etc (Amberg & Vause, 2009).

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

Subject-verb agreement is a fondation to build a sentence based on the correct agreement between subject and verb. The rule of subject-verb agreement is used to all English sentences. The students is not only speak or write about what

they want but also to ensure they use the correct subject-verb agreement pattern. They need to see the detail grammatical structure in using it. It is not only about to listen what the the students delivering in their speaking, but also pay attention to the the ability o the students in mastering a correct grammatical structure.

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

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

Mastering grammar is better for the students in learning. It could give more understanding to the students how important subject-verb agreement in their learning. Besides, it gives the awareness toward the students that subject-verb agreement is part of the grammar that cannot be ignored by them. Similarly, it

gives the beneficial for the institution and lecturer to be more extra to teach the students in subject-verb agreement.

According to Betty (1989:13), while a learner focus on the grammar it will create the development of all language skills in a variety of ways. It is how the EFL Learner try to learn about the grammar especially in subject-verb agreement. Similarly, it is important to make sure the ability as EFL learners in four skills are balanced in order to make them understand what other said in four skills itself.

It cannot be ignored the function of the grammar in English skills. For example, writing and speaking the students are not only share their ideas but also their critical thinking. The students should organize the words became a sentence, and a sentence became a paragraph. It is not easy for the students to master English well if their basic grammatical is incorrect because the grammar is used in many platform, for example, TOEFL test test as a requirement of a university to pass or as the regulation to get the scholarship program.

They have to deal with academic-related stuffs, such as, making reports, journals or other publications and later publishing them as well. Therefore, it is clear that being EFL learners requires to be able to write in grammatically acceptable sentence. It will not usefull if the author or the students lack of the understanding of gramatical organization no matter how smart an individual in giving a genius idea (Baleghizadeh & Gordani, 2012:162).

Eventhough English has been taught to the student since they were in Senior High School, we cannot deny that the students still produced the errors in English especially mastering subject-verb agreement. They usually ignore in making an

error while they are studying or learning about basic grammars. They thought that basic grammar did not influence their English. As the result they use the grammatical errors oftent if there is no one correct it.

In fact, the students should understand the worst mistake in oral and written performance in English language because lack of agreement between words and the sentence (Amina & Shittu, 2016:21). It means that the role of Subject-Verb Agreement is really influence the students in speaking and writing. Subject-Verb Agreement is a basic grammar but, it has a lot of contribution in gramatical sentence(Tampubulon, 2020; Kurniawan& Firdaus, 2020). Furthermore, gramatically correct sentence means that the sentence should follow the rules of the language. (Sari, Mu'in & Yamin, 2019; Siti, 2017)

According to Norhalimah (2016:5) the students have misunderstanding in mastering grammar that caused by teaching learning process inefficiently. It makes the student cannot focus on the lesson directly. The teaching process that is inefficiently could make the students produced the errors in four skills of English.

The researcher did the early observation of the students by asking the lecturer that taught in the structure class. The researcher asked the lecturer about students understanding in using subject-verb agreement and types of subject-verb agreement that has been taught to the students before the researcher conduct the reserach by giving the types of subject-verb agreement based on what they have learned.

STKIP Bina Bangsa Getsempena was one of a university in Banda Aceh where English subject has been taught, especially in grammar because they have structure class. It can be an effective way to analyze the understanding about the specific gramatical structure to EFL studentst in structure class. A sentence or even a paragraph should be based on the correct grammar in subject-verb agreement sentence. According to Siti (2017:1) many believes that subject and verb are two basic elements in sentence making process.

Thus, once they are able to write subject that goes along with its verb, it asummed that the students will be able to write a complex sentence. The students need to more pay attention in order to make a good sentence without any grammatical errors. It makes what you have written will be interested to anyone who reads it.

The correct grammar sentence is used to prevent the misunderstanding of the students in using English (Sermsook, Liamnimitr & Pochakorn, 2017: 101). The most important thing is the students do not produce the errors that make the misconception. However an error should not be tolerant because it can be a usual thing to the students. That is important to know the reasons of the students behind the errors that they made in using subject-verb agreement. For example, *The girl is standing*. Because *the noun is singular, the be or auxiliary verb should be singular too*. We cannot use "are" in that sentence, because the noun of that subject is "*the girl*" it means she is alone. So, we cannot use "are" there.

The researcher chooses the second semester students because they were the students that already knew how was the basic grammar that they learned at the first semester while they were in university. Another reason for decided the second semester students because they are prepared to be training teachers in the seven semester. So, it is good to analyze them in early year semester in order to to see their error analysis in using subject-verb agreement. The students and the lecturer can avoid the same errors in using SVA before they learn in high level of the grammar and prepare their correct grammar before they teach the students.

Besides, the researcher hopes this research would be usefull to STKIP Bina Bangsa Getsempena. Besides, it hopes that this study will develop EFL students' perception of their regular errors and avoid them especially for the graduate of the college of Education/English Department since they are originally prepared to be English language teachers. Henceforth, this paper can contribute to the process of teaching and learning of English grammar in subject-verb agreement rules in particular. Further, this paper attempts to enrich the field of error analysis approach in STKIP Bina Bangsa Getsempena .

The researcher did the research because the researcher interest about subject-verb agreement topic. The researcher knows that SVA as a basic grammar that the students learn for the first time while they are learning English at the university level. It made the researcher wants to explore more about the students understanding in using SVA in order to find out the result of students .

This study analyzes the errors produced by the students in using subject-verb agreement by giving some list of questions in subject-verb agreement, and the perception of the lecturer who taught the students in structure class about the students' understanding about SVA that analyzed in second semester students in STKIP Bina Bangsa Getsempena. It can be a reference to the lecturer even to the other researchers in doing the same research in the future. The most important is to find out the reason of the student produced the errors in using subject-verb agreement.

Many researches have been conducted related to the Analysis of Subject-Verb Agreement. Those researches are believed can support the current research which is conducted by the researcher. The first research is come from Norhalimah from Institut Islam Palangka Raya in 2016. The research is about “ The Subject-Verb Agreement in Writing at the eight graders of Mts An- Nur Palangka Raya.” The result of the study, as follows: there are 10 students had the problems in subject-verb agreement in writing a sentence and they made problems in using the auxiliary verb (have,has), to be (is, am, are) and they did not knew the funtion between singular and plural subject (she have a friend), singular and plural verb(they has a friend), and adjusments to be / verb in sentence. To resolve the problems the teacher provide solutions that before the started of lesson in advance to prepare the material what we want in teaching, memorizing vocabulary, prepare the media that according to the material that will be taught.

The second is about “ The Error of the Use of Subject Verb Agreement Made by the Sixth Semester English Department Students at IAIN Antasari Banjarmasin Academic Year 2014/2015. The study was conducted by Mirsa Saputra from Antasari State Institute for Islamic Studies Banjarmasin in 2015. The research reveals that all types of subject verb agreement error. To do that, the researcher categorized and grouped the type of subject verb agreement. The researcher makes test based on the each type as the research instrument. The result, two dominant errors are found and error is found in each type of subject verb agreement. The writer suggests that the student should study more on subject-verb agreement, and the writer suggests that the teacher should give more attention to students’ grammar especially on subject-verb agreement. The writer should realize that he should pay more attention to his works in order to minimize errors and unnecessary mistakes, and the writer suggests the next researcher conduct a research on larger circumstance of English grammar.

The last is about “An Error Analysis of Subject-Verb Agreement in Expository Essay Made by First Year Students of Nusantara PGRI Kediri University. The research conducted by Fuat Ginanjar from Nusantara PGRI Kediri University in 2014. The findings showed that (1) students made four kinds of errors based on the surface taxonomy: addition, omission, misinformation, and misordering; and (2) students made the most error in Simple present the grammatical error, and in omission from the perspective of surface taxonomy. Acknowledging the appropriate theories of giving feedback to students would be useful to help them to get through their problems.

Based on the previous researcher conducted, the is interested in doing research with title ERROR ANALYSIS OF EFL STUDENTS' ABILITY IN USING SUBJECT-VERB AGREEMENT (A Descriptive Study of the Second Semester Students at STKIP Bina Bangsa Getsempena Academic Year 2020/2021). Based on the background of the study, the researcher interests to analyze the error analysis of EFL students' ability in using subject-verb agreement.

1.2 Research Problem

Based on the explanation above. There are some problem that will be analyze in this study, they are :

1. What type of the Subject-Verb Agreement error that produced by second semester students of STKIP Bina Bangsa Getsempena?
2. What is lecture perception towards the students understanding of Subject-Verb Agreement?

1.3 Research Objectives

Base on the problem of the study above, the objective of the study are as follows:

1. To find out the type of the Subject-Verb Agreement error that produced by second semester students of STKIP Bina Bangsa Getsempena.
2. To find out the lecture perception towards the students understanding of Subject-Verb Agreement at STKIP Bina Bangsa Getsempena.

1.4 The Scope of Study

In this study, the researcher only focus to analyze the error analysis of the EFL students' ability in using subject-verb agreement in subject-verb agreement in Simple Present Tense, Simple Present Progressive, and Simple Past Tense and some of Subject Verb Agreement that only tested in this study is (Singular and Plural, Either/ Neither, Collective Nouns, Indefinite Pronouns (everybody, somebody, someone, everyone, nobody, no one, and anyone) Preposition Phrases (along with, as well as, together with, not only..but also), There "be", and fractional expression (counting) that were tested to second semester students of STKIP Bina Bangsa Getsempena in Banda Aceh. Besides, the perception of the lecturer about the students' understanding in using SVA. So, the result of this research cannot take as a generalisation to another university.

1.5 Research Significance

Theoretical Significance:

1. This research expected to give a positive contribution for the development of the students theory especially in students' understanding in the Subject-verb agreement in answering the test.
2. Significance for the students

The result of this research may help the students in mastering the subject-verb agreement and find out the the solution behind the reason they making the error. So that students are able to achieve mastery learn optimally to achieve a proud achievement in grammar.
3. Significance for the lecturer

The lecturer may understand what is the problem with the students by seeing the phenomenon of their grammar improvement in Subject Verb Agreement and also find out the problem and solution of the students' in using Subject-Verb Agreement. So, the lecturer will know the deeper analysis for the betterment of students.

4. Significance for the Institution

This researcher was expected to be a reference for university to pay more attention to their lecturers' quality in teaching as the next lecturers and encourage the tutors to provide more methods or techniques to develop the EFL students' ability in using subject-verb agreement.

1.6 Definition of Key Terms

1.6.1 Analysis

Analysis means an investigation of the components error of subject-verb agreement made by the students. Analysis is a way of thinking that related to systematic testing of something to determine parts, relationships between the part and whole (Sugiyono, 2014:89).

1.6.2 EFL (English as a Foreign Language)

English as a Foreign Language (EFL) is the teaching and learning English in countries where English is not a language of majority. For instance, a Chinese student discovering English in China would fall under this classification. If you have gotten your TEFL certification and teach English abroad you are teaching EFL.

1.6.3 Subject-Verb Agreement

Subject-verb agreement is a part of grammatical structure which explains how to use the verb or auxiliary verb based on the subject. The agreement is the relationship that has influence of another word in one sentence that suitable with the agreement of subject that plural or singular and also has a verb to define an action in that sentence. Based on that definition, this research is a way of the researcher to know students ability in using the subject-verb agreement that will produce by students.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates any related literature on analyzing students errors on grammar subject in Subject-Verb Agreement in second semester student at STKIP Bina Bangsa Getsempena University in Banda Aceh. This chapter explain and elaborates into several parts, those are:

2.1 EFL Students

People are being confused in understanding the differences between EFL (English as a Foreign Language) and ESL (English as a Second Language). It is important to understand about this two differences. EFL is the teacher teaches English to the students in a country where English is not the native language (Imam, 2014: 106).

It means the learners use English in the majority of people that use another languages, such as, mother tounge language. In foreign language learning, EFL students always encounter some difficulties in mastering grammar in L2. It happens because of interference of first language into English. There are too many factors behind this problem. One of the them is because of interference of first language (Ahmad, 2015:2)

On the other hand, ESL is taught to the students in a country where English is the primary langauge, an example of this is where a Chinese student is lerning English in Australia cited by William (2013). So, EFL and ESL have the different strategies teaching to use as the aims and objectives of the students because both

of students are living in the country where English is as a primary language and the country where English is not the native language. An ESL classroom is far more likely to have students from many different countries, all different with all native languages, but an EFL classroom is not. In this case, the teacher needs to be prepared for different cultures and different linguistic mistakes along the way.

Children learn their first language through listening and copying what those around them say and it is one of the development of their linguistics skill that use L2 in the pattern (Istiqlaliah, 2012: 18). In EFL practice, learners are required not only to brainstorm and organize their opinion or giving their ideas, but also to apply the correct grammar as EFL students because the correct grammar is shown them that they are as EFL learners successful in mastering the basic understanding of English it called grammar.

In L2, EFL students are requires to apply basic skills and high level skills (Hanna & Demus, 2019: 90). It shown that as EFL students is important to know and deeper understanding about a basic grammar like Subject-Verb Agreement before go further to the another materials taht the level of them are different. The basic skills consist of handwriting or typing, spelling, constructing grammatical sentences and punctuation, while the high level skills include like gathering ideas, structuring etc based on Nunan (1999) in Hanna & Demus (2019: 90).

2.2 Teaching and Learning Grammar

Grammar plays a very important role in language teaching and learning. According to the Curriculum Framework (2010) in Macrothink Insitute states that one of the most important objectives of this curriculum is to help children use English for a purpose as well as view English as a means of communicating real information. There are two main ways that we tend to teach gramamr, Deductively and Inductively. We use those ways when it depend on a number of factors, such as the nature of the language being taught and preferences of the teacher and learners.

Therefore, in terms of grammar teaching, it is expected that grammar can be taught inductively and communicatively in order to improve learners' competence in English language as EFL learners (Ahmed, 2017: 154). Inductive approach involves the learners detecting or noticing, pattern and working out a rule for themselves before they practise the language. Teaching grammar also able to ask the students to compare English grammar with their first language and providing the activities to analyze the grammar (Simon, 1999: 158).

In the other hand, teaching grammar in Oman started with the “ Our World Through English” textbook (OWTE) in the 1980s cited by Ahmed (2017: 153), grammar was taught deductively where teachers were asked to explain the grammatical rules explicitly and give the examples. A deductive approach also involve the laerners being given a general rule which is then applied to specific language.

Nowdays, a great achievement of Education from teacher-centered to learner-centered methodology where students' responsibilities of the process of their learning are maximized. According to Rebbeca (1990), defines that learning strategies as a specific action that produced to create a good impact toward the students for the purposes in learning to be more faster, easier, more self-directed, and more effective which can make students more confident when using the language. Likewise, some EFL teachers think that learning grammar effectively provides learners with a generative basis on which they can construct their knowledge and enables them to use the language efficiently (Ahmed, 2017: 153).

Ahmed (2017: 154) also added that the classification of three categories of grammar learning strategies that can be linked to the grammar teaching instructions. The first strategy is reflective of implicit L2 teaching that includes a focus on form which pay more attention in terms of meaning and message of the grammar, the second strategy is based on explicit inductive L2 learning which depends on using the input data to discover patterns and rules, the alst strategy of grammar learning is applicable to explicit deductive learning that is connected to the apllication of grammatical structure presented by the teacher in different type of activities (Ahmed, 2017: 154-155).

2.3 Factors in Understanding Grammar

Global errors refer to errors that affect overall sentence organization and they significantly hinder the communication making either the listener or the reader understand nothing from the communication. For example, "He amused

that movie very much, Not take this bus, we late for school” Meanwhile, the local errors to errors that effect single elements in a sentence and don’t hinder the communication significantly. For example, “why we like each other?” The scholars have claimed several possible reasons causing subject and verb agreement errors.

One is proposed by Brown (2000) in Mbau et al (2014: 1) . He classifies the sources of errors into four sources; inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategies. Inter-lingual transfer mostly happens in the beginning stages of learning other languages. It is because the learners’ knowledge about the first language is still strongly set. Thus, there is no doubt if the learners commit many errors in this stage.

It is supported by Brown (2000: 224) who argues that the early stages of learning a second language are prone to inter-lingual transfer from the native language also called as interference. Unlike inter-lingual transfer, Brown states that intra-lingual transfer refers to the target language as the main factor of errors in learning other language. It means that the factor comes out from the target language. It commonly happens to the students who have already known such knowledge about the target language.

Another source of error is caused by misleading explanation from the teacher, wrong presentation of a structure or word in a course book, or maybe because of a pattern that was wrongly memorized but improperly contextualized.

It means that the sources of errors in context of learning could be the teachers or the materials.

The fourth source of errors is communication strategies referring to the learning style. It means that the teachers should be sure that the techniques they used fit the materials in order to transfer the materials successfully that can influence the learners to be more easier to understand the materials that will teach of the lecturer.

The sources of errors into two domains only namely inter-lingual transfer, and intra-lingual transfer. Inter-lingual transfer is a significant source for language learners (Al-Ahdal,2020; Karim, 2018). They define inter-lingual errors as the result of language transfer that is caused by the learner's first language. This type of error may occur at different levels such as transfer of phonological, morphological, grammatical lexic- semantic elements of the native language into the target language.

The second source of errors is intralingual errors resulting from the target language itself rather than language transfer. For example, learners use two tense markers at the same time in one sentence because they have not fully mastered the target language. When the learners say "Ani is comes here", it is because the subject Ani as the third person requires "is". In short, intra-lingual errors occur because of learners' effort to build up concepts and hypotheses about the target language from their limited experience with it. Although there are two different theories on the sources of errors, each is basically completing one another.

2.4 Approach in Teaching Grammar in EFL Classroom

According to Brown (2007) there are two ways to the teacher to teach the students in grammar: deductively and inductively. Both of them have different rules of teaching grammar. This way teacher used in maintaining the approach depends in number factor, such as the nature of the language being taught and the preferences of the teachers and the students. However, it can be the combination of both approaches to become suitable approach for the EFL classroom (Anisa, 2017: 105).

Deductive approach is more teacher-centered learning. Supported by Thornburry (1999) that said deductive approach starts by presenting the rule of the grammar and then followed by the examples in which the rule is applied. It means the lecturer introduced and explained the rule of the grammar firstly and after that the lecturer asked the students to complete the exercise to become more familiar with the pattern of grammar.

According to Correa, Torres & Saritama (2019) also added that Inductive Approach (rule-discover) starts by giving some example of the grammar and the lecturer usually given a lot of examples without giving explanation about how the concept is to use. Finally, lecturer explained the the grammar rule as a final check that the students understand the concept.

2.5 Error Analysis

According to Khansir (2012) states that the learner of English as a second language is unaware of the existence of the particular system of rules and it is the

role of error analysis approach to describe the learning process and examine the learners performance in it. Error analysis is usually designed to identify the kinds of learners' errors in second language (Atmowardoyo, 2018). There are many references to explain what is error analysis, such as definition, sources of error analysis, and type of error.

2.5.1 The definition of Error

According to S.P Corder (1974) says that errors are the result of transleting behavior of the first language to second language of the habits of learners. Meaning that error can be found in the writing in a word, phrase, clause or even sentences. In another study, Hengwichitkul (2006) said that the errors were analyzed at the sentential level. Hengwichitkul added, all of the errors were classified as subject-verb agreement, tenses, participial phrases, parts of speech, relative clauses, punctuation, passive voice, parallel structure, run-ons and fragments. An Error is not the same as a mistake, so the teacher must be carefull to differ it correcly (Yulianti, 2007: 9)

According to Ellis (1986) ,error refers a mistake that made by students because of lack of misunderstanding or lack of knowledge about the lesson, especially grammar. So, the understanding of grammar is really hard to understand if learners do not have any background in grammar itself. Because grammar cannot understand in a day or a month, but it needs more understanding more than a day or a month. That is why error mistake is a usual thing that learnes do because what learners have to do is to be more expert in classifying the

grammar structure on each sentences even in a their speaking skill ability in order to make sure their grammar works in the right place.

In order to analyze the subject and verb agreement errors made by the students, it's important to consider the principles of Error analysis as proposed by Sidhar (1980:103) in Fauziati (2009: 136) consisting of 1) Collecting of data (either from compositions by the students on a given theme or from examination answers) 2) Identifying the errors (Labeling with varying degrees of precision depending on the linguistic sophistication brought to bear on the task with respect to the exact nature of deviation. 3) Classifying the types of error (e.g. error of agreement, articles, verb forms, etc) 4) Giving statement of relative frequency of error types, 5) Identifying the areas of difficulty in the target language , and 6) Analyzing the source of errors.

2.5.2 The Sources of Error

The errors can be formed by some reasons and factors. Here are the explanations of error sources that caused by linguistic factor. The opinion stated by Richard (1970) that classified some sources of errors. Here are the explanation.

1. Overgeneralization

Overgeneralization is the application of grammatical rule in cases where it does not apply. For example, a young child may say “ **foots**” instead of “**feet**”, so overgeneralizing is the morphological rule for making plural nouns.

2. Ignorance of rule restriction

This case is related to the learners that fail to put the structures because of the application of them where do not apply well in student learning process. This case is always exist when the learning cannot focus on studying because of the other things they do.

3. Incomplete Application of rules

The failure of students in order to learn more about complex types of the grammar. They often ignore such a complex rule in making a sentence.

4. False concepts hypothesized

This failure because the learners are misunderstanding about the second language further. There are a lot of factors that can be a reason why they misunderstanding, such as, context of learning and communication strategy.

2.5.3 Types of error

Based on Dulay (1982:150) in this study, the researcher will classify the types of error of the students.

1. Omission

Omission errors are the mistake that made by an item. It can be like forget to use “s” or “es”. Example, Rani **feel** that her dress is amazing. Omission of “s” is forgotten in verb “**feel**”. It must be a simple present that we will write “Rani **feels** that her dress is amazing.”

2. Addition

Three types of addition errors are : First, **double marking** which is the failure of certain item that should be removed because do not need to add. For example: *She doesn't knows my age*. Which the correct one is, *She doesn't know my age*. Second, **regulation errors** is the misunderstanding of learners when they add morpheme to the exceptional words, for example: *Sheeps-sheep, cutted-cut, runned-run*. Last, **simple addition** that is an error in double marking and regulation. For example, *The kids doesn't play in the garden*. It is a wrong sentence because she add “ **does** “ , the right sentence is *The kids don't play in the garden*.

2.6 The Differences between Mistake and Error

The difference between ‘error’ and ‘mistake’ is in the context that they are used in. Here are the explanation about mistake and error.

2.6.1 Mistake

A ‘mistake’ is usually accidental, you know it is wrong. According to Keshavarz (2008) mistakes are due to non-linguistic factors such as fatigue, strong feeling, memory limitations, and lack of concentration and so on. Those kind of mistakes can be corrected by the learners if they pay attention. Hourani (2008: 5) also added that a mistake occurs when learners have been taught a certain correct form, and they use one form sometimes and another at other times quite inconsistently.

2.6.2 Error

According to James (1998) An error cannot be self-correction. An 'error' is usually made due the lack of knowledge and it more formal technical and formal than 'mistake'. The learners still do not understand the materials that given by the lecturer because this factor is the nature factor that come from by the students itself in analyzing the materials transfer from the tutors.

Hourani (2008: 5) also added that an error is made when a learner has not learnt something and consistently gets it wrong. The learners make the errors because have not learnt the correct form. So, it can be one of the reason of the learners when they did the errors because they still lack of the source of them about something that they never learn before.

That is why the lecturer should be more pay attention to make the students understand. Different with the mistake that the students still understand the topic that given by the lecturer, even they made a mistake but if the lecturer going to give the review , they will understand and their memorize will be back.

2.7 Subject-Verb Agreement

2.7.1 Concept of Subject-Verb

According to Eastwood (2002), in English grammar, Subject-verb agreement is the correspondence of a verb with its subject in person (first, second, third) and number (singular or plural) which also called subject-verb concord. In the other word, they both must be singular or plural. For example, subject and

verb must agree with one another in number (singular or plural). For instance, *My mother cooks in the constant of cooking*. The number of subject is really influential to the form of verb that followed after it (Erhans, 2001:21).

The subject is a person or a thing or even a place. So, the subject and verb that used also depend on the agreement of it whether it is singular or plurals that ended of s or es (Erhans, 2001:21). The agreement is the relationship that has influence of another word in one sentence that suitable with the agreement of subject that plural or singular and also has a verb to define an action in that sentence.

The concept of subject verb agreement is a basic concept of the English Language concept because the English language concept is started from the simple concept to build the rules to be more understandable before goes to the hardest rules level of EFL learners. As EFL learners English is not the first language to them, so they need to learn from the smallest topic to make sure they can be more ready to learn another topic in the future. That is why because Subject-verb agreement is a basic concept to learn.

EFL learners are very important to learn about Subject-Verb Agreement because in writing contexts conducting sentences, paragraph, or essays need correct Subject-Verb Agreement as the two productive skill (Rina, 2019:78). Those productive skills are the main skills that the students need to perform before and after graduated from their university level.

Subject-verb agreement also important to learn because it is the basic grammar that the students should know because this grammar even if still basic but really influence people in their EFL topic. People must understand how the organization of a sentence by learning a basic of grammar firstly before learn the hardest grammar to ensure they can solve a basic problem firstly before start to learn another topic that can result another problem that bigger than before.

Learners will learn another sentences such as Past Tense, Past Progressive, Present Tense even another grammar rules in English. If people know how to put the correct subject-verb agreement early, it would be easier for them to learn another tenses and also know how to put the right agreement. Because the level of the tenses are different and has their own difficulty in mastering.

Based on Murshidi (2014) found that the students are still confused in applying subject-verb agreement rules and their lack of knowledge of the target language that can be the main factor in causing the written production error. This analysis shown that different in mastering target language can be one of the reason about the error that students made.

2.7.2 The classification of Subject-Verb Agreement

According to Pyle & Page (2002: 68-76) that classified Subject-Verb Agreement to some parts:

1. Subject separated from the verb and words that always take singular verbs and pronouns (Singular Plural): sometimes it quite difficult to decide exactly what the subject is if the subject and verb are separated. If the subject and

verb are separated, they will be separated by a prepositional phrase. This expression often followed by together with, accompanied by, along with, and as well as and also Everybody, something, anybody or nobody also can classify the sentences are singular or plural.

Example : The study of language is very interesting or Everybody who has not purchased a ticket should be in this line.

2. None/ No: None can take either a singular or plural verb, depending on the noun which follows it. Example: None of the students have finished the exam yet.
3. Either/ Neither: when either and neither are followed by *or* and *nor*, the verb may be singular or plural, depending on whether the noun following *or* and *nor* is. If *or* or *nor* appears alone, the same rule applies. Example: Neither John nor his friends are going to the beach today.
4. Gerund as Subject: If a sentence begins with (verb + ing) gerund verb must also be singular. Example : Knowing her has made him what he is.
5. Collective nouns: also many words indicating a number of people or animals are singular. The following nouns are usually singular. In some cases they are plural if the sentence indicates that individual members are acting separately. Example: The committee has met, and it has rejected the proposal.
6. A number of/ the number of: there are two rules in understanding about a number of or the number of both of them are different in making a sentence and having different grammatical structure in agreeing the sentences and

formulas. A number of need plural noun and plural verb in making a sentence, in the other hand, the number of need plural noun and singular verb. Example: A number of students are going to the class picnic or the number of days in a week is seven.

7. Nouns that are always plural: the following nouns are always considered plural. They cannot be singular. In order to speak of them as singular, one must say “a pair of”. Example: The pants are in the drawer.
8. There is/ there are: remember that with sentences beginning with the existential *there*, the subject is actually after verb. Example: There is a storm approaching.

According to Azar (2002: 84-92) he classified Subject-Verb Agreement into some parts:

1. Final s/es: is added to a noun to make the plural noun. So that it requires a plural verb. Example: Friends are important. Final s/es also used to simple present verb when the subject is a singular noun (e.g. Marry, my father, the machine).
2. Basic subject-verb agreement: two or more subjects connected by and require a plural verb. Example: My brother and sister live in Boston. Sometimes a phrase or clause separates a subject from its verb like That book on political parties was interesting. The another basic subject-verb agreement is the subject and verb separated by an adjective clause. Example: Growing flowers was her hobby.

3. Using expression of quantity: In the most expressions of quantity, the verb is determined by the noun (or pronoun) that follow of. Such as some of + singular noun = singular verb, some of +plural noun= plural verb, none of, the number of (singular), a number of (plural) and exceptions (one of, each of, every one of take singular verb.
4. Using there+be: In the structure there + be , there called an “ expletive”.It has no meaning as a vocabulary word. It introduced the idea that something exists in a particular plce. The subject follows be when there is used Pattern: there + be + subject + expression of place. Example: There were twenty students in my class.
5. Some irregularities: sometimes a proper noun that ends in s is singular. E.g The United States is big. Fields of study is that ends ics require singular verbs. E.g Mathematics was easy for her.

It is often difficult to determine whether indefinite pronouns should be singular or plural because they are simply indefinite. Vitto (2006:181) sets two categories of indefinite pronouns:

1. "some"-,"every-", and "no-" pronouns which take a singular verb form. Vitto (2006: 181) indicates that the following pronouns are grammatically singular: anyone, someone, everyone, no one, anybody, somebody, everybody, no body, anything. Something, everything and nothing.
2. The other category of indefinite pronouns involves words that specify a number of amount such as "enough" , "many", "none", "some" and "much".

2.7.3 Subject-Verb Agreement in Simple Present Tense

According to Pyle & Page (2002: 57) simple present is used to indicate a regular or habitual action. The sentence is usually not used to indicate present time (now) with the following stative verbs. Simple present tense never change the original verb from the sentence is beginning and still use verb 1 as the sentence. But, in some cases the verb can be changed if there is a third- person singular subject takes a verb in s or es. It means that verb in simple present tense-both of verbal and nominal form should agree. To be that are used in simple present tense are *is* used for the subject (*she, he, it*).

2.7.4 Subject-Verb Agreement in Present Progressive

According to Pyle & Page (2002: 58) the present progressive is used to indicate present time (now) with all but the stative verbs listed previously. The verb that used must be changed into the continuous verbs because the verb that will complete the sentence are *am, is, are* and after that added the verb *ing*.

2.7.5 Subject-Verb Agreement in Simple Past Tense

The simple past is used for a completed actions that happened at one specific time in the past. The italicized words in the previous sentence are important because they show that simple past is not the same as past progressive or present perfect (Pyle & Page, 2002: 59). The formula of simple past is *subject + verb2 (was/were)+object/complement*.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explained about the method that used in this research. Relate to this research, the researcher uses descriptive qualitative method that described the issues that produced by the students as the participant of this study. This chapter presents the description of the design of the study, location of research, participant of the research, instrument of the study, data collection prosedure, data analysis and data validity.

3.1 Design of the Study

As stated in the introduction that the purpose of this research are to find out the types of EFL students' errors in using Subject-Verb Agreement and the lecturer perception about the students in using subject-verb agreement at the second semester students in STKIP Bina Bangsa Getsempena in Banda Aceh. Therefore, writer used descriptive qualitative method to obtain her purpose.

According to Margono (2010:8) that descriptive method is a method that seeks to provide a systematic and careful with the actual facts and nature of certain populations which aims to solve the current problems and collect data or information to be arranged, described, and analyzed. Ainin (2007:30) said that the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately.

Based on Sugiyono (2011:8) qualitative research is the research that analyzes the data related to interpreted data found in field. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjunctive manner.

Based on the statement above, this research is categorized as qualitative descriptive research. In this case, descriptive qualitative method uses to describe the EFL students' ability of the students in using the Subject-Verb Agreement at STKIP Bina Bangsa Getsempena.

3.2 Location of research

This research was conducted at STKIP Bina Bangsa Getsempena, which is located on the street Jl.Tanggul Krueng Aceh No. 34, Rukoh, Darussalam, Rukoh, Kec. Syiah Kuala, Banda Aceh. The researcher choose the university because it is one of the university that has an English major.

3.3 Research Participant

Based on the data from STKIP Bina Bangsa Getsempena, there was a class of second semester student that consist of 19 students. The researcher took the participants in a structure class as EFL students at STKIP Bina Bangsa Getsempena in conducting the research.

In this case, the researcher uses purposive sampling as the sampling procedure. Based on Sugiyono (2010) Purposive Sampling is the technique that considering certain things, such as, to conduct the research about food quality, then the sample is someone should be a food expert.

This sampling also categorize to non probability sampling. The samples chosen by total sampling in the reserach place. It means the research should be focus on the representation of the total participants. In the other word, purposive sampling is one of the simplest forms of collecting data from the total population. But, in this research analyze the second semester students as EFL students that plan 27 students but only 19 students can participated in this research.

Under purposive sampling, each member of the subject carries an equal opportunity of being chosen as a part of the sampling process. In this case, the participant is second semester students of English Department in STKIP Bina Bangsa Getsempena that help the researcher to do the research in finding the problem of the students understanding in using the subject-verb agreement and also the reasons behind their error that could be one of the solution to the lecturer especially find out the ways to solve in the future.

3.4 Instrument of the Study

In this research, the writer uses the list of questions (test) and interview in collecting the data. The explanation of those instruments as follow:

3.4.1 The list of questions (Test)

According to Arikunto (2006:150), test is a series of questions or exercises, other tools are used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups. Test is one of component to collect data in this research.

This test was given by writer in the first meeting. The list of questions of the test is taken from (*Clifts TOEFL Preparation Guide Test of English as a Foreign*

Language by Pyle and Page) as the primary book of the list of questions that taken by the researcher. The researcher modify the list of questions based on the types of subject-verb agreement and tenses that has been learned by the second semester students.

This activity is given to identify the EFL student's ability at STKIP Bina Bangsa Getsempena in understanding the subject-verb agreement before the researcher can conclude the result of the students. The test aims to know the errors that students produced in using Subject-Verb Agreement.

3.4.2 Interview

Marzuki (2003: 62) says that interview is a way of collecting the data by asking and answering some questions which done systematically and based on research's aim. The interview is one the basic methods for obtaining qualitative data. Interviews are used to find out the data from people about opinions, beliefs, and feelings about situations in their own words. The structure of the interview follows the extent to which the questions to be asked are developed prior to the interview (Donal, 2010: 438).

The researcher conducted face-to-face interviews with one lecturer of STKIP Bina Bangsa Getsempena that taught Grammar class and record the answer of the lecturer during the interview. These interviews involve unstructured and generally open-ended questions to elicit views and opinions from the lecturer in order to find out the lecturer perception towards students understanding in using SVA.

3.5 Data Collection Prosedure

According to Puspitawati and Anggadini (2011:23) that procedure is a series of steps that arranged systematically in a detailed sequence and must be following to be able to solve a problem. Furthermore, in the technique of analysis the writer does the following steps to collect the data. To collect the data, the researcher uses three procedures.

3.5.1 List of questions (Test)

The researcher gave the test to the students about Subject-Verb Agreement test that analyze on students answer. The students choose the correct answer based on their ability in understanding the subject-verb agreement. The researcher that provided the multiple choice and written expression tests that consist of list questions that used to measure learners skill, and knowledge.

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

The researcher gave the time towards the students to answer all of the list of questions (test) based on how many minutes of their structure class. The lecturer that taught in structure class deliver the list of questions towards the students in online learning, after the class is finished then the students send the answer sheet towards the researcher directly. The researcher asked the students to send the

answer sheet via Whatsaap number to avoid the error system of the internet while the students are sending the answer sheet.

3.5.2 Interview

The researcher asked one of the lecturer in structure class that taught this participants. The researcher asks the lecturer about how is the perception of the lecturer towards the students based on the reality that she/he taught the learners.

The perception of the lecturer is about the students understanding of subject-verb agreement after another instruments like test and also questionnaire is done by the students.

In this part, the researcher recorded the answer of the lecturer during the process of interviewing. The researcher gave some questions that has been prepared about some questions that related to lecturer perception towards students understanding in using subject-verb agreement. The researcher uses the audio record to collect the data of the interview.

3.6 Data Analysis

Data analysis is an important aspect in this research. Data analysis the process of systematically searching and arranging the interview script, field notes, and other material that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2014:334). To assess the results of students' skill, the researcher use five criteria proposed by (Douglas, 2004).

The techniques in data collection is the most strategic in the study, because the main purpose of the research is getting a data. So, the writer analyzes with the

complete data source taken from the students. After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data.

In this study, the researcher focus on errors analysis in the usage of subject-verb agreement. Here are some steps that the writer uses in analyzing the data

1. The Data Analysis for the Test

The score that given to each questions from multiple choice and written expression is based on the difficulty of the questions. To the questions that are categorize as medium questions, so the researcher gives 3 point of 20 questions for the correct answer and for the questions that categorize as difficult questions the researcher gives 4 point of 10 questions for the correct answer. So, if the students can answer all questions correctly, they get 100.

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

2. Data Analysis for the Interview

The data analysis for the interview is based on the answer of a lecturer that taught structure class in STKIP Bina Bangsa Getsempena about the understanding of students in Subject-Verb Agreement. The researcher analyzed the data by giving the lecturer some questions about the perception of the lecturer towards the students in understanding Subject-Verb Agreement, and then the researcher records the interviewing by using audio recording.

After the researcher got the answer of all the questions, the researcher writes the transcript of the interview as the data that has been written even if there is also a recording. After all steps done, then the researcher try to analyze the data to know the reasons of the lecturer as the result of this research in perspective of lecturer about students's understanding of subject-verb agreement.

3.7 Data validity

Data validity technique is one of the important techniques in determining the validity and reliability of the data obtained in this study. In this study the data validity technique used is a triangulation technique, namely the technique of checking the validity of data by comparing data found by researcher with something outside the data by doing the interview between researcher and lecturer. According to Moleong (2007:330), triangulation is a technique for checking the validity of data that uses something other than data to examine or compare the data. Hence, the triangulation technique was chosen in this study because in this study using several data sources derived from documents and other sources.

In this study the triangulation technique that the researcher used was developed by Denzim in Moleong (2007:331) there are four triangulations as examination techniques to achieve validity, that are:

1. Source triangulation is the triangulation of data which researchers use by referring to various data sources such as documents and archives.
2. Triangulation of observers is that there are other observer's involved besides the researcher who also examines the results of data collection.
3. Theory triangulation is in which the researchers use various theories that aim to ensure the data collected that has met the requirements. In this study several explanations of theories used can be seen in the discussion chapter.
4. Triangulation method, this is a technique that uses methods such as interviews and documentation methods.

From those types of triangulation , the researcher used the triangulation method to get the validity of the data. The triangulation method means that a technique that uses methods such as interviews and documentation methods by Denzim in Moleong (2007:331). In this opportunity the researcher took one the lecturer of STKIP Bina Bangsa Getsempena that taught English in structure class. The lecturer gave the perception towards the students on how students understanding and also about the students ability in mastering subject-verb agreement.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the result that acquired through the interview between three English teachers.

4.1 Research Findings

As mentioned in the previous chapter, this research aimed to describe the EFL students' error in using Subject-Verb Agreement and lecture perception towards the students understanding of Subject-Verb Agreement at STKIP Bina Bangsa Getsempena Banda Aceh in second semester student. This chapter presents and discusses the results of the research based on the data obtained from second semester student of STKIP Bina Bangsa Getsempena Banda Aceh.

The presentation of this chapter was in line with the problem that formulated in chapter one, what are the types of subject-verb agreement error that produced by the students and also the perception by the lecturer towards students' understanding in subject-verb agreement. The researcher used test and interview as instruments. The instruments covered all of the elements to answer the problem above, in order to identify the problem that would be researched by the researcher. After the data were gathered, the researcher began to evaluate and analyze the data from the list of questions (test) and interview.

4.1.1 Research Findings of Test (list of questions)

As mentioned in the third chapter, one of instruments applied by the researcher in collecting data was test, the test of the students is to know their type of error in using subject-verb agreement. The test was given to the students in second semester student of STKIP Bina Bangsa Getsempena Banda Aceh on Tuesday 09th June 2020.

There are 30 questions in the test, which has two classification. The first section is multiple choice and the second one is written expression that both of the sections consist of 15 questions each. The focus of the test is only about students' understanding in using subject-verb agreement for each types. For the purpose of the data collection, a set of the test with those questions were designed.

In this research, the researcher plans 27 students taken as the samples but because of the condition during the covid-19, not all of the students can participate during the research in which the researcher could not contacted those 27 students, thus only 19 students could participate in this research. After collecting the data, the researcher calculated the result of the test as it is in the following table.

Table 4.1.1.1 Students' Result of Test Item

No	Name	Correct Number	Incorrect Number
1	Student 1	14	16
2	Student 2	10	20
3	Student 3	10	20

4	Student 4	6	24
5	Student 5	11	19
6	Student 6	10	20
7	Student 7	6	24
8	Student 8	6	24
9	Student 9	10	20
10	Student 10	9	21
11	Student 11	9	21
12	Student 12	7	23
13	Student 13	10	20
14	Student 14	5	25
15	Student 15	11	19
16	Student 16	6	24
17	Student 17	10	20
18	Student 18	7	23
19	Student 19	6	24

In this case, the researcher calculated the score in two classifications: Medium and difficult level of the questions. Number 1-20 are classified as medium questions and the researcher gave three point for each correct number. Number 21-30 are classified as difficult questions and the researcher gave four point for each correct number. If the students answered all the questions correctly, they got 100 for number 1-20 they got 60 for all correct number and 21-30 they got 40 for all correct number.

From the table we can see the highest correct number is 14 that the student got and the lowest correct number is only five that the students can answer . The

average number of the questions that were correctly answered by the students was 10 questions. There is no student can answer all questions or got the score above 50. It shows that the understanding of the students in the second semester is still low and it needs to improve their understanding about subject verb agreement which is really important for them because in the next semester the grammar would be different and all of it need the basic grammar to learn effectively.

4.1.1.2 The Analysis of each test item part A (Multiple Choice)

This section shows the data of the students' error from each test item, types of subject verb agreement of each test item and the error made by the students in answering multiple choice questions which later called part A. The data were obtained from 19 students' answer sheet. In part A the researcher provided 15 questions that consist of five types of subject-verb agreement (Singular/Plural, Neither/Either, Collective Noun, Indefinite Pronoun and Preposition Phrases). The data are shown in the following table.

Table 4.1.1.2 Analysis of each test item part A

No	Test Item and answer	Type of Subject Verb Agreement	Error Count
1	Her dogs..... every night. 1. Bark 2. Barks 3. Barked 4. Are barking	Singular/Plural	15
2	The man whoright now is my uncle. 5. Are visiting	Singular/Plural	7

	6. Is visiting 7. Visit 8. Visited		
3	The handsome boy who won the two medalsmy friend. 9. Were 10. Is 11. Are 12. Were not	Singular/Plural	2
4	Neither I nor my students_.....at school yesterday. 13. Is 14. Are 15. Was 16. Were	Neither/Either	4
5	Neither Jane nor her brothers.....a consent form for tomorrow's field trip. 17. Need 18. Needs 19. Is needing 20. Has need	Neither /Either	16
6	Neither the students nor their instructorhappy with the long cafeteria line for squid eyeball stew. 21. Are 22. Was 23. Is 24. Were	Neither/Either	17
7	Somebody who.....sick must go to the hospital. 25. Are 26. Is 27. Were 28. Have	Indefinite Pronoun	17
8	No oneto speak to you about the lesson. 29. Want	Indefinite	16

	30. Wants 31. Wanted 32. Wanting	Pronoun	
9	Everybody who..... late to get up every morning should have a punishment from the headmaster of the dormitory. 33. Are 34. Were 35. Was 36. Is	Indefinite Pronoun	19
10	Our team.....preparing to win the game in the Asian Game. 37. Are 38. Is 39. Were 40. Will	Collective Noun	17
11	My family..... a long holiday in California. 41. Has 42. Have 43. Is 44. Were	Collective Noun	3
12	The committee the leader and rejected the proposal yesterday. 45. Meet 46. Met 47. Meets 48. Meeting	Collective Noun	9
13	Vina together with her friends,.....cleaning the room. 49. Are 50. Is 51. Was 52. Were	Preposition Phrases	14
14	The central office manager, along with his two assistants,..... the room at noon everyday.. 53. Leave	Preposition Phrases	18

	54. Leaves 55. Are leaving 56. Were left		
15	Happiness, as well as sadness,unexpectedly in human's life. 57. Coming 58. Come 59. Came 60. Comes	Preposition Phrases	7

Based on the table above, it shows three questions for each type of SVA. First type is singular/plural that contained in number 1, 2 and 3. Second type is neither/either in number 4, 5 and 6. The third is indefinite pronoun that stated in number 7, 8 and 9. The fourth is collective noun exist in number 10,11, and 12. The last is preposition phrases that contained in number 13, 14 and 15. Each type of subject verb agreement has low and high number of errors that produced by the students.

From the data it is found that the errors that produced by the students is in the indefinite pronoun which is the highest errors number in multiple choice. It was 16 students made the errors in answering number 8, 17 students made the errors in number 7 and 19 students made the errors in number 9. It means that the students are still unfamiliar about the subject verb agreement in indefinite pronoun.

Beside, the researcher found the highest errors number in preposition phrases. It was 14 students made the errors in answering number 13, 18 students

made the errors in number 14 and 7 students made the errors in number 15. It shows the students still lack of understanding in using subject verb agreement which they are still confuse to answer all the questions correctly.

In addition, neither/either is also classified as the dominant errors number that produced by the students. It was 4 students made the errors in number 4. 16 students made the errors in answering number 5 and 17 students made errors in number 7. It shows the students mostly difficult to answer the questions about neither/either.

From the table above, it shows the students are quite easy to answer the questions about Collective noun because the number of errors that produced by the students is not much like another types. It was 17 students made the errors in answering number 10, 3 students made the errors in number 11 and 9 students made the errors in number 12. It can conclude that students are understanding in collective noun.

The researcher found the last type of SVA was singular/plural, the number of errors that produced by the students not quite different as collective noun. It was 15 errors that students made in answering number 1, 7 students made the errors in number 2 and two students made the errors in number 3. It shows singular/plural is familiar to the students because many students can answer the questions of singular/plural.

In clonclusion, the researcher found the highest number of errors that made by students in multiple choice are indefinite pronoun, preposition phrases and

neither/either. The lowest number of students' errors produced in subject verb agreement are singular/plural and collective noun. So, the researcher can conclude that the subject verb agreement in singular/plural and collective noun more easier to the student in understanding.

4.1.1.3 The Analysis of each test item part B (Written Expression)

This section shows the data of the students' error from each test item in written expression, types of subject verb agreement of each test item and the error made by the students in answering written expression which later called as part B. In part B, the researcher categorize as difficult questions because the questions have more varieties which consist of seven types of subject verb agreement (Singular/Plural, Neither/Either, Collective Noun, Indefinite Pronoun and Preposition Phrases, There "be" and Fractional Expression (sum and product mathematical process)). The data are shown in the following table.

Table 4.1.1.3 Analysis of each test item part B

16	The <u>team</u> are losing <u>many</u> members <u>this year</u> . A B C D		
Types of Subject Verb Agreement		Error Count	
Collective Noun		15	
17	Everybody <u>in</u> library are reading <u>the book</u> . A B C D		
Types of Subject Verb Agreement		Error Count	
Indefinite Pronoun		16	
18	<u>The majority</u> of the students believes him <u>to be</u> <u>innocent</u> . A B C D		

Types of Subject Verb Agreement		Error Count	
Collective Noun		18	
19	Peter and Tom <u>plays</u> tennis every <u>afternoon</u> with <u>Mary and me</u> . A B C D		
Types of Subject Verb Agreement		Error Count	
Singular/plural		4	
20	Mumps <u>are</u> a very <u>common disease</u> <u>which</u> <u>usually</u> affects children. A B C D		
Types of Subject Verb Agreement		Error Count	
Singular/plural		7	
21	There <u>is</u> some <u>scissors</u> <u>in</u> the desk drawer <u>in</u> the bedroom if you need them. A B C D		
Types of Subject Verb Agreement		Error Count	
There “be”		11	
22	There <u>are</u> a large supply of <u>pens</u> and notebook <u>in the store room</u> <u>to the left of</u> the library entrance. A B C D		
Types of Subject Verb Agreement		Error Count	
There “be”		19	
23	<u>Twenty-five dollars</u> <u>are</u> too <u>much</u> to <u>pay</u> for that shirt. A B C D		
Types of Subject Verb Agreement		Error Count	
Fractional Expression (sum and product mathmattical process)		18	
24	<u>Forty percent</u> of the students <u>is</u> in <u>favor</u> of <u>changing</u> the <u>policy</u> . A B C D		
Types of Subject Verb Agreement		Error Count	
Fractional Expression (sum and product mathmattical process)		14	
25	Either of the <u>girls</u> <u>are</u> turning in the term papers <u>to the</u> instructor <u>yet</u> . A B C D		
Types of Subject Verb Agreement		Error Count	

Either/neither		19
26	Mrs. Stevens, along <u>with</u> <u>her cousins from</u> New York Mexico <u>are</u> planning to attend the festivalities. A B C D	
Types of Subject Verb Agreement		Error Count
Preposition Phrases		17
27	Either <u>of the</u> scout leaders <u>know</u> how to trap wild animals <u>or</u> how to prepare Them <u>for mounting</u> . A B C D	
Types of Subject Verb Agreement		Error Count
Either/neither		19
28	Each <u>of the</u> nurses <u>report</u> to the operating room when <u>his or her name</u> is called. A B C D	
Types of Subject Verb Agreement		Error Count
Indefinite Pronoun		19
29	The <u>athlete</u> , together <u>with</u> <u>his coach</u> and several relatives, <u>are</u> traveling to the Olympic Games. A B C D	
Types of Subject Verb Agreement		Error Count
Preposition Phrases		19
30	<u>Professor Byrd</u> , along <u>with</u> <u>several colleagues</u> , <u>travel</u> to a national conferences each year. A B C D	
Types of Subject Verb Agreement		Error Count
Preposition Phrases		14

Based on the table above, it shows two questions each for six types of SVA and three questions for one type of SVA. First type is singular/plural in number 19 and 20. The second type is Collective noun in number 16 and 18. Third type is

Indefinite pronoun in number 17 and 28. The fourth type is There “be” in number 21 and 22. The five type is fractional expression in number 23 and 24. The six type is either/neither in number 25 and 27. The last type is preposition phrases which consist of 3 questions contained in number 26, 28 and 30.

From the data it is found that the errors that produced by the students is in neither/either which is the highest errors number in written expression. It was 19 students made the errors in answering number 25 and 19 students made the errors in number 27. It shows all students are produced the errors in answering either/neither’ questions, because of that the students are classified unable to understand subject-verb agreement type in neither/either.

Similarly, the researcher also found the highest errors number in preposition phrases. It was 17 students made the errors in answering number 26, 19 made the errors in number 29 and 14 students made the errors in number 30. It shows the students still lack of understanding in using subject -verb agreement which they still cannot answer all the questions correctly.

In addition, the students made the errors in indefinite pronoun also high. It was 16 students made the errors in number 17 and 19 students made the errors in number 28. It shows only two students can answer number 17 and no one of the student answer correctly in number 28. From those explanation, the students are very low in understanding the SVA which almost all of the students fail to answer.

From the table above, it shows the students make the errors in another types of SVA, such as, There “be”, Collective noun and fractional expression the number of errors are still high. In there “be “, 19 students made the errors in number 22 and 11 students made the errors in number 21. Similarly in collective noun there were 15 students made the errors in number 16 and 18 students made the errors in number 18. The errors number in fractional expression also high, it was 18 students answered incorrectly in number 23 and 14 students fail in answering number 14.

The last type of SVA in written expression is singular/plural. It shows quite easy for the students to answer the questions of singular/plural. Their understanding about singular/plural is shown by the number of students’ errors produced. Four students made the errors in answering number 19 and seven students made the errors to answer number 20.

In conclusion, the researcher found the highest number of students’ errors in written expression are neither/either, indefinite pronoun and preposition phrases. Similarly, in collective noun, there “be”, and fractional expression. The errors number that produced by the students are also not so different. On the other hand, the lowest number of students’ errors produced in subject verb agreement is singular/plura. So, the researcher conclude that the subject-verb agreement in written expression are difficult for the students’ understanding.

From the data that are found by the researcher it shown the most errors produced by the students was in part B (written expression test) . It shows that

they are still difficult in understanding varieties subject-verb agreement. The lowest error number in written expression test is singular/plural that the students did not produce the error above 10 error numbers. It shows a good understanding of the students in singular/plural. It means that most of the students did not have much problem with the singular/plural. So, the researcher concluded that in written expression test, the students are still hard to classify the subject-verb agreement.

In addition, from the test the researcher found from both of the tests: multiple choice and written expression there were some types of SVA errors that produced by the students. There are some types of subject verb-agreement that are difficult for the students to understand. There are neither/either, indefinite pronoun and preposition phrases. It showed both of the test with different analysis had the same errors' made. It can be the important part to a lecturer to pay more attention to the students in understanding some types of SVA.

4.1.2 Research Finding of Interview

The finding of interview about the lecturer perception towards the students understanding of Subject-Verb Agreement was conducted to the lecturer that taught in a structure class. The researcher asked one lecturer who taught in second semester student at STKIP Bina Bangsa Getsempena Banda Aceh. The list of interview guideline consist of seven questions. It was done by the researcher on Wednesday, July 09th 2020. In this research, the researcher found some of the point after interviewing the lecturer.

4.1.2.1 Lecturer' Interview Result

In the first question is used to find out the answer time allocation that used in the lecturer that taught in structure class. Based on the interview, the lecturer said:

“Well, actually..aaa..the meaning that allocated for SVA aa two. Two meetings because it is aa for.. what we call..for..credit ya. For credit this semester for course structure 2. So, that is why I gave two meetings for SVA. As well as it is also aa.. I address to another topics two meetings almost all two meetings for the deep discussion.”

The lecturer said the meetings that allocated for SVA are two meetings. The lecturer also said two meetings for the deep discussion to explain subject-verb agreement towards the students.

The researcher also asked about whether the time location is enough or not to learn subject-verb agreement based on the lecturer perception.

“I think two meetings is enough for this material or this topics because in the first meeting I actually gave them the explanation and also its definition, kind of example and also aa..discussion ..aa in the second meeting I gave them exercise, probably two exercises two kind of exercise to test them wheather they are qualified or not or they understand or not to SVA.”

The lecturer said that two meetings is enough for subject verb agreement topic because the lecturer gave the explanation, its definiton and kind of examples of SVA which discussion inside, and the lecturer also gave the students exercises to the test wheather the students understand or not in understanding subject verb agreement.

In the second question is used to find out the types of subject-verb agreement that taught by the lecturer. The lecturer explained in the interview:

“What type? Aa..concerning about SVA that I thought them almost seven types or eight I think. First is singular verb, plural verb, and then the third is what we call..negative..negative..negative sentence but it gives the possitive meaning aa related to neither and either. Either or, neither nor and also another type is about clause combining clause, as well as, about .. the combination of together with and then as well a, not only but also but, I forgot the.. what is the definite mention for it and what else..about the counting aa in which all the counting that teach singular verb also about disease all the disease take singular verb for example like mumps and also about accountable noun which is available in the possitive sentence it also will take singular verb..one more what I remembered is about aaaa.. what we call.. scientific dicipline I don’t know for example like physics, mathematics, so all of that will take singular verb .. so it is what I remember about SVA it is seven orr eight or something like that.”

The lecturer taught almost seven or even more than seven types of subject verb agreement. There are singular verb/noun, plural verb/noun, negative sentence but have possitive meaning that is related to neither/either, also combining clause, as well as the combination of the use of together with, as well as, not only but also, about there “be”, about counting, scientific discipline etc. The lecturer has taught many types of subject verb agreement to differ whether the right singular/plural verb and noun in creating a sentences.

In the third question is used to know the most errors of SVA that produced by the students. The researcher asked about the most error in subject-verb agreement that produced by the students. The lecturer’ said that,

“Well, the most error in SVA that EFL learners produced ya..commonly they produced the concordance of subject and verb for example she try not she tries and what else? Probably like the students and teaacher study, not study but studies. They think it is singular but it is plural noun.”

Based on the lecturer perception that the most errors in SVA that EFL learners produced related to subject and verb, for example, the students said “ she try not she tries” and another example like “ the students and teacher study”, not study but they wrote “studies”. The learners think that it is singular but it is plural noun. The students basically still difficult to differ which one is plural/singular . It is the basic understanding of the grammar that actually need to be more extra teaching and learning process in improving students proficiency in SVA.

For the fourth question is used to know the problem solving based on lecturer perception. The researcher asked about a particular way to solve the difficulty of the students in understanding subject verb agreement. The lecturer answered:

“The concordance.. ya the concordance or the agreement of subject and verb. If you ask me about the way to solve, the difficulty of the students in understanding this..aa..as the lecturer I will definitely answer the best to solve the problem.. give the more exercises, and also give them chance to deal with English video and also with the...what we call.. recording video..english video I mean. English recording for this media.. they will directly learn about SVA naturally from the native speaker and also will make them enthusiastic in learning English .. yeah learning by doing because they learn the grammar directly.”

The lecturer gave some ways to learn subject-verb agreement for the students. The lecturer said that watch English video would give a positive effect towards the students. The reason of the lecturer says that because the students would interest to learn English by using a video and indirectly they would learn the grammar as well at the same time by focusing on the subtitle in the video.

“For example the lecturer gives much aa.. focus gives much focus on the grammar .. the students will get bored aa...other ways to solve this problem

beside giving them exercise related to SVA and also giving them a chance to deal with English video that related to SVA. Maybe others they will ask to make theirself sentences they will make self sentences or we can combining the task by giving them a written test. So, in the written test they have to insert the material..aa.. the material about SVA. So, in this case they will know or they will learn which one is false or which one is correct or incorrect regarding about Subject, Verb , Agreement sentence in the writing test. So that is why.”

The lecturer definitely answer the best way to solve the problem is by giving them more exercises, and also by giving the students a chance to deal with English video. Give the students English recording will be easier to see the sentences directly from the video and the recording based on the spelling and also the grammar directly. The lecturer believes that the students directly learn about SVA naturally from the native speaker and also make them enthusiastic in learning.

In the fifth question is used to find out the types of subject-verb agreement error that produced by the students mostly. From the interview, the lecturer answered that:

“commonly they made subject verb agreement error in the type of clause this one is a difficult one clause..and then in a sentence that related to neither/either/ neither nor.. in others it quite fair but for the clause it's quite difficult for them.”

From the lecturer explanation that told the students mostly produced the errors in clause because based on lecturer' opinion the clause is the difficult one for the students and also neither/either is also part of students' errors that has been found by the lecturer.

The six question is used to know about lecturer perception about how many mistakes that produced by the students. The lecturer stated that,

“if I can examine percentage of students make a mistake in subject verb agreement. Approximately umm..between 60% to 70%. Yeah between 60 to 70%.”

The researcher asked the lecturer that taught in structure classes about how is the ability of the students towards the mistake that made by the students in using subject-verb agreement. The lecturer said the students make many mistakes in subject-verb agreement based on the students perception. The mistake that the students made is still high.

The last question is used to know the significant improvement of the students based on lecturer perception. The lecturer said :

“Significant improvement of the students..well I think because we were in virtual learning or online learning system, So, I can’t count I can’t examine the significant improvement of the students. Um.. well because we had virtual learning it quite impossible for the lecturer and a student made a good effective interaction also aaaa explanation to them. So, I can’t tell the significant improvement to the students and sorry for that..I can’t say that.. and about my suggestion toward students in learning SVA.”

The significant improvement of the students in understanding SVA via online learning is quite difficult to predict. So, the lecturer cannot count how the significant improvement of the students because there is no face to face learning between the lecturer and the students.

The result of the interview above is about the perception of the lecturer to the students in understanding subject verb agreement. The result shows that the students are still low of the understanding in using subject-verb agreement, difficult to differentiate subject/verb of singular and plural and the most errors that learners produced are commonly about the agreement of subject and verb. for

example, the students said “ she try not she tries” and another example like “ the students and teacher study”, not study but they wrote “studies”.

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

4.2 Discussion

As presented in first chapter, the purpose of this study is to find out the types of SVA errors that produced by the students and the perception of the lecturer about students’ understanding in using subject-verb agreement. The researcher concludes EFL students’ ability that is found from the result of the test and interview.

4.2.1 List of questions (Test)

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

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

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

Similarly, there are three types of subject-verb agreement that still counted as high errors number. There are collective noun (number 18), there 'be" (number 22) and fractional expression (mathmattical process) number 23. The errors number that produced by the students its : collective noun (18 students made the errors), there "be" (19 students made the errors) and fractional expression (18 students made the errors). The researcher concludes the errors that

produced by the students is because the students are not familiar about some words in the sentences, such as, “ the majority, a large of supply and the use of mathematiccal process like twenty-five dollars that called as singular subject not plural.”

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

In conclusion, the problems that has stated above show that the students need to use SVA often. The students need to pay attention in using the subject-verb agreement in writing and speaking. The students are difficult to use SVA if they do not practice and apply the subject-verb agreement pattern in their daily day. The subject-verb agreement cannot be taught only a day or two meetings. So, the students should use the SVA often in every English lessons and need more practicing.

4.2.2 Interview

Based on the interview between researcher and lecturer, it shows the same respons between lecturer and students. The respon is about the understanding of

the students in using subject-verb agreement. The lecturer said that the students are still high in making the errors in SVA. It also showed by the students result that the students produced the errors in many types of SVA even no one students can answer above 15 questions correctly. It can be assumed that the students ability in understanding SVA is really low because the students number that did the errors is high.

Besides, the lecturer gives two meetings for SVA. Two meetings are not enough to learn the SVA because there are many types of SVA that the students have to learn in two meeting. Those are even more than eight types of subject-verb agreement that the students should understand. The researcher believes that two meeting are not enough to explain the whole types of SVA even if the lecturer give the explanation, discussion, and exercise. It should be an extra class to focus on the SVA even the lecturer should give one or two another meeting to discuss those types. We cannot deny that it needs extra class because SVA is a basic grammar that students should understand for the basic need in English.

The lecturer taught the students more than eight types of subject-verb agreement during the class. The lecturer taught varieties types of SVA but not all of the students can answer based on the types of questions that provided by the researcher. Most of the students can answer in singular/plural part. The students fail to answer the questions correctly in another types of subject-verb agreement. It can related to the meeting that the lecturer gave in teaching the subject-verb agreement.

The lecturer said that many students made the mistakes in subject-verb agreement in clause and neither/either and difficult to differentiating the subject and verb. Based on lecturer's perception that said the students in making errors are high in their tasks that given by the lecturer. It was in line with the result of the test. There are many students cannot answer all the questions correctly even the number of errors that students produced in some types of subject-verb agreement, such as, neither/either, collective noun, preposition phrases and indefinite pronouns are high.

Similarly, from the perception of the lecturer we can see the same result of the test as well. It shows the ability of EFL students' in using subject-verb agreement is very low. So, that is why the students need to learn more SVA and do not forget to always practice SVA in their daily speaking or writing. The use of SVA in their daily life can improve students' ability in understanding SVA because the students will remember the formula when they use SVA pattern oftently.

The lecturer also explained further when she taught SVA that students will be asked to make their own sentences or combining the task by giving them written test. The way of the lecturer gives can give a good way to the stduents to learn well by giving the students written test in order to see the respon of the students.

The lecturer also answer the best way to solve the problem is by giving them more exercises and also by giving the students a chance to deal with

English video. Give the students English recording will be easier to see the sentences directly from the video because the students would see the spelling of the words and also the grammar directly. So, it is really good for the students to learn grammar correctly. The students often easier focus on the video because they will be not bored to learn rather than by using traditional. The lecturer believes that the students directly learn about SVA naturally from the native speaker and also make them enthusiastic in learning.

Beside, the researcher said that the significant improvement of the students in understanding SVA is quite difficult to predict. The students learn via online learning is quite. It made the process of teaching and learning cannot run well. There is no direct interaction between the lecturer and also the students. So, the lecturer cannot count how the significant improvement of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion as an inference of the result from the research findings and discussion presented in the previous chapter.

5.1 Conclusion

After completing this research, the researcher draws some conclusions and suggestions in terms of error analysis of EFL students' ability in using subject verb agreement. As presented in first chapter, the purpose of this study is to analyze the types of SVA error that produced by the students and the perception of the lecturer about the understanding of subject verb agreement.

Based on the research results and discussions, the researcher draws some conclusions about EFL students' ability in using subject verb agreement that is found from the result of the test and interview with the lecturer. The result shows that students' understanding in subject verb agreement are still low. The number of the students produced the errors in many types of Subject-Verb Agreement is high. It shows that the students still difficult to understand subject-verb agreement.

The students mostly produced the errors in Neither/Either, Preposition Phrases and Indefinite Pronoun. Almost all students can only answer all questions correctly between 5-14 correct number. No one of the students answered all the questions correctly or even above 15 correct number. It shows that the students are very low in understanding SVA.

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

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

5.2 Suggestions

After drawing the conclusion, the researcher would like to give some suggestions based on the result and to complete this research. These suggestions are presented as an effort to the students in improving and understanding subject-verb agreement. This research is also useful to be a reference to another lecturer in finding the way to solve the students' errors in producing subject-verb agreement.

Learning subject verb agreement is not easy as we thought. There are many types of SVA and their own formula in making a correct sentence that should be remembered. It needs more practicing, doing the exercise from the written tests,

reading the text and learnt it through English video about SVA in order to improve students' understanding in SVA.

Practicing is one of the important thing because SVA is related to daily life activities. The students often talk in the classrom with friends or lecturer. It can be a good way to keep the SVA in a correct while the students practice. The students also need to pay the attention about the pattern that the they have learned. They need to use it in order to remember the types of SVA.

For the future researcher who want to analyze about the EFL students' ability in subject-verb agreement, it is suggested that he/she can do the error analysis on another types of subject-verb agreement in order to see the varieties result of each type os subject-verb agreement. It is also better to apply some methods in the rnext esearch in the students classroom in order to have a new method in teaching grammar, especially SVA. Beside, it can be a reference for the lecturers to apply the method in their teaching process in the future.

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APPENDIX 1

<div></div> <div>STKIP BINA BANGSA GETSEMPENA PROGRAM STUDI PENDIDIKAN PBI</div>				
RENCANA PEMBELAJARAN SEMESTER (RPS)				
Nama Mata Kuliah	Kode Mata Kuliah	Bobot (sks)	Semester	Tgl Penyusunan
Bahasa Inggris	MKK2606	4	2	2 April 2020
Otorisasi	Nama Koordinator Pengembang RPS	Koordinator Bidang Keahlian (KBK) (Jika Ada)	Ka PRODI	
	Mulyani, M.Pd., M.TESOL		Sri Wahyuni, M.Pd.	
Capaian Pembelajaran (CP)	CPL-PRODI (Capaian Pembelajaran Lulusan Program Studi)			
	S9	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;		
	KU2	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur;		
	KU3	Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni;		
	KU7	Mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya;		
	KU8	Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri;		
	KU9	Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi.		

	CPMK (Capaian Pembelajaran Mata Kuliah)	
	CPMK1	Mampu menjelaskan topik tentang tenses dan grammar dasar lainnya secara tepat;
	CPMK2	Mampu menguasai topik tentang Subject-Verb-Agreement (SVA) dengan baik;
	CPMK3	Mampu menunjukkan kemampuan dalam Paralellism dengan baik;
	CPMK4	Mampu menunjukkan kemampuan dalam Adjective Clauses dengan baik;
	CPMK5	Mampu menunjukkan kemampuan dalam Passive Voices secara baik dan tepat;
	CPMK6	Mampu menunjukkan kemampuan dalam Noun Clauses dengan baik.
	CPMK7	Mampu menunjukkan kemampuan dalam Reported Speech secara baik dan tepat;
	CPMK8	Mampu menunjukkan kemampuan dalam Error analysis & Text analysis of tenses secara tepat.
Diskripsi Singkat MK	Pada mata kuliah ini mahasiswa belajar tentang berbagai jenis struktur kalimat dalam bahasa Inggris agar dapat diterapkan dalam lisan dan tulisan; Subject-Verb-Agreement (SVA), Parallelism, Adjective Clauses, Passive Voices, Noun Clauses, Reported speech dan text analysis of tenses.	

Bahan Kajian/ Materi Pembelajaran	<ol style="list-style-type: none"> 1. Introduction 2. Topic meeting 2 & 3: Progressive tense 3. Topic meeting 4 & 5: Perfect tense 4. Topic meeting 6: Error Analysis 1 5. Topic meeting 7: Error Analysis 2 6. Topic meeting 8 & 9: Subject-Verb-Agreement (SVA) 7. Topic meeting 10 & 11: Parallelism 8. Topic meeting 12-13: Adjective Clauses 9. Topic meeting 15-16: Passive Voices 10. Topic meeting 17: Noun Clauses 11. Topic meeting 18: Error Analysis 3 12. Topic meeting 19: Rangkuman tentang Buku Grammar in groups 13. Topic meeting 20-21: Reported speech 14. Topic meeting 22-23: Text analysis of tenses 15. Topic meeting 24-25: Journal article analysis about grammatical features 16. Topic meeting 26-27: Error Analysis 4 								
Daftar Referensi	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Utama:</td><td></td></tr> <tr> <td></td><td>1. Murphy, R. & Altman, R. 2008. Grammar in Use: Reference and Practice for Intermediate Students of English. New York: Cambridge University Press.</td></tr> <tr> <td>Pendukung:</td><td></td></tr> <tr> <td></td><td>1. Azar, B. S. & Hagen, S. A. 2009. Understanding & Using English Grammar (4th ed.). New York: Pearson Education.</td></tr> </table>	Utama:			1. Murphy, R. & Altman, R. 2008. Grammar in Use: Reference and Practice for Intermediate Students of English. New York: Cambridge University Press.	Pendukung:			1. Azar, B. S. & Hagen, S. A. 2009. Understanding & Using English Grammar (4 th ed.). New York: Pearson Education.
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Pendukung:									
	1. Azar, B. S. & Hagen, S. A. 2009. Understanding & Using English Grammar (4 th ed.). New York: Pearson Education.								
Nama Dosen Pengampu	Mulyani, M.Pd., M.TESOL & Rosdiana, M.Pd.								
Mata kuliah prasyarat (Jika ada)	Structure I								

Mg Ke-	Sub-CPMK (sbg kemampuan akhir yang direncanakan)	Penilaian		Bantuan Pembelajaran; Metode Pembelajaran;		Materi Pembelajaran [Pustaka]	Bobot Penilaian
		Indikator	Kriteria & Bentuk	Tatap muka/Luring	Daring		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2-3	Sub-CPMK-1: mampu menjelaskan tentang Progressive tense	Ketepatan dalam menjelaskan tentang Progressive tense	Kriteria: Pedoman Penskoran (<i>Marking Scheme</i>) Bentuk test: Exercises	<input type="checkbox"/> Kuliah Daring; <input type="checkbox"/> Tugas Mandiri [OL: 2x(2x50")]	eLearning: Opensimka www.opensimka.com/web	Progressive tense: Present Progressive, Past Progressive, & Future Progressive	10
4-5	Sub-CPMK-1: mampu menunjukkan kemampuan dalam Perfect tense	Ketepatan menunjukkan kemampuan dalam Perfect tense	Kriteria: Pedoman Penskoran (<i>Marking Scheme</i>) Bentuk test: Exercises	<input type="checkbox"/> Kuliah Daring; <input type="checkbox"/> Tugas Mandiri; [OL: 2x(2x50")]	eLearning: Opensimka www.opensimka.com/web	Perfect tense; Present Perfect, Past Perfect & Future Perfect	10

6	Sub-CPMK-1: mampu menunjukkan kemampuan dalam Error Analysis 1	Ketepatan menunjukkan kemampuan dalam Error Analysis 1	Kriteria: Pedoman Penskoran (<i>Marking Scheme</i>) Bentuk test: Exercises	<input type="checkbox"/> Kuliah Daring; <input type="checkbox"/> Tugas Mandiri [OL: 1x(2x50")]	eLearning: Opensimka www.opensimka.com/web	Error Analysis 1	5
7	Sub-CPMK-1: mampu menunjukkan kemampuan dalam Error Analysis 2	Ketepatan menunjukkan kemampuan dalam Error Analysis 2	Kriteria: Pedoman Penskoran (<i>Marking Scheme</i>) Bentuk test: Exercises	<input type="checkbox"/> Kuliah Daring; <input type="checkbox"/> Tugas mandiri; [OL: 1x(2x50")]	eLearning: Opensimka www.opensimka.com/web	Error Analysis 2	5
8-9	Sub-CPMK-2: mampu menunjukkan kemampuan dalam SVA (Subject-Verb-Agreement)	Ketepatan menunjukkan kemampuan dalam SVA (Subject-Verb-Agreement)	Kriteria: Pedoman Penskoran (<i>Marking Scheme</i>) Bentuk tes: Exercises	<input type="checkbox"/> Kuliah Daring; <input type="checkbox"/> Tugas Mandiri [OL: 2x(2x50")]	eLearning: Opensimka www.opensimka.com/web	SVA (Subject-Verb-Agreement)	5

APPENDIX 2 THE LIST OF QUESTIONS

Part A

DIRECTIONS

Questions 1-15 in Part A are incomplete sentence. Four words or phrases, marked (A), (B), (C), (D) are given beneath each sentence. Choose the *one* word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Her dogs..... every night.
(A) Bark
(B) Barks
(C) Barked
(D) Are barking
2. The man whoright now is my uncle.
(A) Are visiting
(B) Is visiting
(C) Visit
(D) Visited
3. The handsome boy who won the two medalsmy friend.
(A) Were
(B) Is
(C) Are
(D) Were not
4. Neither I nor my students.....at school yesterday.
(A) Is
(B) Are
(C) Was
(D) Were
5. Neither Jane nor her brothers.....a consent form for tomorrow's field trip.
(A) Need
(B) Needs
(C) Is needing
(D) Has need
6. Neither the students nor their instructorhappy with the long cafeteria line for squid eyeball stew.
(A) Are

- (B) Was
(C) Is
(D) Were
7. Somebody who.....sick must go to the hospital.
(A) Are
(B) Is
(C) Were
(D) Have
8. No oneto speak to you about the lesson.
(A) Want
(B) Wants
(C) Wanted
(D) Wanting
9. Everybody who..... late to get up every morning should have a punishment from the headmaster of the dormitory.
(A) Are
(B) Were
(C) Was
(D) Is
10. Our team.....preparing to win the game in the Asian Game.
(A) Are
(B) Is
(C) Were
(D) Will
11. My family..... a long holiday in California.
(A) Has
(B) Have
(C) Is
(D) Were
12. The committee the leader and rejected the proposal yesterday.
(A) Meet
(B) Met
(C) Meets
(D) Meeting
13. Vina together with her friends,.....cleaning the room.
(A) Are
(B) Is

14. The central office manager, along with his two assistants,..... the room at noon everyday..
- (A) Leave
- (B) Leaves
- (C) Are leaving
- (D) Were left
15. Happiness, as well as sadness,unexpectedly in human's life.
- (A) Coming
- (B) Come
- (C) Came
- (D) Comes

16. The team are losing many members this year.
A B C D
17. Everybody in library are reading the book.
A B C D
18. The majority of the students believes him to be innocent.
A B C D
19. Peter and Tom plays tennis every afternoon with Mary and me.
A B C D
20. Mumps are a very common disease which usually affects children.
A B C D
21. There is some scissors in the desk drawer in the bedroom if you need them.
A B C D
22. There are a large supply of pens and notebook in the storeroom to the left of the
A B C D
library entrance.

23. Twenty-five dollars are too much to pay for that shirt.
 A B C D
24. Forty percent of the students is in favor of changing the policy.
 A B C D
25. Either of the girls are turning in the term papers to the instructor yet.
 A B C D
26. Mrs. Stevens, along with her cousins from New York Mexico are planning to attend the
 A B C D
 festivalities.
27. Either of the scout leaders know how to trap wild animals or how to prepare them
 A B C
 for mounting.
 D
28. Each of the nurses report to the operating room when his or her name is called.
 A B C D
29. The athlete, together with his coach and several relatives, are traveling to the Olympic
 A B C D
 Games.
30. Professor Byrd, along with several colleagues, travel to a national conferences each year.
 A B C D

Source of the book: Clifts TOEFL PREPARATION GUIDE Test of English as a Foreign Language (By Michael A. Pyle and Mary Ellen Munoz Page).

<https://dianmaryastuti12.wordpress.com/2017/03/24/soal-tugas-softskill-bahasa-inggris-bisnis-2-tentang-subject-verb-agreement-yaitu-multiple-choice-and-error-analysis/>

www.scholarsoficial.com/bahasa-inggris/materi-toefl-structure-tentang-subject-verb-agreement-part-3/

APPENDIX 3
ANSWER SHEET FOR SUBJECT-VERB AGREEMENT TEST
STRUCTURE AND WRITTEN EXPRESSION

Name :

Nim :

Semester :

Number	Answer	Number	Answer	Number	Answer
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	

APPENDIX 4
ANSWER KEY FOR THE LIST OF QUESTIONS

1. A	11. B	21. A
2. B	12. B	22. A
3. B	13. B	23. B
4. D	14. B	24. B
5. A	15. D	25. B
6. C	16. B	26. C
7. B	17. B	27. B
8. B	18. B	28. B
9. D	19. A	29. D
10. B	20. A	30. D

APPENDIX 5

INTERVIEW GUIDELINE

1. How many meeting are allocated for teaching subject verb agreement?
2. What types of subject verb agreement did you teach to students?
3. What are the most errors of subject verb agreement produced by the students?
4. How is your way to solve the difficulty of students in understanding subject verb agreement?
5. What are the types of subject-verb agreement error that produced by the students mostly?
6. How many mistake that made by the students in subject verb agreement?
7. Are there any significant improvement of students in using subject-verb agreement?

APPENDIX 6

TRANSCRIPT OF THE INTERVIEW

- Researcher : Okay miss thank you for your time and I would like to do the interview some your perception and questions about the interview today. Okay what about .. how many meetings that allocated for subject verb agreement?
- Lecturer : Well, actually..aaa..the meaning that allocated for SVA aa two. Two meetings because it is aa for.. what we call..for..credit ya. For credit this semester for course structure 2. So, that is why I gave two meetings for SVA. As well as it is also aa.. I address to another topics two meetings almost all two meetings for the deep discussion.
- Researcher : Aaa.. as the teacher that taught SVA did you think two meetings is good to teach subject verb agreement or still need another meetings?
- Lecturer : I think two meetings is enough for this material or this topics because in the first meeting I actually gave them the explanation and also its definition, kind of example and also aa..discussion ..aa in the second meeting I gave them exercise, probably two exercises two kind of exercise to test them wheather they are qualified or not or they understand or not to SVA.
- Researcher : Aaa.. what types of subject verb agreement did yout teach to the students?
- Lecturer : What type? Aa..concerning about SVA that I thought them almost seven types or eight I think. First is singular verb, plural verb, and then the third is what we call..negative..negative..negative sentence but it gives the possitive meaning aa related to neither and either. Either or, neither nor and also another type is about clause combining clause, as well as, about .. the combination of together with and then as well a, not only but also but, I forgot the.. what is the definite mention for it and what else..about the counting aa in which all the counting that teach singular verb also about disease all the disease take singular verb for example like mumps and also about accountable noun which is available in the possitive sentence it also will take singular verb..one more what I remembered is about aaaa.. what we call.. scientific dicipline I don't know for example like physics, mathematics, so all of that will take singular verb .. so it is what I remember about SVA it is seven orr eight or something like that.
- Researcher : Aaa.. because of the situation during that online teaching for example.. are there the most error SVA that produced by the students? Maybe they are still lack in understanding plural or singular or something?
- Lecturer : Well, the most error in SVA that EFL learners produced ya..commonly they produced the concordance of subject and verb for example she try not she tries and what else? Probably like the students and teaacher study, not study but studies. They think it is singular but it is plural noun.

Researcher :So, how is your way to solve the difficulty of the students in understanding Subject verb Agreement?

Lecturer :The concordance.. ya the concordance or the agreement of subject and verb. If you ask me about the way to solve, the difficulty of the students in understanding this..aa..as the lecturer I will definitely answer the best to solve the problem.. give the more exercises, and also give them chance to deal with English video and also with the...what we call.. recording video..english video I mean. English recording for this media.. they will directly learn about SVA naturally from the native speaker abd also will make them anthustiatic in learning English .. yeah learning by doing because they learn the grammar directly. For example the lecturer gives much aaa.. focus gives much focus on the grammar .. the students will get bored aa...other ways to solve this problem beside giving them exercise related to SVA and also giving them a chance to deal with English video that elated to SVA. Maybe others they will ask to make theirself sentences they will make self sentences or we can combining the task by giving them aaa written test. So, in the written test they have to insert the material..aa.. the material about SVA. So, in this case they will know or they will learn which one is false or which on is correct or incorrect regarding about Subject, Verb , Agreement sentence in the writing test. So that is why.

Reseacher :Aaa.. How is the result of the test is it has a big improvement or maybe they get error maybe 50 % more then or less ?

Lecturer :What do you mean by the types?

Researcher :Aaa.. no no miss. Aa.. because you say the way you want to teach maybe give the written test for example. So, I asked about the score / high score that they get after the test?

Lecturer :I am not really sure about written test because it is only the..what we call.. it is just to make them incomment SVA, so maybe this is possibility or great possibility for them to increase or improve their proviciency in subject verb agreement understanding. Aaa... maybe we can add more with giving them a task about finding in newspaper and they will find SVA there ..so, we can give them aaa I have ..not i have. I get them the task...finding the reading text and and they have to find sentences related to some topics that we have learned. So, that is all that I have for them.

Reseacher :So, what are the types of SVA error that produced by the students mostly?

Lecturer :Umm.. yeah...aa commontly they made subject verb agreement error in the type of clause this one is a difficult one clause..and then in a sentence that related to neither/either/ neithe ror neither nor.. in others it quite fair but for the clause it's quite difficult for them.

- Researcher :How many percent students made the mistake in Subject verb agreement in your perception?
- Lecturer :If I have .. if I can examen percentage of students make a mistake in subject verb agreement. Approximentely umm..between 60% to 70%. Yeah between 60 to 70%.
- Researcher :Okay. Are there any significant improvement of the students and how is your suggestion towards the students in the future as the lecturer that taught in the structure class?
- Lecturer :Significant improvement of the students..well I think because we were in virtual learning or online learning system, So, I can't count I can't examen the significant improvement of the students. Um.. well because we had virtual learning it quite impossible for the lecturer and a student made a good effective interaction also aaa explanation to them. So, I cant tell the significant improvement to the students and sorry for that..I cant say that.. and about my suggestion toward stduents in learning SVA..yeah aa the student recommended and suggested..highly suggested to ..to find many many reading that on many newspaper, english newspaper they have to read more writing text and also they have to deal more with writing test. Yeah..to exercise to ease them to improving them understanding and their proviciency about SVA and other topics and also by practicing them. Practicing it in their daily life it will make them easy in delivering the correct sentences for example SVA because SVA aaa... apa ya.. it relates tightly with our daily life activities. I think because subject verb agreement how we concore, how we agree with recall concore between verb and the subject, for the suggest.
- Researcher :Okay thank you miss for your information about your perception to the students about subject verb agreement and thank you for your time today.

APPENDIX 7

AUTHOBIOGRAPHY



Mahdalena was born on August 18, 1997 in Banda Aceh. Her father, M. Ali is past away and her mother, Nurmala is also has past away in 2004. She is the four child of five children in her family. She started her study at SDN Langga Sigli in 2004. She graduated in 2010 and she continued her study at MTsN Tungkob Aceh Besar. In 2013, she continued her study in one of the high school in Aceh besar at MAN Darussalam (MAN 4 Aceh Besar) with the major is Natural

Sciences and graduated in 2016. Afterward, she continued her study in English Education Department at STKIP Bina Bangsa Getsempena Banda Aceh. And she finished the recruitment for degree of Sarjana Pendidikan (S1) in 2020.

SURAT PERNYATAAN SUDAH PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : **Mahdalena**

NIM : 1611060014

Prodi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa saya telah menyelesaikan penelitian saya di STKIP Bina Bangsa Getsempena di kelas Structure II dan telah mendapatkan izin dari pihak dosen pengampu mata kuliah yang bersangkutan:

Nama : **Mulyani, M.Pd., M. TESOL**

NIDN : 1307078301

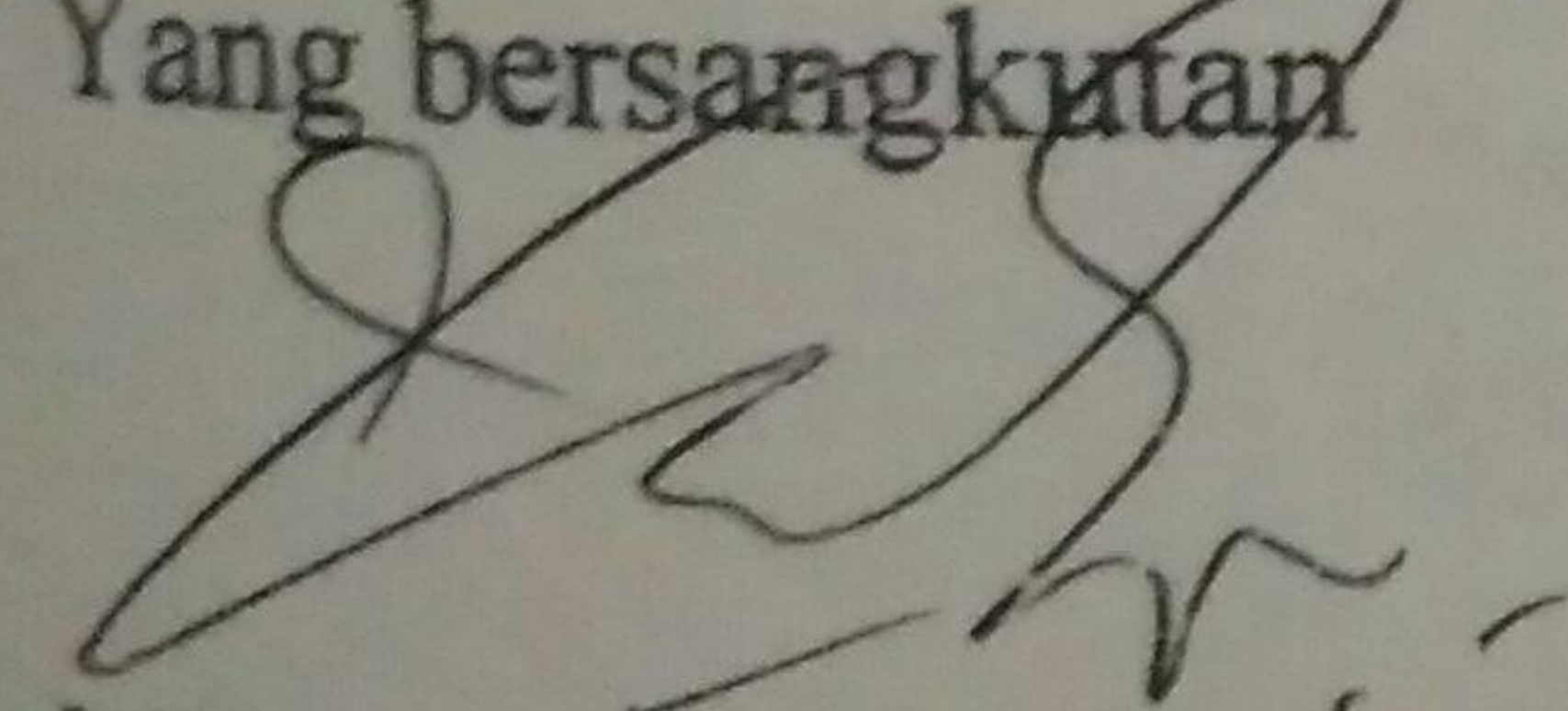
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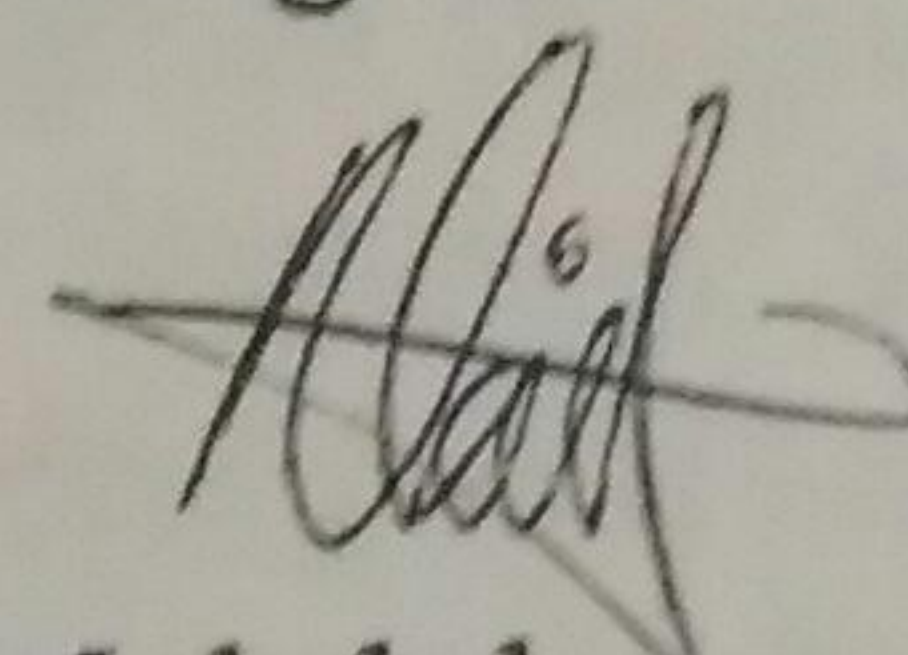
Mengetahui,

Yang bersangkutan



Mulyani, M.Pd., M. TESOL

Yang membuat pernyataan



Mahdalena



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SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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Dengan hormat,

Ketua Sekolah Tinggi Keguruan dan Ilmu Pendidikan dengan ini menerangkan bahwa :

Nama : MAHDALENA
NIM : 1611060014
Judul : "An Analysis of EFL Students' Ability In Using Subject-Verb Agreement"

Benar telah melaksanakan penelitian sesuai dengan data tersebut diatas.

Demikian pemberitahuan ini diperbuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Ketua,

Dr. Lili Kasmini, S.Si M.Si
NIDN 0117126801

