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

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis kemampuan siswa EFL dalam menggunakan kesesuaian subjek-kata kerja. Peneliti menggunakan beberapa jenis kesesuaian subjek-kata kerja untuk menganalisis pemahaman peserta didik EFL dalam menggunakan kesesuaian subjek dan kata kerja, yaitu: Singular / Plural, Neither / Either, Nouns Kolektif, Pronoun tak tentu, Frasa Preposisi, Ada "be 'and Fractional Ekspresi (Menghitung). Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian adalah mahasiswa semester II STKIP Bina Bangsa Getsempena yang terdiri dari 19 siswa. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah daftar pertanyaan, kuesioner, dan wawancara. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan kesesuaian subjek-kata kerja yang dihasilkan oleh siswa, alasan siswa melakukan kesalahan dalam menggunakan kesesuaian subjek-kata kerja dan persepsi dosen terhadap pemahaman siswa dalam menggunakan kesesuaian subjek-kata kerja. Hasil penelitian menunjukkan bahwa siswa masih rendah dalam memahami penggunaan kesesuaian subjek-kata kerja, sulit untuk membedakan subjek / kata kerja tunggal dan jamak, kurangnya praktik dan dampak pembelajaran online terhadap proses pembelajaran siswa. Kemampuan siswa EFL dalam menggunakan kesesuaian subjek-kata kerja juga ditunjukkan oleh hasil dari daftar pertanyaan. Hampir semua siswa menghasilkan kesalahan dalam menjawab daftar pertanyaan. Kesalahan dominan yang dihasilkan siswa adalah Either / Either, Frasa Prepostition dan Pronoun tak terbatas.

Kata Kunci: analisis kesalahan, siswa efl, kesesuaian subjek-kata kerja.

ABSTRACT

This study aimed to analyze the EFL students' ability in using Subject-Verb Agreement. The researcher used some types of subject-verb agreement to analyze the understanding of 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, questionnaire and interview. The objectives of this research were to know the type of subject-verb agreement errors that were produced by the students, reasons of the students produced errors in using subject-verb agreement 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, lack of practicing and online learning impact to students' process on students learning. 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/Either, Prepostition Phrases and Indefinite Pronoun.

Keywords: *error analysis, efl students, subject-verb agreement*

INTRODUCTION

Errors in subject-verb agreement it seems 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). An error is not the same as a mistake (Ellis, 1986). It will not usefull if the the students lack of the understanding of gramatical organization no matter how smart an individual in giving a genius idea (Baleghizadeh & Gordani, 2012:162). Furthermore, gramatically correct sentence means that the sentence should follow the rules of the English grammar. (Sari, Mu'in & Yamin, 2019; Siti, 2017).

Error analysis is usually designed to identify the kinds of learners' errors in second language (Atmowardoyo, 2018). Error analysis as proposed by Sidhar (1980:103) in Fauziati (2009: 136) consisting of 1) are collecting of data (either from compositions by the students on a given theme of 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.

According to Khansir (2012) said 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 the learners performance in it. In L2, EFL students are requires to apply basic skills and high level skills (Hanna & Demus, 2019: 90). The students need to prepare those skills to pass their TOEFL test as a requirement of a university or to get a scholarship and as the preparation for the students to be an English teacher in the future.

Children learn their first language through listening and copying what those arround them say and it is one of the developement of their linguistics skill that use L2 in the pattern (Ahmad, 2015; Tama, 2017). Stages of learning a second language are prone to inter-lingual transfer from the native language (Brown, 2000; Karim, 2018; Al-Ahdal,2020). 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.

Subject-Verb Agreement is important to learn for the EFL learners because it is a basic grammar that the student should know (Tampubulon, 2020; Kurniawan& Firdaus, 2020). 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.

The researcher chooses the second semester students because they are the students that already know how is the basic grammar that they learned at the first semester while they were in university. Another reason for deciding second semester students because they are prepared to be teachers in the seven semester. 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. 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 .

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 University?
2. What is the reason of the students in produce errors of using subject- verb agreement at second semester students of STKIP Bina Bangsa Getsempena University?
3. What is lecture perception towards the students understanding of Subject-Verb Agreement?

Base on the problem of the study above, the objectives 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 University.

2. To find out the reason of the students in produce the error of using subject verb agreement at second semester students of STKIP Bina Bangsa Getsempena University.

3. To find out the lecture perception towards the students understanding of Subject-Verb Agreement at STKIP Bina Bangsa Getsempena University.

RESEARCH METHODOLOGY

The researcher uses descriptive qualitative method to obtain her purpose. In this case, descriptive qualitative method uses to describe the EFL students' ability in using the Subject-Verb Agreement. The participants of this research is second semester students that consist of 19 students. The researcher takes the participants in structure class as Acehnese EFL students at STKIP Bina Bangsa Getsempena in conducting the research. In this research, the writer uses the tlist of questions, questionnaire and interview in collecting the data.

The researcher gives the list of questions to the students about Subject-Verb Agreement that analyze on students answers. The students choose the correct answer

based on their ability in understanding the subject-verb agreement. The researcher provided two sections, those are: multiple choice (part A) and written expression (part B).

The researcher uses the list of questions that consist of 30 questions that devided into two sections . 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.

The researcher gives the questionaires to 19 students after they finished to answers the list of questions. This questionaire provided 6 questions that the students must answer based on their feeling and their opinion on the questionnaire' sheet. The questions are objectively to ask each student' reason produced the errors in using subject-verb agreement as EFL students. After that, the researcher analyzes how is the result from the questionaires that conducted by the researcher.

The researcher asks one lecturer in structure class that taught this participants. The researcher asks the lecturer about how is the perception of the lecturer towards the students in understanding subject-verb agreement based on the reality that she/he taught during the process of teaching and learning. In this part, the researcher uses the audio record during the process of interviewing between the researcher and the lecturer. The linterview is important to the research in order to know the whole perception of the students's understanding in using SVA.

In this case, the researcher calculated the score in 2 classifications: Medium and difficult level of the questions. Number 1-20 are classified as medium questions and the researcher gave 3 point for each correct number. Number 21-30 are classified as difficult questions and the researcher gave 4 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.

The data analysis for the questionaire is based on the dominant answer of the students' opinion in giving their answer towards the questions that provided. The reseacher described the answer of the students toward subject-verb agreement one by one. After that, the researcher classified those answer based on the number of the common reason that student has been witten in their questionnaires. Each students' respon has their own explanation that related to the students' reason in produced the errors in SVA.

The data analysis for the interview is based on the answer of one lecturer that taught in structure class at STKIP Bina Bangsa Getsempena about the perception of students' understanding in using Subject-Verb Agreement. The researcher analyzed the data by giving the leturer some questions about her perception towards the students. During the process of interview, the reseacher uses the audio record. After the researcher finished the interviewing, the researcher transcribe the audio in paper sheet.

RESULT & DISCUSSION
RESULT
The result of the Students' test (list of questions)

There are two sections of the list of questions, those are : Multiple choice that is called as part A and written expression that is called as part B. 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).

Besides, In part B, the researcher categorizes 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). In this section, the researcher also provided 15 questions.

Tabel 1. The result of the students' answers

Students' name	Correct Number	Incorrect Number	Score
Student 1	14	16	36
Student 2	10	20	30
Student 3	10	20	26
Student 4	6	24	18
Student 5	11	19	37
Student 6	10	20	30
Student 7	6	24	18
Student 8	6	24	18
Student 9	10	20	30
Student 10	9	21	29
Student 11	9	21	29
Student 12	7	23	22
Student 13	10	20	30
Student 14	5	25	15
Student 15	11	19	34
Student 16	6	24	18
Student 17	10	20	30
Student 18	7	23	21
Student 19	6	24	18

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 they would learn the difference grammar.

From part A (Multiple Choice), 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.

Beside, in part B (Written Expression), 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 and still hard to classify the subject-verb agreement. . The lowest errror number in written expression test is singular/plural that the students did not produce the error above 10 error numbers. It shows that most of the students did not have much problem with the singular/plural.

In conclusion, 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.

The Result of the Questionnaires

Based on the result of questionnaire, the researcher found the reasons why students still produce the errors in using subject-verb agreement. Even if in the first questionnaire result students said that subject-verb agreement is not so difficult but, in fact they produced many errors in answering the test item and the students are difficult in understanding SVA. The main reasons are students still lack of understanding and lack of practicing. So, that is why they still do not know how to use subject verb agreement. On the another hand, there is external reason students made the errors. There are mother tongue influence and the understanding of subject verb agreement.

The result of the interview

The result of the interview above is about the perception of the lecturer to the students in understanding subject verb agreement. There are problems that faced by the students and lecturer while they are learning because of virtual learning, for example, communication, network access to the remote area because some of students occupied to remote areas. The most error in SVA that EFL learners produced are commonly about subject and verb that they are still difficult to differentiate subject and verb of SVA in a sentence. The use of singular and plural words in sentences also made the students difficult to understand to differentiating sinular/ plural about subject and verb.

DISCUSSION
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 errros that students produced are high. 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 those part of questions. 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, there 'be" and fractional expression (mathmattical process). 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 mathmaticcal 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. Under 10 students incorrect to answer number the questions. 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.

Questionnaires

Based on the result of the questionnaire, 15 students said using SVA is not difficult for them. Their answers are not in line with their test result. Almost all of them did the errors in SVA test. However, the test shows they still lack of the understanding of SVA and almost of the students made the errors in some types of the subject-verb agreement. Their result also shown that the highest correct number is only 14. It was only one student can answer 14 questions correctly. Most of the students even cannot answer above 10

correct answer. The students should do more exercise about the use of subject-verb agreement.

The lecturer that taught in structure class also said that about 60-70% percents students that did the errors in SVA. The lecturer said that students still difficult in using SVA correctly. The lecturer explain further that they are very low in understanding subject and verb properly. It means students. answer in the questionnaires were not match towards the result of their test. Beside, 4 students said that they are still difficult to understand SVA because lack of practicing and unable to master SVA.

Besides, the students said almost all of them do not understand how to use subject and verb in subject-verb agreement.They are difficult in the differentiating the correct verb for the correct singular. It shows the students do not understand the basic grammar understanding. It was in line when the students did the errors in answering the SVA. The researcher provided singular/plural subject in many types of subject verb agreement. The students are incorrect to choose the questions. The same answer is also stated in interview between the researcher and lecturer that the students do not understand the use of subject and verb. So, the solution for that is the students need to learn more about the basic grammar of SVA.

Mother tongue(L1) influences the students in using SVA pattern and mother tongue (L1) also affected in translating to L2. The stdudents thought that their mother tongue infcluence their language while using L2 pattern. They are difficult to put the word in the right place. It was one of the reason of students' errors in using SVA.

The researcher found the errors that produced by the students because of the students lack of practicing and the ability of the students are still low. The students are seldom use SVA in their daily life. The students are also difficult in differentiating singular/plural subject. That is why the student are difficult in classifiying the SVA. Lack of practicing is the main problem to the students. The students cannot master all types of SVA if they lack of practicing. The solution is the students should practice SVA by watching English video because the students would be more focus to listen to the explanation because they can watch it everywhere they want and they can repeat the video many times.

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 singular/plural and subject and verb. The most error in SVA that EFL learners produced are commonly about subject and verb that they are still difficult to differentiate subject and verb of SVA in a sentence. The lecturer suggests the students to do the exercise more and practice it in their daily life. The lecturer said the the SVA is related to daily life so, the students would learn it easily.

There are problems that are faced by the students and lecturer while they are learning because of virtual learning for example communication, network access to the remote area because some of the students occupied remote areas. The lecturer said that is difficult for the students to learn effectively because there is no direct interaction between lecturer and students. So, it was a big problem for the students and lecturer.

The lecturer said that about 60-70% percents the students produced the errors in subject-verb agreement. It means only 30% of the students understand the SVA. It was in line with the result of the test. There are many students cannot answer all the questions correctly but only one students can answer 14 questions correctly. It shows the ability of EFL students' in using subject-verb agreement is very low.

CONCLUSION AND SUGGESTION
Conclusion
The result shows that students' understanding in subject verb agreement are still low. The number of the students produced the errors in many types of Subjcet-Verb Agreement is high. The students mostly produced the errors in Neither/Either, Preposition Phrases and Indefinite Pronoun. Almost all students only can answer all questtions 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 researcher also found the reasons about the students' errors in subject-verb agreement. The students said that they rarely hear some words in subject-verb agreement,for example, singular/plural words like "the team, the majority, long with, etc". The students also gave reasons those are: the students seldom use subject-verb agreement, lack of practicing, differentiate of singular/plural subject, and lack of the understanding about SVA.

The main reasons are the students still lack of understanding about SVA and lack of practicing in speaking and writing . On the other hand, there is external reason of the students produced the errors. It is because mother tongue influence students' understanding in using subject-verb agreement. The students are difficult when they need to translate L1 pattern to L2. It was difficult because L1 and L2 have different structure in a language.

Finally, based on the analysis of the interview, it shows the same respons between the lecturer and the students. The students' errors produced in understanding SVA are in singular/plural, and subject/verb. Similarly, the lecturer also said most the errors in SVA that EFL learners' produced is commonly on the subject and verb. The students are still difficult to differentiate the subject and verb in a sentence. The lecturer gives the percentage of the students that produced the errors in SVA. It is about 60% to 70%.

There are problems faced by the students and lecturer, those are: the use of virtual learning make the process of learning ineffective because there is no direct interaction between lecturer and students. It could make the materials that thought by the lecturer cannot be delivered deeply. The lecturer believes if there is no such communication between students and lecturer directly it would be hard for them to understand the lesson because they lose the focus on the subject.

Suggestion
This study shows that the Subject verb agreement is not easy to learn by virtual learning or online learning. It gives a huge impact to the students in understanding the materials. The students actually need a good communication and interaction face to face

to ensure their understanding. So, this is also one of the reason in the future to not teach the grammar to the students through online learning. The students need a physical connection to make themselve understand. The students are easy to ask the lecturer directly without any communication error because of the internet connection.

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 students use.

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 analysis on another types of subject-verb agreement. It is better to apply some methods in the research 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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