



**A DESCRIPTIVE STUDY OF THE ABILITIES ON AGREEMENTS  
OF THE THIRD YEAR STUDENT AT MAN I MADIUN  
IN THE 1999 / 2000 ACADEMIC YEAR**

**THESIS**

Presented as one of the requirements to obtain the S1 degree  
at English Education Program of Teacher Training And  
Education Faculty of The University of Jember

by

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**June, 2000**

MOTTO:

Spirit Makes me a life



## DEDICATION:

I dedicate this honorable thesis to:

1. My dearest parents, Soetjipto Martodjo and Titik Sumiati, whose support, guide and prayer have contributed so much to my success in completing this thesis. There is no word which can be able to express your sacrifices. I do love you both.
2. My beloved brothers, Edy Prasetyo with his wife, Wawan and Radiwan. All of you make my life full with love.
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CONSULTANT APPROVAL

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OF THE THIRD YEAR STUDENTS OF MANI MADIUN  
IN THE 1999/2000 ACADEMIC YEAR

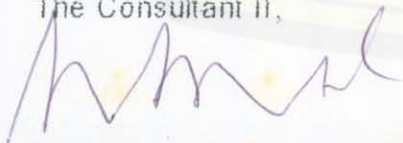
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The writer really realizes that the thesis is not perfect yet, so it will be very gratefull if there are corrections and suggestions given in order to make this thesis better improved.

June, 2000

Rinda Syatwuri Prehatnawati

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**ABSTRACT**

Rinda Syatwuri Prehatnawati, 1995, A descriptive Study of the Ability on Agreement of the Third Year Students of MAN I Madiun in the 1999/2000 Academic Year.

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English has different grammatical rules with Indonesian grammatical rules and most of the students learnt Indonesian rules before they learnt English grammatical rules and they found English grammatical rules as difficult ones. Naturally, if the language or dialect whose grammar they have learnt before attending school is different from that used in the school, they will have difficulty in any case such as agreement. Furthermore, in agreement involve four factors namely: number, person, gender, and case. The general problem of this research are how the abilities on agreements of the third year students of MAN I Madiun in the 1999/2000 academic year. The specific problems of this research are (1) how are the abilities on the subjects that agree with their verbs of the third year students of MAN I Madiun in the 1999/2000 academic year; (2) how are the abilities on pronouns that agree with their antecedents of the third year students of MAN I Madiun in the 1999/2000 academic year. The purpose of the research was to describe the abilities on agreements of the third year students of MAN I Madiun in the 1999/2000 academic year. The research design was a descriptive study. The respondent determination method was population since the third year of MAN I Madiun only consist 36 students. The research result showed that the students abilities on the subjects that agree with their verbs were 32,45% or enough. The students' abilities on pronouns that agree with their antecedents were 41,1,% or enough. The students' abilities on agreements were 37,05% or enough. Based on the result of the research, it is suggested that English teacher try to apply new technique in teaching agreements such as by using PGR technique to increase the students' abilities especially on agreements because PGR is considered as a technique which is used in teaching a difficult subject in structure.

The key words: Agreements, The subject that agree with their verbs and The pronouns that agree with their antecedents



## I. INTRODUCTION

### 1.1. Background of The Study

Language is an important aspect for people's life. It is used as a means of communication. It also has a function as a key to get information. Moreover, Information itself is the most important thing to enlarge the knowledge.

One of the aspects of English which takes the most part and plays an important role is the aspect of grammar. The grammar of a language is a conventional system of rules for making and putting together the expressions (e.g. sentences and phrases) that belong to the language (Hurford,1994:87). According to Fairbairn and Winch (1996:108), Grammar is a set of rules to help you to construct sentences that make sense and are in acceptable English. Grammar is concerned with structure. Learning structure means learning the rules to construct words, phrases, and sentences correctly. In the 1994 English curriculum, structure is taught integratedly with other skills of language such as reading, listening, speaking, and writing. Therefore, having the skill of grammar means having the key of mastering all aspect of English skills as a whole. In other words, the English grammar can not be ignored because grammar is needed to improve the students' ability in the four major skills in English.

Hurford (1994:15) states that the agreement is the relationship between one word in a sentence or phrase and some other words, whereby the form of one word is dictated by the other words. The word whose form is determined by the other is said to agree with it. Furthermore, according to Swan (1980:xii), sometimes verb forms change according to whether the subject is singular or plural, or according to whether the subject is the first, the second or the third person. Concerning with agreements, there are some students who are still confused when they should decide whether the noun is





Singular or plural. The problem also occurs in sentences which have relation to a pronoun to another noun phrases potentially referring to the same person (Hurford,1994:15). Moreover, in the previous research conducted by Mukhlis with the title "The correlation between parts of speech and reading comprehension achievement of the second year students of SLTP Negeri I Genteng in the 1997/1998 academic year" shows there is a correlation between parts of speech and reading comprehension achievement. In his research proves that the students who have less parts of speech experience wil find difficulties in comprehending the content of the text. Agreements also involve patrs of speech (nouns, pronouns, verbs). Due to the reason above, the researcher wants to know the students abilities of parts of speech, especially which involves agreements of the third year students of MAN I Madiun in the academic year 1999/2000.

## **1.2. The Problem**

### **1.2.1. The problem Formulation**

The problem of this research are divided into two groups, they are the general problem and the specific problems. The problem are formulated as follows:

#### **1.2.1.1. General Problem**

How are the students abilities on agreements of MAN I Madiun in the 1999/2000 academic year?

#### **1.2.1.2. Specific Problems**

1. How are the third year students' abilities on the subjects that agree with their verbs of MAN I Madiun in the 1999/2000 academic year?
2. How are the third year students' abilities on the pronouns that agree with their antecedents of MAN I Madiun in the 1999/2000 academic year?

## **1.3. Operational Definition of The Variable**

It is necessary to define the Operational definition. It is not only used to avoid ambiguity and misinterpretation but also to make the same perception between the readers and the writer. In this research, the variable is the students' abilities on agreements.

### **1.3.1. Students' abilities on agreements**

In this research, the students' abilities on agreements are the students abilities in using the appropriateness not only between the subjects with their verbs but also between the pronouns with their antecedents in English sentences.

## **1.4. Objectives of The Research**

This research has two objectives. They are a general problem and specific objectives.

### **1.4.1. General Objective**

The general objective of this research is to know the students abilities on agreements of the third year students of MAN I Madiun in the 1999/2000 academic year.

### **1.4.2. Specific Objectives**

1. To know the abilities on the subjects that agree with their verbs of the third year students of MAN I Madiun in the 1999/2000 academic year.
2. To know the abilities on the pronouns that agree with their antecedents of the third year students of MAN I Madiun in the 1999/2000 academic year.

## **1.5. The Significances of The Research**

It is greatly hoped that the result will give an input for the following people. They are: The English teacher and other researchers.

### **1.5.1. The English Teacher**

The results of this research are hopefully useful for the English teacher as an to know their students' abilities, especially their abilities on agreements. In addition, they can be used as a consideration to improve the English eaching, especially the remedial teaching of structure.

### **1.5.2. Other Researchers**

The results of this research will be useful for other researchers as an input to conduct a further research dealing with similar problem, such as an experimental research on the effectiveness of the intensive exercises of agreements on the students' writing or speaking achievement.



## II. REVIEW OF RELATED LITERATURE

### 2.1. Agreement

Swan (1980:xiii) states that a verb sometimes changes according to whether the subject is singular or plural, or according to whether the subject is the first, second, or the third person. Hurford (1994:15) says that agreement is the relationship between one word in a sentence or phrase and some other words, whereby the form of one word is dictated by other word. The word whose form is determined by the other is said to agree with it. Sharpe (1995:241) has an idea that agreement means selecting subject that agrees in person and number with verbs, and selecting pronoun that agrees in person and number with reference noun and pronoun.

### 2.2. In English, agreement occurs between:

#### 1. The subject and a present tense verb

Thomson and Martinet (1986:56) states that affirmative Simple Present Tense has the same form as the infinitive but adds an -s or -es for the third person singular.

Example: Amelia drinks a lot.

#### 2. Demonstrative and noun

Allsop (1990:45) states that demonstratives have two forms. They are as follows:

1. Singular : this, that
2. Plural : these, those

In addition, Hurford (1994:15) remarks that a demonstrative has to agree with its noun. It means a singular demonstrative must be followed by a singular noun and a plural demonstrative must be followed by a plural noun.

- e.g. 1. This/That + Singular  
This pencil is mine  
That picture is colourful
2. These/Those + Plural  
These books are expensive  
Those flowers are beautiful

### 2.3. Factors Involving in Agreements

Hurford (1994:16) says that agreement can involve factors as follows:

1. Number (e.g. singular/plural)
2. Gender (e.g. masculine/feminine/neuter)
3. Person (e.g. first/second/third)
4. Case (e.g. nominative/accusative/dative)

#### 1. Number

##### i). *Singular*

Swan (1980:xxii) states that number is the way which differences between singular and plural are shown grammatically.

- e.g. Andri  
Bread  
Bedroom  
Mumps  
Ceramics

##### ii). *Plural*

Hurford (1994:78) remarks that a noun is usually plural if it denotes a collection of things (where "thing" can be concrete objects or abstract). Typically English plural nouns end in the suffix -s or -es, but there are other irregular forms.

Noun ending consonant + s		Noun ending in -s, -ss, -sh, -x, -z + es	
e.g. Book	Books	e.g. Bus	Buses
Seat	Seats	Fuss	Fusses



Car	Cars	Wish	Wishes
Rope	Ropes	Match	Match
Bed	Beds	Box	Boxes
Lip	Lips	Buzz	Buzzes

Noun ending in -ay, -ey, -oy, -uy +s		Consonant + y → consonant + ies	
e.g.	Day	Days	e.g. Fly
	Key	Keys	Country
	Boy	Boys	Party
	Guy	Guys	Baby
			Flies
			Countries
			Parties
			Babies

Noun ending in -o + s		Except the following noun in -o + es	
e.g.	Memo	Memos	e.g. Cargo
	Photo	Photos	Domino
	Video	Videos	Echo
	Kilo	Kilos	Hero
	Piano	Pianos	Potato
	Dynamo	Dynamos	Tomato
	Solo	Solos	
	Soprano	Sopranos	
	Studio	Studios	
			Cargoes
			Dominoes
			Echoes
			Heroes
			Potatoes
			Tomatoes

Noun ending in -f + s		Except the following nouns in -f → ves				
e.g.	Belief	Belief	e.g. Calf	Calves	Self	Selves
	Chief	Chiefs	Half	Halves	Shelf	Shelves
	Cliff	Cliffs	Knife	Knives	Thief	Thieves
	Handkerchief	Handkerchiefs	Life	Lives	Wife	Wives
	Roof	Roofs	Loaf	loaves	Wolf	Wolves
	Scarf	Scarfs				

- Some nouns that English has borrowed from other languages have foreign plural

Noun ending -on → a		Noun ending -us + es		Noun ending -a + e/s	
Criterion	Criteria	Cactus	Cactuses	Formula	Formulae/ Formulas
Phenomenon	Phenomena	Stimulus	Stimuli	Vertebata	Vertebrae/ Vertebras
		Syllabus	Syllabuses/ Syllabi		



Noun ending -is→es		Noun ending -um→a		Noun ending -ix +es	
Analysis	Analyses	Bacterium	Bacteria	Appendix	Appendixes/ Appendices
Basis	Bases	Curriculum	Curricula	Index	Indexes/ Indices
Crisis	Crises	Datum	Data		
Hypothesis	Hypotheses	Medium	Media		
Oasis	Oases	Memorandum	Memoranda		
Paranthesis	Parantheses				
Thesis	Theses				

**b. Irregular Plural Nouns**

- Noun are ordinarily used both a singular and a plural

e.g. Deer                      Series                      Sheep  
          Japanese              Species                      Offspring  
          Fish                      Chinese  
          Trout                      Salmon

- Noun have irregular forms

e.g. Man              Men              Ox              Oxen              Tooth              Teeth  
       Woman          Women          Child          Children          Goose              Geese  
       Postman        Postmen        Foot          feeth              Mouse              Mice

- Nouns which are always plural either in the form or in the meaning.

Those nouns have two parts.

e.g. Tools              : glasses, scissors, binoculars, spectacles  
       Clothing          : braces, pants, pyjamas, shorts, trousers

c. Nouns which can be both either singular or plural depending on the speakers' concepts.

e.g. Association              Group                      Majority  
       Class                      Crew                      Minority  
       Club                      Crowd                      The public  
       Committee              Family                      Staff  
       Company              Gang                      Team  
       Council                  Government              Union



## 2. Gender

Hurford (1994:78) states that gender is sometimes applied to the English pronouns with *he, boy, man, him, hero, etc* being labelled *masculine*, *she, woman, girl, her, heroine, etc* are being labelled as *feminine*, and *its, it, chair, etc* are being labelled as *neuter*, but the implied classification has limited effect on other parts of the sentence.

- e.g
- The man shoot herself. (incorrect)
  - The man shoot himself. (correct)
  - The man shoot her own husband. (incorrect)
  - The man shoot his own wife. (correct)

## 3. Person

Hurford (1994:165) says that the dimension of person in grammar distinguishes between different kinds of pronoun and noun phrases in the following way:

- i). First person identifies expression referring to the current speaker or writer, or to group of people which include the current speaker or writer.
- ii). Second person identifies expression referring to the current hearer(s) or addressee(s).
- iii). Third person identifies expression referring to people other than the current speaker, writer, hearer(s), addressee(s).

#### 4. Case

Hurford (1994:25) states that the terminology of case (nominative, accusative, dative) is generally only applied to languages in which words vary in form according to their case. Hence, for English term "case" is not actually of much use, except for the personal pronouns. The most commonly talked about cases are those below, paired up with their corresponding noun-verb relations.

Case	Relation of noun to verb
Nominative (I, She, He, We, They, Who)	Subject
Accusative (me, him, her, us, them, whom)	Direct object

#### 2.4. The two main areas of agreement considered are as follows:

Mas'ud (1996:175) states that there are two main areas of agreement. They are subject that agrees with its verb and pronoun that agrees with its antecedent.

##### 2.4.1. Subject that agrees with its verb

1. The grammatical number of the subject is not changed by the addition of expression beginning with such words as *accompanied by, a long with, as well as, in addition to, including, no less, not to mention, together with*.

e.g. Unemployment as well as taxes influences votes  
Taxes, not to mention unemployment, influence vote

2. Subject joined by *and* usually plural

e.g. My parents and my uncle do not understand this.

- Exceptions: occasionally, such as a compound subject takes a singular verb because the subject denotes one person or single unit.

e.g. its investor and chief practitioner is native son of Boston, Robert Cole.