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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Subject-verb Agreement

a. Definition of Subject-Verb Agreement

According to Arlove (2004 p.55), subject-verb agreement is a singular subject requires a singular verb, and a plural subject requires a plural verb. Furthermore, Langan and Winstanley point out that a verb must be agree with its subject, a singular object or one person or thing takes a plural verb. It means that subjects and verbs must always agree in number. Not only does a verb change its form to tell time, but it also can change its form to indicate how many subjects it has.

Based on the theories above, the writer concluded that, it is agree when a singular subject of a sentence is followed a singular verb. In the contrary, when the subject is plural, it must be followed by the plural verb either in present tenses or past tenses.

b. Basic Rules of Subject-Verb Agreement

1) The rules of subject-verb agreement with the third-person singular and plural subject

Every clause and sentence in English has a subject and a verb, and these must agree in person and number when the verb is *be* or *is* in the simple present tense. Thus, if a subject is singular, its

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verb must also plural. According to Lane and Lange (1993, p.172) in the book entitling “Writing Clearly and Editing Guide”, when the subject is the third-person singular (one-person or thing, except ‘you’ and ‘I’), the verb must end with *-s* or *-es*.

Example:

- a) My friend lives in Jakarta.
- b) The sun rises from the east.
- c) The dress looks brand new.

The rules above also occur to the third-person singular include the pronoun, *he*, *she*, and *it*, as well as all other singular subjects, such as *the doctor*, *the dog*, and *the police*.

Example:

- a) She works as a secretary at the big company.
- b) The police stops in the car in the road.

While for all pronouns (*I*, *you*, *they*, *we*) and plural subjects, such as *books* or *classes*, we do not take a verb ending *-s*.

Incorrect : Many students chooses playing football.

Correct : Many students choose playing football.

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2) The rules of subject-verb agreement with the collective nouns as subject

Collective nouns are singular word that refer to a group as whole. When collective nouns are used in the plural, they refer to several groups, as in families and teams. The examples of collective nouns are follows: *Organization, congress, government, family, team, group, club, class, crowd, and others.*

Example:

- a) The committee has met, and it has rejected the proposal.
- b) The family was elated by the news.
- c) The crowd was wild excitement.
- d) Congress has initiated a new plan to combat inflation.

The following nouns are used to indicate groups of certain animals. It is not necessary to learn the nouns, however, they mean the same as *group* and thus are considered singular.

Flock of bird	school of fish
Herd of cattle	pride of lion pack
of dogs	

The flock of birds is circling overhead.

The herd of cattle is breaking away.

A school of fish is being attacked by sharks.

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3) The rules of subject-verb agreement when the clause/sentence begin with *There is / There are*

The use of introductory *there* exists in sentences, which has function to fill subject position. The verb should agree with the noun that follows. It is used in sentences to say something exists or happens.

Example:

- a) There is a new book on the table.
- b) There are new books on the table.

When sentence of clause begins with *there*, the verb agrees with the true subject, which follows the verb.

- a) *There is* is used before a singular or uncountable subject.

Example: There is enough air in my tires.

There is a new book on the bestseller list.

- b) *There are* is used before a plural subject.

Example: There are two new books on the bestseller list.

There are three classes in physics being offered this semester.

- c) When *there* is followed by a compound subject (two noun phrases joined by *and*), the verb agrees with the noun immediately following it.

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Example: There is a new stereo and a new tape deck in her room.

There are new twin beds and a CD player in her room.

4) The rules of subject-verb agreement when the clause / sentence begins with the word ‘one of the’

‘One of the’ is the example of phrase of quantity, when the quantity is singular such as ‘one of the’, the verb is singular but the noun of that phrase must be plural. You should keep in mind that even though the group of words *one of the* is always followed by a plural noun, the verb must agree with *one*, which is the true subject of the sentence.

Example: One of the boxes is open.

One of the students is sick.

One of the rooms is very messy.

From the points above, it is clear that subject-verb agreement have 4 basic rules that should be consider by students when they want to write and speak English grammatically.

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c. The Error of Subject-Verb Agreement

An error is a deviation from accuracy or correctness. A mistake an error caused by a fault: the fault being careless or forgetfulness. According to Brown (1994), errors are the noticeable deviations from the adult grammar of native speaker, reflecting the inter-language competence of the learner.

Furthermore, Lane and Lange (1993, p.173) also point out that a subject-verb agreement error is an error in which the form of a verb does not fit grammatically with the subject. In addition, Lane and Langan state that the most often errors of subject-verb agreement made by the students are as follows:

- 1) The third-person singular has been incorrectly formed in the present tense.
- 2) The subject and verb do not agree when words come between them.
- 3) The verb in relative clause does not agree with the noun that the clause modifies.
- 4) The subject and verb do not agree when a gerund or infinitive is the subject of the verb.
- 5) The subject and verb do not agree when the clause or sentence begins with there is or there are.
- 6) The subject and verb do not agree following the words one of the.

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2. Gender in Language Learning

a. Concept of Gender in Language Learning

Gender is a variable that there are numerous ways in which it can affect language use and acquisition as a result of biological, psychological effects, or socio-cultural influence between the two. However, they are also different in many other factors. The difference in sex between male and female seems to bring some differences in their learning. The difference in ability is important to be examined especially in education field.

In classroom, there is not different consideration between male and female. They are learning in the same class. Therefore, there is no sex segregation in classroom causes different success in learning performance at the sex group. The most obvious difference between male and female is biological difference. However, there are many theories state that there is significant difference between males and females in language ability such as verbal abilities involving vocabulary, and mechanical abilities.

According to Papalia and Olds (1985 p.142), girls generally are superior in the verbal item involving vocabulary, memory, language manipulation, and the like, while boys are superior in performance items involving spatial relation, mechanical abilities, and numerical manipulation.

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According to Xia (2013, p.1489) says that women better than men in using the language. They use the language differently. The differences between the use of language of men and women has seen from some aspects, such as differences in pronunciation, intonation, vocabulary, syntax, their attitudes toward language, manners, psychology, and choosing the topic. Xia (2013, p.1487) says that women pay more attention to the correctness of syntax than men. While expressing her thoughts, she would make her utterance clear by using precise grammar.

In addition, according to Myer as cited by Santi Nur'aini (2013, p.3), not only women are superior in verbal ability, but also in using sentence and variety of words. Women usually do better than men in measuring verbal fluency. Women learn little earlier than men to talk, to use sentence, and to use greater variety of words. They also speak more clearly, read earlier and consistently better than men in treat of spelling and grammar.

Sunderland, cited by Marzuki (2008, p.5), points out that girls or women are cooperative attitude which probably suits the language learning process, while boys or men are competitive attitude which suits learning technical field.

The difference between male and female seems to bring some differences in their learning. To know more about their ability, it can be examined especially in educational field. There are some

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differences in some specific abilities namely verbal abilities involving vocabulary, and mechanical abilities.

Based on Michael Gurian & Patricia Hanley book entitled *Boys and Girls learn Differently* (2011, p.43) there are number categories of male and female difference to consider and there are many differences that could be presented, but the writer selected those who seem most essential in learning. One of the aspects that influences the male and female performance in learning in their brain. The aspect of differences between male and female brain can clearly be seen as follows:

1. Developmental and Structural Differences

In general, female brains develop more quickly than male brains. Brain development in infants is often most pronounced in the right hemisphere and gradually moves to the left. In females, the movement to the left starts earlier than in males.

Girls' verbal abilities tend to develop earlier so they rely more heavily on verbal communication; boys often rely heavily on nonverbal communication, and are less able to verbalize feelings and responses as quickly as girls. This has immense ramifications in our present culture, which relies so heavily on talk, conversation, words. We are all far better trained at listening to words than at watching silent cues, which often makes communication with a male difficult.

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Males tend to have more development in certain areas of the right hemisphere, which provides them with better spatial abilities such as measuring, mechanical design, and geography and map reading.

2. Functional Differences

Gender difference has been noted in the memory ability of males and females. Girls can store a greater quantity of seemingly random information, especially if it is linked to an emotional or relational experience they had. Boys tend to store information well when it is organized into clear, logical form or has specific importance to them, such as sports trivia. Whereas girls far better at sensory data and varied memory, boys fare better at spatial skills in general.

3. Difference on the Brain

Right hemisphere has function to interpret emotional contents, tone of voice, facial expressions, gestures, melodic speech, social musical, visual, spatial, and environmental awareness, and unconscious self-image, and body image, emotional and visual memory. In this part male tend to use right side of brain to work on abstract problem, female uses both sides. It function impact male superior at spatial relationship.

In general, female brains develop quicker than male brains. Brains development in infants is often pronounced in the right

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hemisphere and gradually moves to the left. In female, the movement the left starts earlier than male. Writer found that males generally have more developed right hemisphere-which disposes them toward spatial task such as map-reading or interpreting technical drawings. Female generally have more developed left hemisphere-which is probably why they learn to speak earlier than males and are often more adept at languages.

The relationship between field independent/dependence and language learning is not clear-cut. In relation to this, independent learners, often males, may have an edge in non-analytic aspects of communicative competence such as sociolinguistic competence, discourse competence, and strategic competence. Sunderland (in Marzuki, 2008, p.32) also points out that in learning process, girls are more cooperative. They usually work together in doing something. Boys are more competitive, an attitude which is suitable with learning technical fields. The characteristics of these two kinds of learning strategies:

Table II.1

The differences in learning strategies of male and female students

Global (Female)	Analytic (Male)
Subjective	Objective
Feeling	Thinking
Dependent	Independent

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Right-brain dominant	Left-brain dominant
Not talkative	Very talkative
Cooperative	Competitive
Very ambitious	Not ambitious

According to Narayan, cited by Selly Hastuti (2007, p.23), gender and language learning strategy used some differences between males and females students based on the following table:

Table II.2

The differences between males and females students in learning

Bacon (1992)	No difference between the sexes
Gardner and Lambert (1972)	Female learners are more motivated than male learners
Spolsky (1989)	Girl have more positive attitude toward speakers of the target language
Ludwig (1983)	Male learners are more instrumentally motivated
Bacon and Finnermann (1992)	Female learners of 12 spanish at university level had stronger instrumental motivation
Bacon (1992)	Man use translation strategies more than woman

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One obvious explanation for females' greater success in L2 learning in classroom setting is that they generally have more positive attitudes. There also exist conflicting research on how sex and gender affect second language acquisition and whether one gender is more successful than the other.

- 1) Female are better at rejecting form of language that are not proper.
- 2) Female have better skills.
- 3) Female are more concerned with input (listening).
- 4) Males are less sensitive.
- 5) Males tend to stick to form that may not be correct.
- 6) Males more concerned with output (talking).
- 7) Males think more analytically than females.

Learning strategies and style seem to be related to sex differences, research outside second language acquisition has identified gender differences in learning style. A learning style is a student's way of responding to and using stimulus in the context of learning. Stewary and Felicetti (in Ade Zarma, 2016, p.29) defines "learning styles are those "educational conditions under which a student is most like to learn".

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Table II.3

Learning Styles and Gender Differences

Female		Male
Left brain Linguistic and logical Holistic thinking Emotionally intelligent Relate to people Emphasis on communication Theorists and Reflectors “Assimilators” (Abstract reflector s) Think first-then does Sequential method Reflective thinker Novels Romantic fiction	Gender Brain	Right Brain Visual-spatial and creative Specialized thinking Problem-solvers Relate to things Emphasis on action Activists and pragmatists Does first-then thinks Trial and error method Speculative thinker Action books Practical information Science fantasy
Will plan, edit and re-work “presentation is everything” Will solicit help Co-operative	Working style	will do what’s necessary “shop floor mentality” Independent competitive
Listening Discussion Writing Lengthy assignments	Preferred Learning Activities	Brainstorm Role-play Visits Practical investigation Information technology Audio-visual aids
Need motivating Respond to praise	Both	Need motivating Respond to praise

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From the table above, there are some significant difference of brain between female and male. As we can see that female is more effective in linguistic, logical, holistic thinking, and emotionally intelligent than male. Hence male takes place in visual-spatial, creativity, specialized thinking and problem solvers.

Table II.4

The Different Sides of the Female and Male Brains (in Fewings)

Female	Male
Language	Visual
Logic	Perspective
Mathematics	Spatial Awareness
Analytical Thinking	Creative and Imaginative
Shaping of Ideas	Functions
Sequencing	Emotions
Fine motor skills	Tone
Timing	Quality of sound
	Facial Recognition

The difference of brain between female and male is not limited to just external anatomical sex of the person. Many factors determine whether or not the brain is male or female. The actual size of the brain corresponds to the size of individual.

In some cases, females are generally better in verbal than males. McCormick and Jacqueline (in Ade Zarma, 2016) figured in *The Psychology of the Gender Difference* states that girls have better

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language ability than boys which is the chief aspect in the obvious gender difference of boys and girls. Girls entered school with better literacy skills, and the gap increased slightly during the kindergarten year (Ready, et al., 2005). Girls are also better in spelling phonological and lexical processing than boys.

To sum up the ideas above, the writer conclude that there are some significant differences between male and female. Females are generally better in verbal than males. Some theories above state that different gender has different ability in learning language, especially in learning English.

B. Relevant Research

According to Syafi'I (2011), a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two researches that are relevant to this research.

Ade Zarma (2016) conducting a comparative research entitled "*The comparison on writing ability in descriptive text between male and female students at State Senior High School 1 Bangko Rokan Hilir Regency*". Based on her preliminary observation, she was found that both male and female students at State Senior High School 1 Bangko not able to write a descriptive text. They were not able to express and develop their ideas. And they were also difficult to determine the generic structure of descriptive text when they

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wrote. Ade Zarma concludes that the mean score of female students' writing descriptive text is greater than mean score of male students' writing descriptive text. So, there is a significant difference on writing ability in descriptive text between male and female students at the tenth grade of State Senior High School 1 Bangko.

Asriyati (2011) conducting a comparative research entitled "*The comparison on the mastery of simple past tense between male and female students at the first year of Mas Ypui Teratak Rumbio Jaya.*" Based on her preliminary observation, she was found that both male and female students at MAS YPUI Teratak study in the same class and the teacher has taught them English subject, although they have studied English Grammar especially about simple past tense some of them still get difficulties to make the correct sentences in simple past tense. In the analysis of the data, she used t-test in order to compare the male and female students' mastery of English tenses is cleverer than the male students. Asriyati concludes that the mean score of female students' on the mastery of simple past tense is greater than mean score of male students'. So, there is a significant difference on the mastery of simple past tense between male and female students at the first year of Mas Ypui Teratak Rumbio Jaya.

Santi Nur'aini (2013) conducting a comparative research entitled "*The difference of conditional sentence mastery between male and female at the second year students of State Senior High School 1 Tambusai Utara Rokan Hulu.*" Based on her preliminary observation, she was found that most of the

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male and female students of the school were not aware that learning grammar (conditional sentences) is needed in achieving the goal of language learning. Students who learned English used constructions in the type of conditional sentences and another category of conditional sentences. They were kinds of difficulties, types and sources error encountered by the students in using conditional sentence. After doing the research, the he finds that out that there is significant difference between male and female on conditional sentences mastery at the second year students of state senior high school 1 Tambusai Utara. As the result, he found out that female students' more mastery of conditional sentences than male students.

C. Operational Concept

Operational concept is a concept that is used as a guidance to avoid misunderstanding. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. There are two variables in this research, they are independent variable is symbolized by X, meanwhile dependent variable is symbolized by Y. Independent variable (X) is gender of the students (male and female students), while dependent variable (Y) is the students' understanding on subject-verb agreement.

Lane, Janet and Ellen Lange (1993, p.170) the indicators of male and female students' understanding on subject-verb agreement are:

- 1) Both of male and female students are able to answer the question subject-verb agreement in third personal noun correctly.

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- 2) Both of male and female students are able to answer the question subject-verb agreement in the plural subject correctly.
- 3) Both of male and female students are able to answer the question subject-verb agreement in collective noun correctly.
- 4) Both of male and female students are able to answer the question subject-verb agreement in there + be correctly.
- 5) Both of male and female students are able to answer the question subject-verb agreement when the clause / sentence begins with the word 'one of the' correctly.

D. The Assumption and the Hypothesis**a. Assumption**

Based on the theory and previous pieces of research, it proved that gender has a significant effect on how students learn a language. Although male and female students got knowledge from their teacher prevalently. Therefore, the writer assumes that male and female students at the tenth grade of Senior High School 1 Kampar have different way to learning and understanding about subject-verb agreement.

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b. Hypothesis

1. Alternative Hypothesis (H_a): $\text{sig (2-tailed)} < 0.05$

H_a : There is a significant difference on understanding subject-verb agreement between male and female students at the tenth grade of State Senior High School 1 Kampar.

2. Null Hypothesis (H_0): $\text{sig (2-tailed)} > 0.05$

H_0 : There is no significant difference on understanding subject-verb agreement between male and female students at the tenth grade of State Senior High School 1 Kampar.