

CHAPTER II

LITERATURE REVIEW

In this chapter review the theoretical framework which are related to the analysis, ability, and subject verb agreement. In this chapter also reviews about the previous related study that relevant with this study and shows the conceptual framework of this study.

A. Theoretical Framework

1. Concept of Analysis

Analysis is important to get conclusion about an issue or topic detailed. Analysis has been a common, if not essential, practice of learning, research, teaching, and thought. Widespread as it is, it may be one of the most taken for granted knowledge production practices. Analysis Many who use analysis do not recognize it as such or call it analysis. It's taken to be a necessary step before inference and interpretation and often contrasted with synthesis (Petrina, 2019). Analysis helps to identify and describe something that someone wants to know. So, analysis in this research the writer analyzed students' ability in using subject verb agreement.

The form of analysis determined by the specific qualitative approaches take (field study, ethnography content analysis, oral history, biography, unobtrusive approach research). Analysis is detailed

information of anything complex in order to understand its nature or to determine its essential features.

2. Concept of Ability

Ability is the potential or skill owned that can enable person to do something. Ability is standard in the term of main different between individual when other factors were ruled out method were suggested. Ability is a natural power someone may get from birth. Ability can be the result or output when person learning. Ability was natural skill, the capacity or power to do something that performed to reach the best quality, such as competence, intellectual and talent, mental, financial, or legal power (Widiastuti, 2021). Obviously natural ability is superior to that acquired one. Abilities often represent those intellectual and physical characteristics that are constant in an employee over time and can give them the capacity to respond.

3. Concept of Subject Verb Agreement

Subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural) which is also called subject-verb concord (Simorangkir, 2018). Concord is the general grammatical term of a language which in a basic sense, refers to the relationship between two grammatical units. One unit which triggers the agreement relation is known as “controller” and the

other unit which is determined by the controller known as “target”. (Shuaibu & Ghali, 2021). These two units are determined by syntactic and semantic characteristics which are called “agreement features”. The term “Subject-Verb Agreement” (SVA) refers to the rules of grammar in English language where the subject usually agrees or matches with the verb/s used in a sentence (Sirait, 2022).

Subject verb agreement is one of grammatical rules that regulate the use of the verb form after the subject in a sentence. A verb usually comes after the subject in a simple sentence. It comes as a word or a phrase which contains a simple form of a verb, an adverb, an auxiliary or a modal.

Rules of Subject Verb Agreement

According to Azar and Hagen (2012), there are five rules of subject verb agreement and these are the rules of subject verb agreement

1. Final –s or –es

1) Final –s or –es is added to a noun to make the plural noun. So that it requires a plural verb.

Example:

Friends are important.

2) A final –s or –es is added to simple present verb when the subject is a singular noun. Mary, my father, the machine or a third person singular pronoun. he, she, it.

Example:

Mary works in my company.

2. Basic subject verb agreement

- 1) Two or more subjects connected by and require a plural verb.

Example:

My brother and sister live in Boston.

- 2) Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase *on political parties* does not change the fact that the verb *is* must agree with the subject *book*. The subject and verb separated by an adjective clause.

Example:

The **ideas** in that book **are** interesting.

The **books** bought at the bookstore **were** expensive.

- 3) A gerund use as the subject of the sentence requires a singular verb.

Example:

Watching old movies **is** fun.

3. Using expression of quantity

- 1) In most expression of quantity, the verb is determined by the noun or pronoun that follows of.
 - a. Some of + singular noun = singular verb.

Example:

Some of the **book is** good,

A lot of the **equipment is** new.

Two-thirds of the **money is** mine.

Most of our **homework is** easy.

b. Some of + plural noun = plural verb.

Example :

Some of the **books are** good.

A lot of **my friends are** here.

Two-thirds of the **boys are** here.

Most of our **assignments are** easy

2) Exceptions: One of, each of, every one of take singular verb (plural noun needs singular verb).

Example:

One of my friends **is** here.

Each of my friends **is** here.

Every one of my friends **is** here.

3) Subject with none of considered singular in very formal English, but plural verb is often used in informal speech writing.

Example:

None of the boys **is** here.

None of the boys **are** here. (informal)

4) The Number of and a number of

The number of is a subject.

Example:

The number of students in the class **is** fifteen

A number of is an expression of quantity meaning “a lot of”. It is followed by a plural noun and a plural verb.

Example:

A number of students **were** late for class.

4. Using there + be

There + be introduces the idea that something exists in a particular place.

There + be + subject + expression of place

The subject follows be when there is used.

In (a): The subject is a fly. (singular)

In (b): The subject is three windows, (plural)

Example:

There is a fly in the room.

There are three windows in this room.

5. Some irregularities

1) Sometimes a proper noun that ends in –s is singular.

Example:

The United States is big.

The Philippines consists of more than 7,000 islands.

The United Nations has its headquarters in New York City.

Harrods is a department store.

In the examples, if the noun changed to pronoun, the singular pronoun it is used (not a plural pronoun they) because the noun is singular. The United States and Sears are it.

2). News is singular

Example:

The **news is** interesting.

3) Fields of study is that ends –ios require singular verbs.

Example:

Mathematics is easy for her.

Physics is easy for her too.

4) Certain illness that end in –s are singular: diabetes, measles, mumps, rabies, rickets, shingles.

Example:

Diabetes is an illness

5) Expression of time, money, and distance usually require a singular verb.

Example:

Eight hours of sleep **is** enough.

Ten dollar is too much to pay.

Five thousand miles is too far to travel.

6) Arithmetic expression require singular verb

Example:

Two and two is four.

One plus three is or **equals** four.

Four times five is/equals twenty.

Five times five is twenty-five.

7) People,* police, cattle, and fish do not end in -s, but they are plural nouns in the example sentences and require plural verbs.

Example:

Those people were from Canada.

The police have been called.

Cattle are domestic animals.

Fish live under water.

8) Some nouns of nationality that end in -sh, -ese, and -ch can mean either language or people, e.g., English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French.

In (q): English = language

In (r): The English = people from England

Example:

English is spoken in many countries.

Chinese is his native language.

The English drink tea.

The Chinese have an interesting history.

- 9) A few adjectives can be preceded by *the* and used as a plural noun or without final –s to refer to people who have that quality. e.g. the elderly, the young, the living.

Example:

The poor have many problems.

The rich get richer.

4. Concept of Ability in using Subject Verb Agreement

An idea (meaning) must be organized well in a sentence. Whether or not an intended meaning was precisely and clearly express in the sentence (Widiastuti, 2021). Whether or not relationship between and among subject and verb is clear in a sentence. With grammar in a sentence, people practice implementing their ideas and insights into their own writing. In this connection with grammar ability as mentioned earlier, it can be help the students to see the step undertaken in the analytical process and give concrete from insight and develop the way seeing a structure that is so crucial for comprehension in reading and proficiency in writing. Anyway, through analytical thinking and writing, grammar can help students write better without even realizing that there were being taught which that approach.

B. Previous Related Study

In this study, writer took four studies. The first study was conducted by Nurjanah (2017), with the title “An Analysis of Subject Verb Agreement Errors on Students’ Writing”. In this study writer examined students’ ability in using subject verb agreement when their writing. It was found that students still find it difficult in using subject and verb correctly to write paragraph in simple present tense.

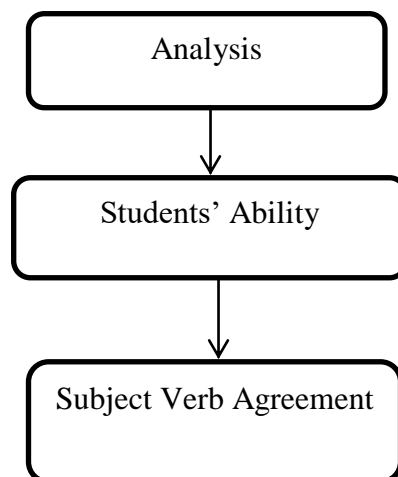
The second study was conducted by Suryo and Yustisia (2018), with title “The Students’ Ability in Using Subject-Verb Agreement in Senior High School”. This study described students’ error in using subject-verb agreement. It was found students’ error in SMA Ar-Rohmah Malang and 58% students made error when using subject verb agreement.

The third study was conducted by Susfenti (2020), with title “Students’ Ability in Using Subject Verb Agreement”. This study described students’ ability and cause of students’ error in using subject verb agreement. It was found in non-English Department UIN Sultan Maulana Hasanuddin Banten that there are 51% students got poor category.

The fourth study was conducted by Dinillah (2021), with the title “Students’ Ability in Using Subject Verb Agreement in Writing an Essay”. In this study analyzed students’ ability in using subject verb agreement when students writing essay. It was found that almost students got very good category with 45,71%.

Based on the previous related study above, there were similarities with this study. Such as, conduct the students' ability in using subject verb agreement and method of the study that used. The previous study and this study used descriptive study as method. The differences of the previous study with this study were the technique sampling and the rules of subject verb agreement that used as indicators in analyzed students' ability. In this study, writer used total sampling method and previous study used purposive and cluster random sampling. In this study, writer used rules from azar (2012) as indicator to analyzed students' ability.

C. Conceptual Framework



In this study, the writer wants to know students' ability in using subject verb agreement. Writer wants to analyze students' knowledge and understanding in using subject verb agreement.