

CHAPTER II

THEORETICAL REVIEW

A. Subject-Verb Agreement

1. Concept of Subject-verb agreement

In English grammar, subject and verb are crucial. Both subject and verb must be in accordance with each other. The relation between subject and verb depends on two issues. These issues are person and number. Therefore, there is an aspect in English grammar which learns about the relation between subject and verb in a sentence called *subject-verb agreement*.

Some experts stated that subject and verb must agree in making an English sentence. Those experts are Eastwood, Leech and Startvik. “*Subject-verb agreement* is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural)” (Eastwood as cited in Anisa kurniadhani suryo, Yustisia and Karlina karadila’s research, 2017). It has been clear that in making an English sentence, there are two aspects that need attention, namely person and number. It has been clarified by Leech and Startvik (1994) as cited in Yustinus Calvin Gai Mali and Made Frida Yulia’s research that “Grammatical concord indicates that certain grammatical items agree with each other”.

Meanwhile, subject-verb agreement can be in the form of simple present tense or simple past tense. In general, subject-verb agreement in the form of simple present tense has singular verb which is added by –s/es. This verb rule also applies for subjects in the form of third person and all of personal pronoun, except *I* and *you*. Although it is a singular subject, but it is paired with plural verb.

In addition, based on the explanation from the experts above, it can be concluded that subject-verb agreement can be called as subject-verb concord. The concord is a term which shows the relation between two elements which can be matched with each other. In other words, subject-verb agreement is a compatibility between subjects and verbs in a sentence.

2. Rules of Subject-verb agreement

Generally, subject-verb agreement is very simple. The verb of a sentence will change following the number and person of the subject. The number of subjects can be plural and also singular. While in person, subjects can be first, second or third. Keep in mind that subject of a sentence is who or what does the action, but verb of a sentence is the action in sentence. It is supported by Huddleston and Pullum (Iwan kurniawan, 2016) who stated that “The subject normally indicates the actor, the person or thing performing the action, while the predicate describes the action”.

Therefore, both of subject and verb must be suitable. For instance, if someone go to a place, so we need to express that one person go to the place. Therefore, to write the sentence in singular form, we need to add “S” behind the base form of the verb from the sentence. The written form of singular pattern is as follow:

- Dimas **goes** to school by riding his motorcycle.

The sentence above is the example of simplest one of subject-verb agreement. It will be different if the subject of the sentence above is changed into plural, so the verb must be plural. For instance, if there are two people go to school by riding their motorcycle. Therefore, the sentence will be:

- Dimas and Dio **go** to school by riding their motorcycle.

According to the expert above, there are some special cases in subject-verb agreement’s rules such as pronoun and verb “To be” have their own rules. The rules are as follows:

1. Singular

In an English sentence, singular subjects need singular verbs. For singular verbs need to be added “s/es” at the end of the base form of verb. The examples are as follows:

- The boy **buys** a candy in the market.
- The girl **eats** a cake.

- My sister **wears** glasses.

2. Plural

In English sentence, plural subjects need plural verbs. For plural verbs do not need to be added “s/es”. The examples are as follows:

- The **boys** buy a candy in the market.
- The **girls** eat a cake.
- My **sisters** wear glasses.

3. Personal pronouns

Although most words in English grammar follow the normal subject-verb agreement such as singular subjects need singular verbs and plural subjects need plural verbs, but there is an exception for personal pronouns. For instance, personal pronouns “I” and “You” use plural verb although “I” and “You” are singular personal pronouns. The examples are as follows:

- **I walk** to the school.
- **You walk** to the school.

4. Verb ”To be”

For the verb “To be”, there are some basic rules. The verb “To be” here consists of “Is, am, and are”. For to be “Am” is only for personal pronoun “I”, while to be “Are” for personal pronouns “You, they, we” and to be “Is” for the third person such as “She, he, it, Dimas,

Dio, my father, etc. (name)”. It here includes animals and things. It gets different treatment when it refers to the plural subjects or singular subjects, it will determine the verb “To be” that will be used. The examples are as follows:

- The **cat** (it) is cute.
- The **cats** (it) are cute.
- I **am** a student.
- You **are** a teacher.

In addition, there are some rules of subject-verb agreement which are proposed by Azar (2002) as cited in Tama Aprezky Anatri’s research. Those rules are as follows:

1. Final *s/es*

- a. Final –s or –es is added to a noun to make the plural noun. Therefore, the verb must be plural.

Example: **Vegetables are** delicious.

- b. Final –s or –es is added to simple present verb when the subject is a singular noun (e.g., Marry, my father, the machine) or a third person singular pronoun (e.g., he, she, it).

Example: **My father teaches** English in a junior high school.

She eats delicious cake.

2. Basic subject-verb agreement

- a. Two or more subjects are connected by “And” require a plural verb.

Example: **Jono and Joni are** handsome.

- b. Sometimes a phrase or clause separates a subject from its verb.

These interrupting structures do not affect basic agreement.

Example: That **glasses** on the table **are** nice.

Based on the example above, the interrupting structure is prepositional phrase *on the table*. The subject *that glasses* is separated with its verb *are* by prepositional phrase *on the table*, but it does not affect the verb of the subject. Therefore, the verb must be plural because the subject is plural.

- c. A gerund used as the subject of a sentence requires a singular verb.

Example: **Swimming is** his hobby.

3. Using expressions of quantity

- a. In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows *of*.

- 1) Some of + singular noun = singular verb.

Example: some of the flower is beautiful.

- 2) Some of + plural noun = plural verb.

Example: some of the flowers are beautiful.

- b. Exceptions: *one of*, *each of*, *every one of* take singular verb.

Therefore, the rules are as follows:

One of	}	+ plural noun + singular verb
Each of		
Every one of		

Example: **One of** my cats **is** adorable.

Each of my cats **is** adorable.

Every one of my cats **is** adorable.

- c. Subject with *none of* are considered singular in very formal English, but plural verb is often used in informal speech writing.

Example: **None of** the books **is** good. (Formal English)

None of the books **are** good. (Informal English)

- d. *The number of* and *a number of*

- 1) *The number of* is a subject

Example: **The number of** students in my classroom **is** twenty five.

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

Example: **A number of students are** late for class.

4. Using there + be

In the structure of *there + be*, *there* is called as *expletive* which has no meaning in a sentence. It shows something which exist in particular area. Therefore the pattern is as follow:

There + be + subject + expression of place

Example: There **are** five kinds of **flowers** in my garden.

There **is** an English **dictionary** in my bag.

Sometimes, the expression of place is omitted when it has showed the meaning clearly.

Example: There **are** seven **continents**.

5. Some Irregularities

- a. Sometimes a proper noun that ends with –s is singular. Therefore, it needs singular verb.

Example: The **United States is** big.

- b. Fields of study which ends with –ics need singular verbs.

Example: **Mathematics is** easy to be learnt.

- c. Certain illnesses which end with –s are singular. Those illnesses are diabetes, measles, mumps, rabies, rickets, and shingles.

Example: **Rabies is** an illness.

- d. Expression of time, money, and distance usually require a singular verb.

Example: **Eight hours** of sleep **is** enough.

Ten millions is too expensive for such kind of bag.

Six thousand miles is too far for me to walk.

- e. Arithmetic expressions require singular verb.

Example: **two plus one is** three.

- f. Plural nouns which do not end with –s (people, woman, etc..) require plural verb.

Example: Those **women are** polite.

- g. Some nouns of nationality which end with –sh, -ese, -ch can mean either language or people.

Example: **Portuguese is** a language which is spoken in Portuguese.

(Language)

The Portuguese is polite. (People)

- h. A few adjectives can be preceded by *the* and used as a plural noun (without final -s) to refer to people who have that quality. (e.g. the elderly, the young, the living, the dead, the blind, the deaf, the disabled).

Example: **The dead are** scary.

B. Inductive Method

1. Concept of Inductive method

One of the English grammar teaching method is inductive method.

“Inductive method represents a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context (Lutfi Istikharoh, 2017)”. It refers to the teaching method which is focused on giving example.

Thornbury et al (Fatma Zohra Kebraa, 2015) stated that “The inductive approach is defined as an approach that starts with exposing students to examples of language use or even an immersing them in the use of the target language items and then prompts students to generalize the patterns of the language. It means that in inductive method, students learn English grammar from the examples of the text which are provided by teachers and then they analyze the text in order to find out the patterns of the grammar by themselves.

From that statement, it has been clear that inductive method is a method to teach grammar which starts with delivering a various examples to students in order to get the patterns of the grammar. Therefore, in the classroom, students will have several examples from teacher and they will be guided by teacher to notice the patterns from those examples. Through this way, students can apply the rules in making some English sentences. In other word, students will learn the grammar autonomously.

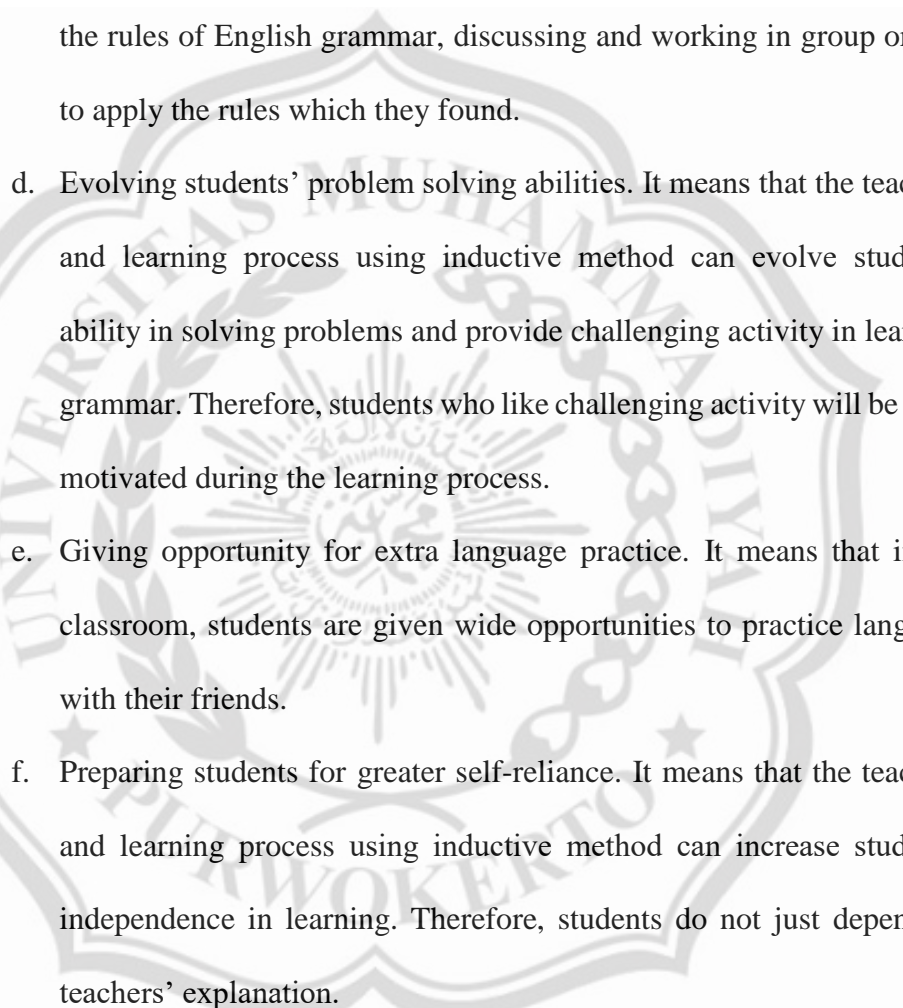
In addition, according to the explanation of some experts above, inductive method places students as active recipients and makes the learning process more active. An inductive method can be applied to teach English grammar which starts with giving examples and then asking students to get the patterns based on the examples. Therefore, inductive method involves students in learning process.

Meanwhile, the teacher's role in Inductive teaching method is facilitating students by providing a series of examples and plenty of opportunities for students to discover and explore the patterns. By using inductive method in teaching English grammar, students will get deeper knowledge of grammar. It is in accordance with Hall (2011) as cited in Lutfi Istikharoh's book who stated that "To deduce rules from the examples makes them become more autonomous students who are responsible for their own learning while working with the target language". In short, in inductive method, students will be active during learning process and the learning process starts with exposing examples of grammar.

2. The Advantages and Disadvantages of Using Inductive Method

Adamson (2009) as cited in Hendrikus' research described that there are several advantages of inductive method. Those advantages are as follows:

- a. Discovering rules by students are more likely to fit their existing mental structures. It means that learning grammar that starts with giving example then asking students to find the pattern by themselves can make students will be more motivated and challenged during learning process. Therefore, they will be independent students in learning.
- b. Ensuring greater memorability. It means that students will be not easy to forget the rules and it makes the learning is memorable for students.

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- c. Making students more actively involved in the learning process. It means that students become more active in teaching and learning process instead of being passive recipients. In classroom, they discover the rules of English grammar, discussing and working in group or pair to apply the rules which they found.
 - d. Evolving students' problem solving abilities. It means that the teaching and learning process using inductive method can evolve students' ability in solving problems and provide challenging activity in learning grammar. Therefore, students who like challenging activity will be more motivated during the learning process.
 - e. Giving opportunity for extra language practice. It means that in the classroom, students are given wide opportunities to practice language with their friends.
 - f. Preparing students for greater self-reliance. It means that the teaching and learning process using inductive method can increase students' independence in learning. Therefore, students do not just depend on teachers' explanation.

Besides having advantages, this method also has disadvantages. The disadvantages of inductive method are as follows:

- a. Misleading students in understanding the concept of language learning.
The learning process which starts with presenting the examples to

discover rules by students may mislead students in believing that rules are the objectives of language learning rather than a means.

- b. Taking a long time for students to find the rules. To find the rules, students usually need time. Consequently, sometimes it will sacrifice time that can be used to practice the language.
- c. Allowing students to formulate the wrong rules. Students may hypothesis the wrong rules, it can be either too broad or too narrow.
- d. Placing heavy demands on teachers in planning lessons. Teachers must be accurate in planning lessons for students, so students can formulate the rules accurately.
- e. Making students who do not like challenging activity frustrated. Students will be frustrated during learning process because the learning method is not suitable with their own learning style or their past learning experience.

3. Procedures of Teaching Grammar by Using Inductive Method

In applying inductive method in teaching English grammar, there are some procedures or steps which must be followed. In regard to the procedures of teaching grammar by using inductive method, Prem (Ruly Morgana, 2016) stated that “Its teaching procedures can be portrayed as the teacher initiates by providing some examples of grammatical forms, they are then observed, analyzed, and ultimately generalized by students”. In

addition, Nunan and Thornbury (Cesar Ochoa Cueva, 2019) said that “In an inductive method, learners analyzed the examples in a context (e.g. text or audios) to discover the grammar rules by themselves. At the end of this process after students have discovered the grammar patterns, they create their own examples; thus practicing the language”.

Referring to the procedures of teaching grammar by using inductive method according to the expert above, the steps of teaching can be inferred are as follows:

- a. Providing examples
- b. Asking students to observe the examples
- c. Asking students to analyze the examples
- d. Asking students to discover the grammar patterns by themselves
- e. Asking students to practice making their own sentences

In short, in inductive teaching, teachers will provide some examples for students, ask them to analyze it, ask them to discover the rules by themselves and ask them to produce their own sentences using the rules they found.

C. Previous Research

There are some researches which investigated English grammar using inductive method. First is the research conducted by Ruly Morgana (2016). He investigated whether the inductive method is effective or not to improve the

students' ability on English grammar. The title of the research was "*The Effectiveness of Inductive Teaching Technique in Improving Students' English Grammatical Ability*". In the research, he used quasi-experimental method with the pretest-posttest-control-group design. The subject of the research was the eleventh grade students of vocational high school in Curup Bengkulu with the sample were XI TKJ REG as the experimental group and XI AP 1 as the control group.

The research finding showed that the students' ability of grammar were still low before they were taught grammar using inductive method. This was known by the result of the students' pre-test scores. Both of experimental group and control group had low ability on grammar. Meanwhile, after the experimental group was taught grammar using inductive method, their ability of grammar was increased. The experimental group got higher post-test score than control group. Therefore, in this case, inductive method was effective to improve the students' English grammatical ability. It was calculated with the t-test which resulted in $(2,9) > (2,410)$.

Second is the research was conducted by Nurbaiti Rahayu (2014). She investigated the use of inductive instruction in teaching simple present tense. The title of the research was "*The Effectiveness of Inductive Instruction in Teaching Simple Present Tense*". The method used in the research was quasi-experimental study. The population of the research was the seventh grade students of SMP Islam Bait Al- Rahman. Meanwhile, the subjects of the

research were VII-A class as the control class and VII-C class as the experimental class. The result of the research showed that inductive instruction was effective to teach simple present tense which the calculation of the t-test showed that the value of t_o was 2.6 with the degree of freedom 54 in significant degrees 0.05 (5%) and t_t was 1.674.

D. Basic Assumption

Subject-verb agreement is the part of English grammar which must be understood by students. There are some methods in teaching and learning English grammar. Therefore, the teacher should be able to choose an appropriate method in teaching subject-verb agreement. One of those methods is inductive method. Inductive method is one of the methods which can be used for teaching subject-verb agreement.

Inductive method can create fun atmosphere in teaching and learning process because it involves students in teaching and learning process. Students act as active recipients in teaching and learning process. They can understand subject-verb agreement easily. They find out the rules of subject-verb agreement by themselves. Consequently, it builds deeper understanding of subject-verb agreement. The patterns of grammar will stay longer in students' minds. Furthermore, students will apply the patterns which are found by themselves to make a good sentence. Therefore, the writer's basic assumption is inductive method is effective for teaching subject-verb agreement.

E. Hypothesis

The Hypothesis of the research is inductive method is effective for teaching subject-verb agreement to the seventh grade students of SMP Negeri 2 Sokaraja in academic year 2019/2020.

