

Chapter One

Introduction

In this chapter, the researcher explains several points to reveal an accurate discussion of the main problem of the research. This chapter elaborates the background, statement of the problem, limitation of the problem, research questions, objectives of the research and the significances. The background includes the reason why the researcher picks the research topic. Then, it discusses issues happening around the researcher in a subheading of the statement of the problem. The limitation of the problem is the scope of this research. Furthermore, the research questions are formed as the main point that have to be answered in the end of the research. The objectives of the research and significances of the research are explained in the end of this chapter.

Background

Writing is about how to transfer an idea into a word with a meaning. Writing is still considered as the hardest skill for language learners because they need to have a certain amount of L2 (target language) background knowledge of rhetorical organizations, appropriate language used or specific lexicon with what they want to communicate to the readers (Tangpermpoon, 2008). Writing also how to make a sentence that makes sense to the readers. One consideration in make a sense sentences in writing is grammar.

Grammar is often defined as the rule system of a language. It is also a factor that has to be considered when writing in English (Lynch & Anderson, 2013) Grammar can be a helpful tool to organize good sentences in writing

activities. In order to be a good writer, grammar is one of the English skills that should be mastered. Grammar will assist the writer to make a well-structured sentence. In order to enhance writing skills, grammar is needed. It has been known that, if students would like to learn writing skills, they should be familiar with grammar. Although grammar is considered as difficult to learn as experienced by researcher, it is a crucial aspect to be mastered because well-structured sentences in writing come from good grammar mastery.

In addition, grammar is divided into several aspects, and one of them is subject-verb agreement. Subject-verb agreement is the basic skill that should be mastered by students. To make a good sentences, at least need one subject and one verb. That is the urgency of subject-verb in writing. On the other hand, if students do not understand the use of subject-verb agreement, the error frequency will be highly found in their writing. Thus, to produce a good writing, students should mastered one of writing components which is subject-verb agreement.

Revealed from the statement above, the errors may occur in writing if the students do not understand subject-verb agreement. Error is a writing product that students unintentionally produce. Error in writing could be caused by the difficulties of learning English grammar (Corder, 1967 as cited in Hourani, 2008). The previous research conducted at Universitas Muhammdiyah Yogyakarta by Agustina (2016) has result that students still produce error in their writing in terms of grammar in subject-verb agreement. Error can refer to students' lack of competences or teachers' deficiency in transferring grammar competencies. Thus

identifying students' error can be a good way to measure the students' mastery and improve their writing.

To conclude, the researchers' reason to conduct this research are based on the importance subject-verb agreement in the succes of writing, the result of the previous research that showed subject-verb agreement error in UMY students and the importance of error analysis in measuring the error.

Statement of the Problem

Universitas Muhammadiyah Yogyakarta has nine faculties and twenty six departments. There are English department and non- English department. The researcher intersting to measure the writing competencies of students in non English depatment. Based on the researcher experienced, if non- English department compared each other, International Relation major has highly adequate competencies in English. It is supported by fact that the majority or more than 80% member of *Unit Kerja Mahasiswa Bahasa Inggris* in UMY is IR students. Becoming a member of *Unit Kerja Mahasiswa Bahasa Inggris* is not easy, there is an open requitment with some test in English in the beginning. Students who passed the English test with good result from committee standardised could become the member of *Unit Kerja Mahaswa Bahasa Inggris*.

If IR students has highly adequate competencies in English, are they still produce error in their writing? Are they have adequate knowledge in subject-verb agreement? Are they produce subject-verb agreement error? Error is reflexion of students mastery. The researcher want to analyze the competencies of IR students

in English by doing this research. Analyze the competencies could be done by their speaking or writing. The researcher pick their writing.

There is a place for non English department for mastering English called Language Traing Center. Essay Writing is one of the LTC classes focusing on writing. Writing skill is important skill in English (Javed& Umer, 2014). In the essay writing class, students have to write academic writing which is an essay. Talking about essay, first should undertand about sentence. The urgency of sentence is on subject-verb agreement. Because a good sentence is consist of at least one subject and one verb. The researcher want to know the error subject-verb agreement production of IR students in their writing.

Limitation of the Problem

The researcher will only discuss the subject-verb agreement error because it is one of the very basic knowledge in making English sentence. To produce a complete sentence, students at least have to put one subject and one verb, and here is the importance of subject-verb agreement. Then, the researcher limits the subject-verb agreement on pronouns which are *I, we, you, they, she, he, and it*. Later, these seven subjects will be called as keywords. The researcher only focuses on those subjects since it was commonly used by the students. Thus, this research wants to investigate how the production of subject-verb agreement error in academic writing.

Research Questions

Based on the background above, there are two research questions

1. What are the error types made by the students in using subject-verb agreement at the LTC of UMY?
2. What are the error quantities made by the students in using subject-verb agreement at the LTC of UMY?

Objectives of the Research

Based on problems stated on the research questions, the objectives of this research are:

1. To know the types of error made by the students in using subject-verb agreement at the LTC of UMY.
2. To identify the number of errors made by the students in using subject-verb agreement at the LTC of UMY.

Significance of the Research

By conducting this research, hopefully it brings some advantages for the researcher, other researchers, students, teachers, and stakeholders.

For the researcher. The researcher refers to the author of this research. This research will inform and broaden the researcher's knowledge about error types in subject-verb agreement that occurred at the LTC of UMY. By knowing the subject-verb agreement error production, the researcher hopefully could prevent the subject-verb agreement error later in writing. Besides, this research is a requirement for the researcher to graduate.

For other researchers. The other researchers can use this research to become reference for another research on the same field.

For the students. The students will know error that they produce. By knowing it, it will help them learn from their error. Hopefully, it will prevent them to produce error again.

For the teachers. This research will make the teacher know error types and its percentage made by students. It will become an evaluation for the teachers' deficiency in transferring subject-verb agreement. It will make the teachers know parts that need to be taught more.

For stakeholders. The stakeholders refer to the syllabus makers, material designers and the head of the Language Training Center of UMY. This research will become additional information for renewing the program, syllabus, and curriculum. This research also can be a recommendation for making the next module. In the next module it can be considered that parts of subject-verb