

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

An error is the use of a linguistic item (e.g. A word, a grammatical item, a speech act, etc) in a way which a fluent or native speakers of the language regards as showing faulty or incomplete learning (Richard, 1985). Error is different with the mistake, as Richard (1985) also stated, “ a distinction is sometimes made between an error, which results from incomplete knowledge and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or any other aspect of performance”.

Analyzing an error is an important thing for the writer because by analyzing the error, the writer can find out how good student know a language, how they learn a language and to know where the most part of student’s language performance in this research made an error and gave the reasons about it and hope in the future the teacher knows how to make them not making an error anymore especially in that part.

Error is classified into some parts, as Richard (1985) also stated “ errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misunderstanding of a speaker’s intention or meaning (interpretive error), production of the wrong communicative effect e.g, through the faulty of use of a speech act or one of the rules of speaking

(pragmatic error). In this research the writer focuses on analyzing error in grammar (syntactic error) especially subject-verb agreement.

Subject-verb agreement is the filament that link's subjects to predicates in formal English is the number and while it could be (and is) argued that word order and context suffice to give any native reader or listener a sense of the relation between subject and predicate (Shaughnessy 1976).

The writer chooses subject-verb agreement as the main problem in this research because the writer wants to know is the mother language of the student which never use any subject-verb agreement take effect on student performance in his second language and also the writer wants know what is the most error patterns of subject –verb agreement made by the student.

So that finally in conducting the research the writer chooses SMAN 1 Sarolangun as the place where the data are taken, because SMAN 1 Sarolangun is the best senior high school in Sarolangun and it is already pointed as an International Standard School. Therefore, the writer thinks that it is appropriate place to conduct the research in this school.

As the object of the study the writer chooses class XI Science Department 3, because class XI is a middle phase in senior high school. Students at this level have to adapt their mind with the new subject in senior high school where it has different material with junior high school. Moreover, they also have more spare time than Class XII who is busy preparing for national final examination.

1.2 Identification of the Problem

In this thesis the writer intends to figure out the erroneous pattern of subject-verb agreement and the causes of that error. To conduct the research the writer proposes two research questions, they are:

1. What are the erroneous patterns of subject-verb agreement in simple present and passive voice made by the eleventh graders science department, at SMAN 1 Sarolangun?
2. What causes the error made by the students?

1.3 Objective of the Study

There are two objectives of this research. First, to describe the erroneous patterns of subject-verb agreement in simple present and passive voice made by the eleventh graders science department at SMAN 1 Sarolangun Second, to describe the causes of error made by students.

1.4 Scope of the Research

In order to limit the discussion of the research, the writer focuses on the erroneous pattern of subject-verb agreement in simple present and passive voice that was made by students and to know the causes of error made by students. A student in this research refers to the students in SMAN 1 SAROLANGUN Class XI IPA 3, the average age is ranged from 16 to 17 years old. Based on an introduction to psycholinguistics (Steinberg, 2006) people at this age is categorized as adults.

1.5 Method of the research

In conducting this study, there are three stages followed namely collecting data, analyzing data and presenting the result of analysis

1.5.1 Collecting the Data

In collecting the data, the writer applies *metode simak* by Sudaryanto (1993). In another word the data are collected through observation to SMAN 1 SAROLANGUN class XI IPA 3, take a note on student's class practice, seeing their habit in the class and collecting students' first and second examination answer sheet. In choosing participants, the writer used random sampling. The writer ordered students to write their name on the piece of paper and collect it to the writer. After that the writer took six pieces of papers randomly the named that appeared from the paper will be the participants.

1.5.2 Analyzing the Data

There are some theories that will be applied in analyzing the data. They are Rules for subject-verb agreement with Carol King and Nancy Stanley (1982); this theory is used by the writer in analyzing the error in subject-verb agreement. Second is simple present and Passive voice by Marry Ansel (2000), this theory is used by the writer in analyzing the error of pattern. Third is five hypotheses of second language acquisition by Stephen D. Krashen (2009), this theory is used by the writer to analyze the cause of the error. The last theory is Jack

Richard's five process in interlanguage (Richard, 1974), this theory is used by the writer to analyze the cause of error.

1.5.3 Presenting the Result of Analysis

In presenting the result of analysis, there are two methods that are applied in this research, they are: formal and informal method (Sudaryanto, 1993:145). Informal method, the result of analysis is written in the form of simple and explanatory sentence while in informal method the result of analysis is written by using symbols. The writer applies both of them in presenting the result of analysis.

1.6 Source of the Data

The writer will take the data from the samples of student grade XI IPA 3 that the writer has already chosen. The data first, consist of exercises of the student. Exercise here means that students at that time ordered by their teacher to write a sentence in the form of simple present and changed it to passive voice. Second is for students mid examination. This examination was held by teacher twice, because on the first test there were a few students that can pass the test and the writer took all of students answer sheets, the place where the writer will take the data is in SMAN 1 SAROLANGUN. SMAN 1 SAROLANGUN is the best senior high school in Sarolangun and it is already pointed as an International Standard School. Therefore, the writer thinks that it is appropriate to conduct the research in this school.

The data will be grouped firstly based on where it's taken then the writer will analyze the error one by one. At simple present, the participant ordered by the teacher to complete a paragraph by using simple present tense rules, here is the paragraph :

“An orchid ___ (be) a tropical plants. It ____ (belong) to the same group as Vanda. Orchids ____ (be) beautiful and commonly used as decoration. Orchids ___ (have) hard leaves. They ____ (have) fiber roots and they ____ (have) strong and flexibel branches. Most orchids ____ (live) wildly and ____ (grow) in a cold place”.

Also in the passive voice, the participant ordered by teacher to comple a paragraph by using passive voice rules, here is the paragraph:

“Snakes ____ (classify) into cold blooded animals. It ____ (can divide) into many kinds of species. The most dangerous and poisonous snake in the world is King Cobra. Some of them ____ (take) to the laboratory and many experiments ____ (have do) to their blood. This blood later on ____ (could cured) many serious illness”.