

**AN ERROR ANALYSIS ON SUBJECT - PREDICATE AGREEMENT  
IN ENGLISH MADE BY THE SECOND YEAR STUDENT OF  
SMK MUHAMMADIYAH GENTAN, SUSUKAN**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Since the proclamation of Indonesia on 17<sup>th</sup> August 1945, English has been taught in our country as a first foreign language. It is taught in elementary school, first grade of SMP (senior High School) up to the grade of SMA (Senior High School) and even at the University for some semesters. Moreover, it is taught in elementary school from the second up to sixth grade at this time.

Although English is taught as a first foreign language at school, it does not mean that the result of teaching it is satisfying. Many people complain about the poor English mastery of SMA graduates in spite of they have studied the language for so many years. The great majority of them can not speak in English, even about their daily life, let alone about a more formal subject matter. They also have poor writing skill, because they have hardly been given practice in writing English sentences or compositions. Grammar plays important role to practice writing English, but usually Indonesian students find difficulties in learning it. This is caused by the rules of English which are different from those of Indonesian.

Grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of the

rules that govern how a language's sentences are formed. English sentences consist of predications something is said, or predicated, about a subject. The main grammatical divisions of a sentence are therefore the subject and the predicate. The sentence may be further divided according to the function each word has in the subject-predicate relationship.

Different languages have different constraints on the way chains are ordered and slots are filled. Many second language learners errors result from over generalizing rules from their own language. For example, in the sentence: The boy threw the ball into the river, the verb is *threw* so the predicating word is *threw* but the student has selected the wrong kind of chain to follow the verb *into* (Frank, 1972:1).

It is necessary for English teachers to analyze the students errors, because by understanding the errors students are ready to anticipate the coming sentence problem. The writer is interested in conducting a research about the errors of subject + predicate agreement in English in simple present tense and simple present continuous tense, because it is the basic English grammar, one tense that is often used in language skill, and subject-predicate are the main grammatical divisions of a sentence in simple present tense (Frank, 1972:1).

For that reason the writer intends to put this case in the research entitled: AN ERROR ANALYSIS ON SUBJECT-PREDICATE AGREEMENT IN ENGLISH MADE BY THE SECOND YEAR STUDENT OF SMK MUHAMMADIYAH GENTAN, SUSUKAN.

## **B. Previous Study**

In accomplishing this research, the writer uses the previous research dealing with the topic. The first researcher is Faridatul Aliyah (2004) who conducted a research entitled: *An Error Analysis of Using Auxiliary Verbs in the Simple Present Tense (The case study of the second year students of SMP Muhammadiyah Ampel)*. She concluded that the difficulties that are faced by the students are confusing to differentiate the uses of “do and does”, cannot add “s/es in verbs, and confuse to use VI, V2, and V3.

Second researcher is Rosa Heristiyono (2005) who conducted a research entitled: *“Grammatical Error Analysis of an English Department Students Oral Communication”*. She concluded that the errors might indicate the points of areas where the subjects inadequate understanding in grammar is located (competence error) or just indicate the subjects performance error.

From the above descriptions, it can be seen that the research above is different from this present research. The writer analyzes errors of subject-predicate agreement in English faced by second year students.

## **C. Problem of the Study**

The problem statement in this research can be stated as follows:

1. What types of error in the surface strategy taxonomy of subject - predicate agreement in English are made by second year students in SMK Muhammadiyah Gentan, Susukan?
2. What sources of errors subject - predicate agreement in English are mostly often made by the students in SMK Muhammadiyah Gentan, Susukan?

#### **D. Objective of the Study**

It has been briefly mentioned in the research problem, that this study intends to find the answer stated in the research problem that are:

1. to find types of error in the surface strategy taxonomy of subject - predicate agreement in English are made by the students in SMK Muhammadiyah Gentan, Susukan.
2. to find the sources of error of subject - predicate agreement in English are mostly often made by the students in SMK Muhammadiyah Gentan, Susukan.

#### **E. Limitation of the Study**

The writer limits the research in using predicate-subject agreement in English made by the second year students of SMK Muhammadiyah Gentan, Susukan.

#### **F. Benefit of the Study**

The writer hopes that this research will have some benefits in English teaching and learning.

1. Theoretical Benefit
  - a. The finding of the research will be useful for the students of Senior high school to know their problem and difficulties.
  - b. It will give experience and clear understanding about errors in subject-predicate agreement to the readers.

## 2. Practical Benefit

This research gives a contribution to other researchers who are interested in analyzing and investigating the errors of subject-predicate agreement in senior high school.

### **G. Research Paper Organization**

There are five chapters in this research paper as follows:

Chapter I is introduction. It consists of background of the study, previous study, problem statement, objective of the study, limitation of the study, benefit of the study and research paper organization.

Chapter II presents the underlying theory. It concerns with the theory of error analysis, error and mistake, and agreement.

Chapter III is research method. This chapter discusses type of research, object of the research, subject of the research, data and source data, technique of collecting data, technique for analyzing data.

Chapter IV is research result and discussion. It describes the data description, and discussion.

Chapter V is conclusion, and suggestion.