

**AN ERROR ANALYSIS OF SUBJECT VERB AGREEMENT IN
NARRATIVE WRITING OF THE TENTH GRADE STUDENTS
OF MADRASAH ALIYAH NEGERI 2
PALEMBANG**



UNDERGRADUATE THESIS

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DEDICATION

This thesis is dedicated to:

- My God (Allah SWT) who always gives me His mercies, His bless and His answers toward my prayers.
- My beloved parents Ibu (Rosmaniar, A.P.K.L) and Ayah (Suhaimi, S. Pd) who always love, support, and pray for my success. Thanks for your struggle for me. My beloved brother (Gustian Dwi Anantra) who always gives motivations and helps for me. And all of my Families, thanks for your help.
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Motto:



“Tidak ada daya dan kekuatan kecuali
pertolongan Allah”

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ABSTRACT

The objectives of the study are 1) to find out what types of errors of subject-verb agreement are in narrative writing of the tenth grade students of MAN 2 Palembang, 2) to find out which the most frequent type of errors of subject-verb agreement is in narrative writing of the tenth grade students of MAN 2 Palembang. Thirty six students were asking to write narrative text in English based on the titles provided in sixty minutes. This study was a descriptive qualitative research design which was describing the reality behind phenomenon deeply and descriptively. This study analyzed the students' narrative writing based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982). Meanwhile, the frequencies of errors were calculated in percentage. This study revealed 1) the participants contributed the three types of error in term of subject verb agreement in their narrative writing, those were (1)omission (23.36%), (2)addition (9.34%) and (3)misformation (67%), then there was no error in misordering found in this study, 2) the most frequent type of subject verb agreement errors contributed by the tenth grade students of MAN 2 Palembang on their narrative writing was misformation with the occurrence 72 errors and the percentage 67%.

Key words: Subject verb agreement errors, surface strategy taxonomy, narrative writing

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study and (4) significance of the study.

1.1. Background

People use language to communicate to each other in social life. As Amberg and Vause (2009, p. 2) state that language is a foremost means of communication which is communication almost always takes place within social life. Language is also used to express ideas, opinions, thoughts and feelings.

Nowadays, English as one of the languages becomes an international language that plays some important roles in the world. Subasini and Kokilavani (2013, p. 56) assert that English is overtly most common language all over the world, it is the language of higher administration, superior judiciary, advanced education and diplomacy. Therefore, learning English is very useful for people.

In learning English, it always relates to the four skills. According to Choudhury (2013, p. 27), the four core of language skills are listening, speaking, reading and writing where writing is obviously the most difficult skill for second and foreign language learners to master. He asserts that the main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable.

Talking about ideas in writing, it cannot be separated with the use of grammar. Baleghizadeh and Gordani (2012, p. 162) explain that no matter how well a person has brilliant ideas of writing it will be useless if the writer, in this case is the students, lack of maintaining the clarity and avoiding ambiguity due to of grammar. Therefore, being aware of the importance of grammar gives many advantages to the writers.

In Indonesia, in teaching and learning process of English subject of senior high school, especially writing skill, students are taught how to write descriptive text, narrative text, recount text, procedure text and expository text. According to Ministry of National Education (2003, p. 31), the standard competence of English subject of SMA/MA in term of writing is uttering some meaning (interpersonal, ideational, textual) in the form of written texts such as descriptive text, narrative text, recount text, procedure text and expository text.

From those texts, narrative is easier to be analyzed. According to Norrish (cited in Hendriwanto & Sugeng, 2013, p. 61), narrative text is a kind of text which its grammatical errors is easy to be investigated, especially in term of verb, because there is alteration from present to past verb. In addition, according to Oxford (2003, p. 5), a narrative text is a text which relates to a series of logically and chronologically events that are experienced by someone and it is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.

Moreover, the students tend to make errors in their writing. According to Sarfraz (2011, p. 30), the students are weak in English, especially in writing, commit multiple errors as they have been inadequately exposed to learning of English.

Indonesian students are weak in writing English due to the lack mastery of grammar, especially in term of subject verb agreement rules. Sparks (2006, p. 1) states that subject verb agreement is a fancy term for a simple idea: the subject and the verb must work together to construct a correct sentence. According to Nayan (2009, p. 190), many of the students have problem in subject-verb agreement rules in their writing even though they have been learning English for about some years in school.

Indonesian students have problems in subject verb agreement rules because Bahasa Indonesia (students' L1) is different from English. Ginanjar (2015, p. 5) states that learners' mother language is quite different from English. In an Indonesian sentence, the verbs do not change even it happens in the present, past or in the future. Therefore, the students tend to make errors in term of subject verb agreement. In addition, Lane and Langan (cited in Daflizar, 2011, p. 29) 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.

Some research analysis also support that most students contribute errors in term of subject verb agreement in their writing such as Ginanjar (2015), Mbau, Marhum and Muhsin (2014), Hendriwanto and Sugeng (2013), Sutomo (2011) and Arinacky (2007).

Errors in writing come from misunderstanding in constructing the component of language. James (1998, p. 142) asserts that text errors arise from ignorance and misapplication of the 'lexico-grammatical' rules of the language. He also states that it will be appropriate to be content to account for lexical and grammatical (sub) system separately.

The errors made by the students cannot be corrected by themselves. According to James (1998, p. 83), error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they are self corrected.

However, an error analysis is needed. Jabeen (2015, p. 53) asserts that error analysis plays an important role in second and foreign language teaching as well. It helps teachers in understanding the new ways of teaching by giving the feedback on the errors made by the learners. According to Richard (cited in Joshi, 2011), learner's correct sentences do not necessarily give evidence of the rules of the new language and the rules he has developed at given stages of his language development. This can be done only by the errors he makes. After knowing this, only one can proceed in teaching. Therefore, errors and its analysis both are the inevitable part of teaching and learning.

Based on the preliminary study by interviewing the teacher of English of MAN 2 Palembang, the teacher said that even though the students learned about tenses, auxiliary and verb, some students did not understand the usage of basic English grammar deeply such as the use of the suitable verb to the

subject to write paragraph writing, especially the paragraphs described past event.

Furthermore, an informal interview also was conducted to the tenth grade students of MAN 2 Palembang. The students said that it was hard to choose the types of verb in writing paragraphs in past event, such as narrative text. Then, the test was conducted to the students. The test consisted of 10 items in the form of simple past tense. The students were asked to complete the sentence with the correct verb to make the subject agreed with the verb. As the result, from 36 students, there were 20 students (1 student from X MIA 1, 2 students from X MIA 2, 2 students from X MIA 3, 1 student from X MIA 4, 1 student from X MIA 5, 3 students from X IIS 1, 4 students from X IIS 2, 3 students from X IIS 3 and 3 students from X IIS 4) whose scores were below 60. Therefore, subject-verb agreement error became a serious problem in learning English especially for the foreign language learners such as the students of MAN 2 Palembang.

Based on the reasons mentioned above, it is important to analyze subject verb agreement errors in students' narrative writing, especially the tenth grade students of MAN 2 Palembang. Therefore, the researcher is interested in conducting a study entitled **An Error Analysis of Subject Verb Agreement in Narrative Writing of the Tenth Grade Students of MAN 2 Palembang.**

1.2. Problems of the Study

The main problems of this study are formulated in the following questions:

1. What are types of errors of subject-verb agreement in narrative writing of the tenth grade students of MAN 2 Palembang?
2. Which is the most frequent type of errors of subject-verb agreement in narrative writing of the tenth grade students of MAN 2 Palembang?

1.3. Objectives of the Study

The objectives of the study are:

1. To find out what types of errors of subject-verb agreement are in narrative writing of the tenth grade students of MAN 2 Palembang.
2. To find out which the most frequent type of errors of subject-verb agreement is in narrative writing of the tenth grade students of MAN 2 Palembang.

1.4. Significance of the Study

It is expected that this study will give some valuable contributions to the process of teaching and learning of the English grammar and writing, especially in term of subject verb agreement in narrative writing. To be successful, students need to master subject verb agreement rules as the basic grammar of the English sentence before developing the sentences in writing such as narrative writing. Therefore, the study hopefully can be beneficial for the teachers of English, the results of the study will arouse the teachers'

awareness about the students' difficulties in learning subject verb agreement especially in narrative writing by providing the information about the subject verb agreement errors in students' narrative writing. Hopefully, after the awareness is aroused, the teachers can improve their techniques in teaching subject verb agreement to apply it in a text such as narrative writing. After the teaching process that especially focus on the most frequent type of errors made by the students, hopefully the students can master subject verb agreement exactly so that they can reduce their subject verb agreement errors in their writing such as narrative writing.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error, (2) concept of error analysis, (3) concept of subject verb agreement, (4) concept of narrative writing and (5) previous related study.

2.1. Concept of Error

The terms of errors are presented by many experts and researchers. In this study, the definitions of error were uttered by some experts: (1) according to Norrish, error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong (cited in Hasyim, 2002, p. 25), (2) Cunningsworth states that errors are systematic deviations from the norms of the language being learned (cited in Hasyim, 2002, p. 25). It seems that the phrase ‘systematic deviation’ in these definitions is the keyword which can be interpreted as the deviation which happens repeatedly. In addition, according to Zhang (p. 86), errors probably arise where there are great differences between the learner’s mother tongue or any previously acquired language and the language he or she is trying to acquire. He also adds that errors made by the learners in the language production mean the learner reveals his underlying knowledge of the newly acquired language.

In order to analyze learners’ errors in a proper perspective, it is crucial to make a distinction between “mistake” and “error”. According to Brown (2000, p. 217), a “mistake” refers to a performance error in that it is a failure to utilize a known system correctly. While an “error” is a noticeable deviation

from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

Therefore, it can be concluded that errors occur because the learner does not know what is correct, even the learner has learnt about the language, he/she does not understand about the form. Meanwhile, mistakes occur because the learner is unable to perform what he/she knows, sometimes the learner forgets about the form of the language then he/she makes mistakes.

2.1.1. Sources of Error

Brown (2000, p. 223) classifies the sources of error into four sources, those are interlingual, intralingual, context of learning and communication strategies. The four sources of error will be discussed briefly below.

- a. The first source of error is interlingual transfer. It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it.
e.g She beautiful (the students omits the auxiliary verb because in students' mother tongue the sentence *dia cantik* do not need auxiliary verb).
- b. The second source of error is intralingual transfer. It is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language.

e.g I goed to market (the students generalized all verbs into regular verb).

- c. The third source of error is context of learning. It overlaps both types of transfer. In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept.

e.g The error occurs because of faulty presentation of a structure or a word in a textbook.

- d. The last source of error is communication strategies. It is related to learning style. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error.

e.g He did not rich enough at that time (the students cannot interpret the structure well; the students did not understand that auxiliary verb “did” is used to the sentence uses verb not the sentence uses adjective or noun).

2.1.2. Surface Strategy Taxonomy

According to Dulay, Burt and Krashen (1982, p. 150), the classification of errors is called surface strategy taxonomy; the taxonomy that classified the errors based on how the structure of language changes that lead to the error. The classification of error is elaborated in the following:

- (1) Omission, this error is where some elements are omitted which should be present e.g. *The queen here last night* (verb is omitted in this sentence, linking verb (was) is needed to make the correct sentence, it should be *the queen was here last night*).

(2) Addition, this error is where some element is present which should not be there e.g. *The princess was had pretty eyes* (the auxiliary (was) is added even though the verb had been applied, it should be *the princess had pretty eyes*).

According to Dulay, Burt and Krashen (1982, p. 156), errors in addition were divided into:

- 1) Double markings: where two items are used as the marker in the same feature (eg. tense). eg: “*Malin Kundang *was wanted to join them*”, the auxiliary (was) is added as the marker that the sentence is in past tense even though the verb has been applied, it should be “*Malin Kundang wanted to join them*”.
- 2) Regularization: where there is an addition of suffix *-ed* for irregular verb. eg: “*Dayang Sumbi *hitted Sangkuriang’s head*”
- 3) Simple addition: an addition error is not double markings nor regularization.

(3) Misformation, it is use of the wrong form of a structure e.g. *She did not rich enough at that time* (*did not* is grammatically incorrect, linking verb *was not* is needed to make a correct sentence, it should be *she was not rich enough at that time*).

According to Dulay, Burt and Krashen (1982, p. 158), there were three kinds of errors in misformation:

- 1) Regularization error: using a marker of regular verb (suffix-*ed*) even it is an irregular verb where there is a significant change from present to

past verb. eg: “*The boy eated the food*” instead of “*The boy ate the food*”.

- 2) Archi-forms: selecting one item to represent others; using the item for all the sentences. eg: “*He *was not know that Tumang was his father*” instead of “*He did not know that Tumang was his father*”. Using auxiliary (was) to represent all sentences in past form. In fact, the sentence which uses verb needs auxiliary “did” not “was”.
- 3) Alternating form: an error where the used form is not alternated truly into the form of target language. eg: “*I *go to market yesterday*” instead of “*I went to market yesterday*”.
- (4) Misordering, this error is where some elements presented are correct but wrongly sequenced e.g. *She yesterday came late to the party*, (“yesterday” is not in exact position, the position should be in the last as adverb of time, and it should be *she came late to the party yesterday*).

2.2. Concept of Error Analysis

Richard (cited in Emmaryana, 2010, p. 5) states that error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Those assert the functions of error analysis. James (1998, p.1) states that error analysis is the process of determining the incidence, nature, causes and consequences of

unsuccessful language. According to Crystal (cited in Hasyim, 2002, p. 43), error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

2.2.1. Procedure of Error Analysis

In analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. One of them is Ellis (1997, p. 15), she suggests four steps in analyzing students' errors, those are: identifying errors, describing errors, explaining errors and evaluating errors.

1) Identifying errors

In this step the researcher must identify errors from data collection. For identifying error, the researcher must compare the sentence produced by students to the correct sentence in the target language.

For example: *Anastasia and Drizella was Cinderella's step sisters.*

The correct form in target language is: *Anastasia and Drizella were Cinderella's step sisters.*

By comparing two sentences it can be seen that the student produces subject verb agreement error where the student uses singular verb *was* for plural subject (Anastasia and Drizella) instead of plural verb *were*.

2) Describing errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they will be classified into the types of errors which consist of omission, addition, misformation and misordering.

3) Explaining errors

This step will explain why errors occur. This explanation concerns on the sources of errors. From example above, the researcher may consider that the student makes subject verb agreement error by using singular verb *was* for plural subject (Anastasia and Drizella) instead of plural verb *were* whether because of interlingual, intralingual, context of learning or communication strategies.

4) Evaluating errors

In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected.

2.2.2. Scope of Error Analysis

According to James (1998, p. 25), the scope of Error Analysis (EA) is wide and widening and fall into two categories; first, those relevant to native speakers of English, the issues concerning these include; the perennial debate about “good English” and the purported decline in standards of correctness, second, the groups are those which concern people who speak

English as a second language (EL2) either as a second or as a foreign language.

2.3. Concept of Subject Verb Agreement

There are some definitions related to subject-verb agreement term. Sparks (2006, p. 1) states that subject verb agreement is a fancy term for a simple idea: the subject and the verb must work together. Straus (2014, p. 19) points out that subject verb agreement is a singular subject takes a singular verb whereas a plural subject takes a plural verb. Also, Umstatter (2007, p. 171) asserts that subject verb agreement means a subject that represents a single person, place or thing, agrees with singular verb, meanwhile a subject, one that represents more than a single person, place or thing, agrees with a plural verb.

2.3.1. Rules of Subject Verb Agreement

1. *Rules of Subject Verb Agreement proposed by Sparks (2006, p. 1-5)*

a. When information falls between the subject and the verb

Information between the subject and the verb can cause confusion.

Example: the set of instructions (need, needs) to be revised.

We might think *instructions need*, but *set needs* is correct. “Instructions” is in a prepositional phrase and can’t serve as the subject.

b. When unusual words without an S

Many word form plurals that don’t end with an S. A few examples are children, women, teeth etc. We easily recognize such plurals because we

use them often, but when uncommon words form their plurals without adding S, we often mistakenly treat them as singular nouns.

Example: The data were ... (correct).

Data is plural. The singular is *datum*.

Similar problems occur with words like *media* (*medium* is singular), *alumni* (*alumnus* is singular), *syllabi* (*syllabus* is singular), and *criteria* (*criterion* is singular).

c. When *or* or *nor* separates two or more elements in the subject

When the subject of a sentence is made up of two or more elements joined by the word *or* or *nor*, the element closest to the verb should be in charge of the subject verb agreement.

Example: 1. Either the twins or **Mr. Pulaski** is coming over (correct).

“Mr. Pulaski” is the element closest to the verb. “Mr. Pulaski” is a singular subject so that needs a singular verb “was”.

Example: Neither Mr. Pulaski nor **the twins** are coming over (correct).

“The twins” is the element closest to the verb. “the twins” is a plural subject so that needs a plural verb “were”.

d. When the subject comes after the verb

In most sentences, the subject comes first, and the verbs follow it. Sometimes, however, the verb precedes the subject.

Example: There were **two reasons** we needed to meet last night (correct).

“were” is a plural verb so that we need a plural subject “two reasons”.

- e. When verbs end with *st*

When we pronounce words like *resists* and *costs*, we tend to slide over the final *s*. Sometimes the sounds like: these days that computer cost_ \$10,000. Add *s* to the verbs whenever you must add *s*.

Example: The ledger **lists** all the companies we currently serve.

The plan **consists** of hundreds of steps.

2. Rules of Subject Verb Agreement proposed by Straus (2014, p. 9-12)

- a. A subject will come before a phrase beginning with *of*.

Example: **a bouquet** of yellow roses **lends** ... (correct).

The subject is “*a bouquet*” which is a singular subject so that takes a singular verb “*lends*”.

- b. Two singular subjects connected by *or*, *either/or*, *neither/nor* require a singular verb.

Example: **My aunt** or **my uncle** is arriving by train

Neither **Juan** nor **Carmen** was available

Either **Kiana** or **Casey** is helping with stage decorations

- c. The verb in an *or*, *either/or*, *neither/nor* agrees with the noun or pronoun closest to it.

Example: Neither the plates nor the serving **bowl** goes on that shelf.

Either the serving bowl or **the plates** go on that shelf.

This rule can lead to bumps in the road. For example if *I* is one of two (more) subjects, it could lead to this odd sentence:

Awkward: Neither she, my friends, nor I am going to the festival.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better: Neither she, I, nor my friends were going to the festival when you came.

OR

Neither she, my friends, and I were going to the festival when you came.

- d. As a general verb, use a plural verb with two or more subjects when they are connected by *and*.

Example: A **car** and a **bike** are my means of transportation.

But note these exceptions:

Example: **Breaking and entering** was against the law.

The **bed and breakfast** was charming.

In those sentences *breaking and entering* and *bed and breakfast* are compound nouns.

- e. Sometimes the subject is separated from the verb by such words as *along with*, *as well as*, *besides* etc.

These words and phrases are not part of the subject. Ignore them and use singular verb when the subject is singular.

Example: The **politician**, along with the newsmen, **was expected** shortly.

- f. With words that indicate portions; percent, a lot, majority, some, all etc. given earlier is reversed, and we are guided by the noun after *of*. If the noun after *of* is singular, use singular verb. If it is plural, use plural verb.

Example: Fifty percent of the **pie** **has** disappeared.

Fifty percent of the **pies have** disappeared.

A third of the **city was** unemployed.

A third of the **people were** unemployed.

All of the **pie was** gone.

All of the **pies were** gone.

Some of the **pie was** missing.

Some of the **pies were** missing.

- g. In sentences beginning with *here* or *there* the true subject follows the verb

Example: There **are four hurdles** to jump.

Here **is a high hurdle** to jump.

- h. Use singular verb with distance, periods of time, sums of money etc. when considered as a unit.

Example: **Three miles was** too far to walk.

Five years was maximum sentence for that offense.

Ten dollars was a high price to pay.

- i. Some collective nouns, such as *family*, *couple*, *staff*, *audience*, etc. may take either singular or plural verb depending on their use in sentence.

Example: **The staff is** in a meeting.

(staff is acting as a unit).

Example: **The couple disagree** about disciplining their child.

(the couple refers to two people who are acting as individuals).

- j. The word *were* replaces *was* in sentences a wish or are contrary to fact.

Example: If Joe were here, you'd be sorry. (correct)

Joe is singular subject but because the sentence demonstrates the subjunctive mood, which is used to express things that are hypothetical, wishful, imaginary, or factually contradictory. The subjunctive mood pairs singular subject with what we usually think as plural verb.

Example: She requested that he raise her hand. (correct)

It's not *he raises*, in the sentence, a request being expressed, so the subjunctive mood is correct.

3. *Rules of Subject Verb Agreement proposed by Azar (2002, p. 84-92)*

a. Final *s/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 (e.g., Mary, my father, the machine) or a third person singular pronoun (e.g., he, she, it).

Example: **Mary works** in my company.

He watches a movie.

b. 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.

a. Example: That **book** on political parties was interesting.

The interrupting prepositional phrase *on political parties* and *of instruction* does not change the fact that the subject *book* must agree with the verb *is* and the subject *sets* must agree with the verb *need*.

b. Example: 1. **My dogs**, as well as my cat, like cat food.

2. **The book** that I got from my parents was very interesting.

The subject and verb separated by an adjective clause.

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

Example: **Growing** flowers was her hobby.

c. Using expression of quantity

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

a) Some of + singular noun = singular verb

e.g. Some of the **book** was good

b) Some of + plural noun = plural verb

e.g. Some of the **books** were good

2) Exceptions: *One of*, *each of*, *every one of* take singular verb

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

e.g. **One of** my friends was here

Each of my friends was here

Every one of my friends was here

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

e.g. **None of** the boys **is** here

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

4) *The number of* and *a number of*

a) *The number of* is a subject

e.g. **The number of** students in the class **is** fifteen.

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

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

d. Using *there* + *be*

In the structure *there* + *be*, *there* is called an “expletive”. It has no meaning as a vocabulary word. It introduces the idea that something exists in a particular place. The subject follows *be* when *there* is used

Pattern: *there* + *be* + *subject* + *expression of place*

e.g. There **were** twenty **students** in my class

There **was** a **fly** in the room

*Sometimes the expression of place is omitted when the meaning is clear. The implied expression of place is clearly in the world.

e.g. There **are** seven continents.

e. Some irregularities

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

e.g. **The United States** **is** big

The Philippines consists of more than 7,000 islands

Sears is a department store

The news was interesting

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, The Philippines, Sears, The news = it.*

2) Fields of study that ends *-ics* require singular verbs

e.g. **Mathematics was** easy for her.

3) Certain illnesses that end in *-s* are singular: diabetes, measles, mumps, rabies, rickets, shingles.

e.g. **Diabetes is** an illness.

4) Expressions of time, money, and distance usually require a singular verb.

e.g. **Eight hours** of sleep **was** enough.

Ten dollars was too much to pay.

Five thousand miles was too far to travel.

5) Arithmetic expressions require singular verb

e.g. **Two and two is** four

One plus three is/equals four

Four times five equals twenty

6) Plural nouns don't end *-s* (people, women, etc.) require plural verb.

e.g. Those **people were** from Canada

Exceptions: The word *people* has a final *-s* (*peoples*) only when it is used to refer to ethnic or national groups.

e.g. All the peoples of the world desire peace

7) Some nouns of nationality that end in *-sh*, *-ese*, and *-ch* can mean either language or people.

e.g. **English** is spoken in many countries. (*English = language)

The English drink tea. (*The English = people from England)

8) 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).

e.g. **The poor** have many problems.

2.4. Concept of Narrative Writing

Narrative writing relates to terms of writing skill and narrative text. According to Ginanjar (2015, p. 5), writing is about constructing a meaningful ideas using written work to the readers, while the term of narrative text, according to Hogins (cited in Anwar, 2014, p. 25), narrative text is a text that tells story, the story of a sequence of event, something happens over period of time. It can be concluded that narrative writing is a written work consists of a story of a sequence of event happens over period time. To be more clear, it is important to know the concept from both of them; writing and narrative text.

2.4.1. Concept of Writing

Writing is a skill with many definitions. According to Coulmas (2003, p. 1), at least there are six meanings of 'writing' can be distinguished: (1) a

system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. In addition, according to Brown (2001, p. 335), writing is the representation of spoken language, written language is almost same with spoken language, the difference is the performance of written language is conveyed in graphical. Besides Brown also mentioned that written products are the result of thinking, drafting, and revising procedures, specialized skills is required in written language, and that not every speaker develops naturally.

Heaton (1990, p. 135) asserts that the kind of skills necessary for good writing are categorized into five general components or main areas as follow: (a) Language use, the ability to write correct and appropriate sentences. (b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language .e.g. punctuation and spelling. (c) Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information. (d) Stylistic skill: the ability to manipulate sentences and paragraph, and use language effectively. (e) Judgment skill: the ability to write in an appropriate manner for a particular purposes with a particular audience in mind, together with ability to select, organize and order relevant information.

In order to acquire those skills students need long exercises and follow some stages in writing process. Oshima and Hogue (2007, p. 3) state that

there are four main stages in writing process: prewriting, planning, writing and revising draft, and writing the final copy to hand in. They also assert that writing is never complete, it is always possible to review and revise, and review and revise again because writing is not simply as the other skill of English.

2.4.2. Concept of Narrative Text

Narrative text is a text that contains past event and it is used to entertain the reader. According to Oxford (2003, p.5), a narrative text is a text which relates to a series of logically and chronologically events that are experienced by someone and it is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways. In addition, according to Gaetz and Phadke (2011, p.1), narrative writing tells a story in which the writers talk about their feelings, thoughts, or actions. Therefore, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life.

Narrative text has some elements. According to MattixDietsch (2003, p. 124) every narrative has six elements – the *who*, *where*, *when*, *what*, *why*, and *how* of the event. The point of view from which the story is told also influences its effect on the audience. Who was involved? Where did the action take place? When? What happened? How did it happen? Why did it happen? Who is the narrator?. It means that in writing narration, we have to

consider those things. It will make us easier in writing narration. And also it makes us easier in analyzing the narrative writing.

Anderson & Anderson (2003, p.6) explain three steps in constructing a narrative text. Those are orientation, complication, and resolution.

1. Orientation, the writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening.
2. Complication, the writer tells about conflict of the story.
3. Resolution is the ending of the story, it shows how the characters deal with the problem.

The following is the example of narrative text and its general structures:

The Ant and the Grasshopper

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why not come and chat with me," said the grasshopper, "Instead of toiling and moiling in that way?", "I am helping to lay up food for the winter," said the ant, "And recommend you to do the same." "Why bother about winter?" said the grasshopper, "We have got plenty of food at present." The Ant went on its way and continued its toil. When the winter came the grasshopper found itself dying of hunger while it saw the ants distributing corn and grain every day from the stores they collected in the summer.

1. Orientation: First information about the participants inside the story:
In a field one summer's day a Grasshopper was . . . An Ant passed by...
2. Complication: This phase introduces a problem exists between or among the participants: "Why bother about winter?" said the Grasshopper, "We have got plenty of food at present." But the Ant went on its way and continued its toil.
3. Resolution: The way a writer ends his story plot. It can be successful ending or failure one which leads to sad ending story:
When the winter came the Grasshopper found itself dying of hunger.

2.5. Previous Related Studies

There are some previous studies which are related to the present study. First, "The Errors of Subject Verb Agreement made by the Students Taking Writing I in English Department of Widya Mandala University" written by Arinacky (2007). The objectives of the study were to find the types of Subject-Verb Agreement errors which were frequently made by the students of English Department of Widya Mandala University in writing narrative and to determine the causes of Subject-Verb Agreement errors made by the students in writing narrative. The findings of the study showed that there are three errors the students made in their writing narrative. The students did the error of omission, error of addition and error of substitution. The type of error that the students did not do was error of ordering. Also, the finding showed that there were three causes of the errors. The causes were the

students could not determine the verbs for the subjects, whether they were singular or plural, and whether the subjects were first, second, or third person, the students could not use the correct verbs according to their time signal, and the students did not know how to build the correct verb phrase. The similarity of previous study and present study is both of the study focus on subject-verb agreement error in narrative writing. The difference of previous study and present study are; (1) the second objective of previous study is to find out the causes of error while present study find out the most frequent type of errors. (2) the sample; previous study use the students of University while present study use the tenth grade students of MA.

Second, “An Analysis of the Grammatical Error in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta” written by Hendriwanto & Sugeng (2013). This research aimed at finding out the types of grammatical error and the causes of grammatical error in the students’ narrative writing. The result of this study showed there were 46 subject verb agreement errors. The similarity of previous study and present study is both of the study analyzes subject-verb agreement error in narrative writing. The difference of previous study and present study are; (1) the previous study not only analyzes error of subject verb agreement in narrative writing but also analyzing errors in punctuation and preposition while present study focuses only in analyzing subject verb agreement error in narrative writing.

Third, “An Error Analysis on the Use of Simple Past Tense in Students’ Narrative Writing” written by Anwar (2014). The objective of this

study was to know errors and explain the most frequent errors made by the first grade students of SMA Dua Mei Ciputat in writing narrative focused on simple past tense. The findings showed that there are 152 errors made by the students. The most frequent errors made by the students in their narrative writing focused on the use of simple past tense is misformation which consists of 82 errors or 54%, it is followed by omission with 40 errors or 26%. The next is misordering which consists of 21 errors or 14%. And the last is addition with 9 errors or 6%. The similarity of previous study and present study is both of the studies analyze errors in students' narrative writing. The difference of previous study and present study is the previous study focuses on errors of simple past tense while the present study focuses on subject verb agreement errors.

Fourth, "An error analysis of subject-verb agreement in expository essay made by first year students of Nusantara PGRI Kediri University in academic year 2014/2015" written by Ginanjar (2015). The aims of this research were to find out the types of errors and to find out the most errors made by first students in using subject-verb agreement. The findings showed that students made four kinds of errors based on the surface taxonomy: addition (50 errors), omission (134 errors), misformation (73 errors), and misordering (8 errors); and students made the most error in omission (consists of 134 errors). The similarity of previous study and present study is both of the study focus on errors subject-verb agreement in students' writing. The difference of previous study and present study are:

(1) the previous study analyzes subject verb agreement error in expository essay while present study analyzes subject verb agreement error in narrative writing, (2) the sample; previous study use the students of University while present study use the tenth grade students of MA.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) operational definition, (3) subject of the research, (4) data collection and (5) data analysis.

3.1. Research Design

This research was a descriptive qualitative research design. According to Lambert and Lambert (2012, p. 255):

“There are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.”

Therefore, this research described the observed phenomena in the form of words. In general, the aim of this research was to describe the reality behind phenomenon deeply and descriptively.

Whereas, in calculating the data, this study employed inferential statistics; it was a kind of quantitative data analysis which one of the purposes was to find out the data’s frequencies (Cohen, Manion & Morrison, 2007, p. 503).

3.2. Operational Definitions

The title of this study was “An Error Analysis of Subject Verb Agreement in Narrative Writing of the Tenth Grade Students of MAN 2

Palembang”. To avoid misunderstanding of selected terms between the researcher and the readers of this study, the following terms were defined:

An error analysis referred to an investigation about what types of errors made by the students and how many errors they made. The analysis based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982).

Subject verb agreement in narrative writing referred to students’ activity in writing narrative text whether they contributed subject verb agreement errors in their writing.

3.3. Subject of the Research

1) Population

The population of the study was all of the tenth grade students of MAN 2 Palembang. There were nine classes (372 students) set as population. Then, the population of the study was presented in the table of population as follow:

Table. 1
Population of the Study

No	Class	Total
1	X MIA 1	37
2	X MIA 2	47
3	X MIA 3	43
4	X MIA 4	45
5	X MIA 5	51
6	X IIS 1	37

7	X IIS 2	37
8	X IIS 3	38
9	X IIS 4	37
Total		372

Source: Administration of MAN 2 Palembang in academic year 2016/2017

2) Sample

In this study, purposive sampling technique was used to take the sample. Purposive sampling technique involved selecting certain units or cases based on a specific purpose rather than randomly (Teddlie & Yu, 2007, p. 80). This study analyzed subject-verb agreement errors, based on the result of the test in preliminary study, X IIS 2 students made many errors than others. Also, the teacher of English of MAN 2 Palembang recommended X IIS 2 students as the sample due to the score of their English achievement is lower than other class. Therefore, class X IIS 2 chosen as the sample. The distribution of the sample could be seen in table:

Table. 2

Sample of the Study

No	Class	Total
1	X IIS 2	37

3.4. Data Collection

In this research, test was used to collect the data. Before doing the test, the researcher gave a brief explanation just to remind the students about

narrative text that they studied and to make sure that if the students contributed errors not mistakes. Then, the students were asked to write a narrative text consisted of three generic structures (orientation, complication, resolution) about 120 - 150 words within sixty minutes. The students chose one of the topics given. The topics were **Sangkuriang, Malin Kundang, Roro Jonggrang and Danau Toba**.

In addition, before the test was distributed to the students, the researcher asked the validator first to validate whether the instrument test was valid or not.

3.5. Data Analysis

In conducting this research, to find out what types of errors of subject verb agreement are in narrative writing of the students, the procedures of error analysis proposed by Ellis (1997) were followed. The analysis of types of error based on Surface Strategy Taxonomy proposed by Dulay, Burt and Krashen (1982). Then, to find out which the most frequent type of errors is, the percentage of errors was measured.

3.5.1. Analyzing Types of Errors

In analyzing the types of errors, initially the procedures of error analysis proposed by Ellis (1997, p. 15) were followed, the procedures as follow (1) identifying errors, (2) describing errors, (3) explaining errors and (4) evaluating errors.

(1) Identification and Description

After collecting the data, the errors were identified and described. Identification referred to selecting the sentences contributed subject verb agreement errors. Description referred to classifying the errors into types of errors which consist of omission, addition, misformation and misordering. After that the researcher asked the raters to crosscheck about the identification and description that was done by the researcher.

To identify and describe subject verb agreement errors in students' writing, researcher applied following steps:

- a. Selecting the sentences which contained subject verb agreement errors in the students' writing, and then circling them.
- b. Rewriting down the error sentences on the table.
- c. Classifying the errors into the types of the errors based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982)

1) Omission

This error was where some elements were omitted which should be present e.g. *The queen here last night* (verb was omitted in this sentence, auxiliary verb (was) was needed to make the correct sentence, it should be *the queen was here last night*)

2) Addition

This error was where some element was present which should not be there e.g. *The princess was had pretty eyes* (the auxiliary (was) was

added even though the verb had been applied, it should be *the princess had pretty eyes*)

3) Misformation

It was use of the wrong form of a structure e.g. *She did not rich enough at that time* (*did not* is grammatically incorrect, auxiliary *was not* was needed to make a correct sentence, it should be *she was not rich enough at that time*)

4) Misordering

This error was where some elements presented were correct but wrongly sequenced e.g. *She yesterday came late to the party*, (“yesterday” was not in exact position, the position should be in the last as adverb of time, and it should be *she came late to the party yesterday*).

(2) Explaining and Evaluating Errors

In this step, why errors occurred was explained. The explanation concerned on the sources of errors. Then, the errors were evaluated to know which one the errors considered more serious than other.

3.5.2. Calculating the Percentage of Errors

After doing the process above, to know which the most frequent type of errors is, the following steps applied:

- a. Measuring the total number of frequency of each type of errors.
- b. Measuring the total number of frequencies of all types of errors.

- c. Making percentage for each type of errors, in order to know the most frequent errors, it was done by dividing the total number of frequency of each type of errors by the total number of all frequencies of types of errors and then multiplying with one hundred percent.

Percentage =

$$\frac{\text{Total number of frequency of each type of errors } (n)}{\text{Total number of all frequencies of types of errors } (\Sigma N)} \times 100\%$$

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter discusses: (1) findings and (2) interpretation.

4.1. Findings

The findings of the study showed about (1) identification, description and discussion of types of error and (2) the frequency and the percentage of each type of errors.

4.1.1. Identification and Description of Type of Error

After collecting the students' narrative writing, the students' sentences were identified and described. Identification referred to selecting the sentences contributed subject verb agreement errors. Description referred to classifying the errors into types of error based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982) which consisted of omission, addition, misformation and misordering. The identification and description were figured out in the following table:

Table. 3

Identification and Description of Type of Error

No.	Error Sentences	Type of Error
1	Sangkuriang <i>*go</i> to forest for hunting	Misformation
2	Sangkuriang <i>*starts</i> looking for deer	Misformation
3	Sangkuriang <i>*tell</i> the incident to his mother	Misformation
4	The dog <i>*is</i> the incarnation of a God	Misformation
5	He <i>*get</i> a kid	Misformation
6	Dayang Sumbi really <i>*want</i> to eat venison	Omission
7	Then he <i>*brings</i> it to home	Misformation

8	Dayang Sumbi Ø angry	Omission
9	Meat <i>*is</i> Tumang	Misformation
10	Sangkuriang Ø angry	Omission
11	His mother didn't <i>*allowed</i>	Addition
12	It Ø the biggest catch	Omission
13	There <i>*were</i> a big earthquake	Misformation
14	Malin <i>*is</i> a smart kid	Misformation
15	The next day Malin <i>*asking</i> permission	Misformation
16	Then Malin <i>*go</i> to a big city	Misformation
17	People who <i>*have</i> a lot of merchant ship	Misformation
18	He <i>*has been married</i> to a beautiful woman there	Misformation
19	His wife <i>*was</i> compelled him	Addition
20	Who <i>*has</i> become a rich man	Misformation
21	His wife Ø not know Malin real descent	Omission
22	Malin <i>*wasn't</i> admit that woman as his mother	Misformation
23	His mother <i>*were</i> very disappointed	Misformation
24	Malin <i>*become</i> stone	Misformation
25	His wife and him got <i>*are</i> blessed a boy	Addition
26	He <i>*gets</i> a gold fish	Misformation
27	He <i>*want</i> to cooked the fish	Omission
28	He <i>*go</i> out from his house	Misformation
29	Toba Ø very surprised	Omission
30	The lamp <i>*is</i> turned on	Misformation
31	She <i>*is</i> the incarnation of the great fish	Misformation
32	The man <i>*must</i> swear	Misformation
33	A young man <i>*name</i> Toba	Omission
34	The lake <i>*are</i> not as suspected	Misformation
35	The man also <i>*can't</i> believe	Misformation
36	His mother <i>*tells</i> son	Misformation
37	He <i>*become</i> a rich sailor	Misformation

38	That old woman <i>*is</i> his mother	Misformation
39	His wife and children <i>*is</i> knew about his mother	Addition
40	Malin Kundang story <i>*come</i> from western Sumatra	Misformation
41	His mother in the village really <i>*miss</i> him	Omission
42	Malin <i>*intends</i> to marry her lover	Misformation
43	Malin <i>*pretends</i> not to recognize his mother	Misformation
44	There he <i>*become</i> the richest man	Misformation
45	He <i>*has</i> a very large house and a very beautiful lover	Misformation
46	He <i>*knows</i> that she <i>*is</i> his mother	Misformation
47	An island which <i>*is</i> his hometown	Misformation
48	There <i>*is</i> a widow	Misformation
49	Malin Kundang \emptyset very sad	Omission
50	He no longer <i>*wants</i> to see her mother	Misformation
51	Malin \emptyset not recognize his mother	Omission
52	There <i>*were</i> a woman	Misformation
53	Sangkuriang <i>*go</i> to forest	Misformation
54	He <i>*think</i> to kill his pet	Misformation
55	Tumang <i>*is</i> Sangkuriang's father	Misformation
56	They <i>*meet</i> again	Misformation
57	There <i>*is</i> a fishermen family	Misformation
58	The family <i>*has</i> a son	Misformation
59	Malin Kundang <i>*learn</i> a lot	Misformation
60	Seamanship on the crew who <i>*are</i> experienced	Misformation
61	Other person <i>*know</i> that the poor lady was his mother	Misformation
62	He <i>*doing</i> fishing in the lake	Misformation
63	Malin \emptyset sailing because he wanted a job in town	Omission
64	Malin <i>*has</i> a job	Misformation
65	Malin \emptyset not remember again about his mother	Omission
66	His mother \emptyset very sad	Omission
67	It <i>*persists</i> for months	Misformation

68	They <i>*was</i> very poor	Misformation
69	Malin Kundang <i>*was</i> wanted to join with them	Addition
70	But his mother <i>*was</i> not permit him	Misformation
71	His mother Ø very sad	Omission
72	Malin Ø rebellious to her	Omission
73	His mother <i>*were</i> very disappointed	Misformation
74	Actually, she Ø a princess of a kingdom	Omission
75	He <i>*was</i> not know that Tumang was his father	Misformation
76	Dayang Sumbi <i>*hitted</i> Sangkuriang's head	Addition
77	There Ø a big kingdom who named Prambanan	Omission
78	Bandung Bondowoso <i>*was</i> met Roro Jonggrang	Addition
79	All of his hands <i>*are</i> spread out widely	Misformation
80	Many ladies in waiting <i>*are</i> mandated to gather stubbles	Misformation
81	The others <i>*are</i> commanded to pound rice mortar	Misformation
82	The temples <i>*are</i> called Roro Jonggrang Temple	Misformation
83	The sky <i>*was</i> became dark	Addition
84	Unfortunately, he <i>*find</i> out and <i>*get</i> furious	Misformation
85	The mother started crying, felt sad that her husband had <i>*broke</i> his promise	Omission
86	Then she <i>*tell</i> her daughter to run up the hills	Misformation
87	The man <i>*become</i> the island of Samosir.	Misformation
88	The crew as well as the bodyguards <i>*stop</i> at his village	Omission
89	He <i>*catch</i> a big golden fish	Misformation
90	Dayang sumbi Ø still young	Omission
91	She <i>*cancel</i> the propose	Omission
92	He <i>*know</i> the temple only 999	Misformation
93	He <i>*was</i> growed with his mother	Addition
94	He <i>*choosed</i> to stay with his wife	Misformation
95	His mother still <i>*remember</i> the face of his son	Omission

96	“*I'm not remember”	Misformation
97	“You *is my mother”	Misformation
98	Malin *regret over his actions	Omission
99	After a few weeks, she *states to accept the propose	Misformation
100	He went home and *carrying firewood	Misformation
101	The requirements *are also fulfilled by Sangkuriang	Misformation
102	Tumang Ø silent	Omission
103	He *cough a big fish	Misformation
104	When he *enter his home	Omission
105	Which he ever *have	Misformation
106	... to *cooked the fish	Addition
107	He was *growed with his mother	Misformation

4.1.2. Explanation of Types of Error

From the table above, there were 107 error sentences found in students' narrative writing, those sentences was already classified into the types of error. The explanation of the types of error would be elaborated below:

4.1.2.1. Errors in Omission

There were 25 errors found in omission. All of those errors in omission could be seen in the following table:

Table. 4

Errors in Omission

Omission	The use of (was/were)	1. Dayang Sumbi Ø angry 2. Sangkuriang Ø angry
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		<p>3. Malin Ø sailing because he wanted a job in town</p> <p>4. His mother Ø very sad</p> <p>5. Malin Ø rebellious to her</p> <p>6. She Ø a princess of a kingdom</p> <p>7. There Ø a big kingdom who named Prambanan</p> <p>8. Tumang Ø silent</p> <p>9. Dayang sumbi Ø still young</p> <p>10. Toba Ø very surprised</p> <p>11. Malin Kundang Ø very sad</p> <p>12. It Ø the biggest catch</p>
	The use of (did)	<p>13. His wife Ø not know Malin's real descent</p> <p>14. Malin Ø not recognize his mother</p> <p>15. Malin Ø not remember again about his mother</p>
	The use of suffix	<p>16. Dayang Sumbi really <i>*want</i> to eat venison</p> <p>17. A young man <i>*name</i></p>

		<p>Toba</p> <p>18. His mother in the village really <i>*miss</i> him</p> <p>19. The mother started crying, felt sad that her husband had <i>*broke</i> his promise</p> <p>20. The crew as well as the bodyguards <i>*stop</i> at his village</p> <p>21. She <i>*cancel</i> the propose</p> <p>22. His mother still <i>*remember</i> the face of his son</p> <p>23. Malin <i>*regret</i> over his actions</p> <p>24. When he <i>*enter</i> his home</p> <p>25. He <i>*want</i> to cook the fish</p>
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From 25 errors in omission, 12 errors fell in the use of (was / were).

Then, 3 errors in omission fell in the use of (did). Also, 10 errors in omission fell in the use of suffix. It would be discussed further below:

The errors showed that students were not able to make subject agreed with linking verb “be” (was / were) before an adjective. It should be noticed and reflected that the students made the errors in the sentence such as “*Sangkuriang angry*” instead of “*Sangkuriang was angry*”, then “*Toba very surprised*” instead of “*Toba was very surprised*”, the sentence “*Malin*

rebellious to her” instead of *Malin was rebellious to her*” and also the sentence *“His mother very sad”* instead of *“His mother was very sad”*, the sentence *“Dayang sumbi still young”* instead of *“Dayang sumbi was still young”* and the sentence *“Tumang silent”* instead of *“Tumang was silent”*.

Furthermore, the students also did not put linking verb “be” (was /were) before they wrote a noun. It could be seen in the sentence *“It the biggest catch”* instead of *“It was the biggest catch”*, other sentence such as *“She a princess of a kingdom”* instead of *“She was a princess of a kingdom”* then the sentence *“There a big kingdom named Prambanan”* instead of *“There was a big kingdom named Prambanan”*. The students also omitted auxiliary verb “be” (was /were) in the sentence *“He sailing because he wanted a job in town”* instead of *“He was sailing because he wanted a job in town”*.

After that, other errors in omission fell in the use of (did). They omitted auxiliary verb “do” (did). It could be seen in sentence *“His wife not know Malin’s real descent”* instead of *“His wife did not know Malin’s real descent”*, other sentence *“Malin not recognize his mother”* instead of *“Malin did not recognize his mother”*, then the sentence *“Malin not remember again about his mother”* instead of *“Malin did not remember again about his mother”*.

Then, errors in omission fell in the use of suffix. The students omitted the suffix in the past verb. It could be seen in the sentence *“Dayang Sumbi really want to eat venison”* instead of *“Dayang Sumbi really wanted to eat*

venison”, the sentence “*The mother started crying, felt sad that her husband had broke his promise*” instead of “*The mother started crying, felt sad that her husband had broken his promise*” and other sentence like that.

4.1.2.2 Errors in Addition

In this study, there were 10 errors found in Addition. All the errors in addition could be seen in the following table:

Table. 5

Errors in Addition

Addition	Double Markings	1. His wife <i>*was</i> compelled him 2. His wife and him got <i>*are</i> blessed a boy 3. His wife and children <i>*is</i> knew about his mother 4. Malin Kundang <i>*was</i> wanted to join them 5. Bandung Bondowoso <i>*was</i> met Roro Jonggrang 6. The sky <i>*was</i> became dark 7. His mother didn't <i>*allowed</i> 8. He <i>*was</i> <i>*growed</i> with his mother
	Regularization	9. Dayang Sumbi <i>*hitted</i> Sangkuriang's head

		10. ... to *cooked the fish
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From 10 errors in addition, 8 errors were in Double Markings and 2 errors in regularization. It would be discussed further below:

Based on Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982, p. 156), errors in addition were divided into Double Markings, Regularization and Simple Addition. From 10 errors in addition, 8 errors were in Double Markings where the students added auxiliary verb even the verb had been applied. Such as in the sentences: “*His wife was compelled him*” instead of “*His wife compelled him*” , “*Malin Kundang was wanted to join them*” instead of “*Malin Kundang wanted to join them*”, and other sentence like that.

The other error was in adding suffix *-ed* in irregular verb and it became regularization error in addition. There were 2 errors of regularization in addition error found in this study. The sentences were “*Dayang Sumbi hitted Sangkuriang’s head*” instead of “*Dayang Sumbi hit Sangkuriang’s head*” and “*... to cooked the fish*” instead of “*... to cook the fish*”.

4.1.2.3. Errors in Misformation

In this study, there were 72 errors found in misformation. All the errors in misformation could be seen in the following table:

Table. 6**Errors in Misformation**

Misformation	Regularization	<ol style="list-style-type: none"> 1. The boy <i>*eated</i> the food 2. He <i>*choosed</i> to stay with his wife 3. He was <i>*growed</i> with his mother
	Archi-forms	<ol style="list-style-type: none"> 4. There <i>*were</i> a big earthquake 5. Malin <i>*wasn't</i> admit that woman as his mother 6. His mother <i>*were</i> very disappointed 7. There <i>*were</i> a woman 8. They <i>*was</i> very poor 9. But his mother <i>*was</i> not permit him 10. His mother <i>*were</i> very disappointed 11. He <i>*was</i> not know that Tumang was his father
	Alternating forms	<ol style="list-style-type: none"> 12. All of his hands <i>*are</i> spread out widely 13. Many ladies in waiting <i>*are</i> mandated to gather stubbles 14. The others <i>*are</i> commanded to pound rice mortar 15. The temples <i>*are</i> called Roro Jonggrang Temple 16. Unfortunately, he <i>*find</i> out and <i>*get</i> furious 17. Then she <i>*tell</i> her daughter to

		<p>run up the hills</p> <p>18. The man <i>*become</i> the island of Samosir.</p> <p>19. Meat <i>*is</i> Tumang</p> <p>20. Then he <i>*brings</i> it to home</p> <p>21. He <i>*get</i> a kid</p> <p>22. The dog <i>*is</i> the incarnation of a God</p> <p>23. Sangkuring <i>*tell</i> the incident to his mother</p> <p>24. Sangkuriang <i>*starts</i> looking for deer</p> <p>25. Sangkuriang <i>*go</i> to forest for hunting</p> <p>26. The biggest catch which he ever <i>*have</i></p> <p>27. Malin <i>*is</i> a smart kid</p> <p>28. The next day Malin <i>*asking</i> permission</p> <p>29. Then Malin <i>*go</i> to a big city</p> <p>30. People who <i>*have</i> a lot of merchant ship</p> <p>31. He <i>*has been married</i> to a beautiful woman there</p> <p>32. Malin <i>*become</i> stone</p> <p>33. He <i>*gets</i> a gold fish</p> <p>34. He <i>*go</i> out from his house</p> <p>35. The lamp <i>*is</i> turned on</p> <p>36. She <i>*is</i> the incarnation of the great fish</p> <p>37. The man <i>*must</i> swear</p>
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		<p>38. The lake <i>*are</i> not as suspected</p> <p>39. The man also <i>*can't</i> believe</p> <p>40. His mother <i>*tells</i> son</p> <p>41. He <i>*become</i> a rich sailor</p> <p>42. That old woman <i>*is</i> his mother</p> <p>43. Malin Kundang story <i>*come</i> from western Sumatera</p> <p>44. Malin <i>*intends</i> to marry her lover</p> <p>45. Malin <i>*pretends</i> not to recognize his mother</p> <p>46. There he <i>*become</i> the richest man</p> <p>47. He <i>*has</i> a very large house and a very beautiful lover</p> <p>48. He <i>*knows</i> that she <i>*is</i> his mother</p> <p>49. An island which <i>*is</i> his hometown</p> <p>50. There <i>*is</i> a widow</p> <p>51. He no longer <i>*wants</i> to see her mother</p> <p>52. Sangkuriang <i>*go</i> to forest</p> <p>53. He <i>*think</i> to kill his pet</p> <p>54. Tumang <i>*is</i> Sangkuriang's father</p> <p>55. They <i>*meet</i> again</p> <p>56. There <i>*is</i> a fishermen family</p> <p>57. The family <i>*has</i> a son</p> <p>58. Malin Kundang <i>*learn</i> a lot</p> <p>59. Seamanship on the crew who <i>*are</i> experienced</p>
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		<p>60. Other person <i>*know</i> that the poor lady was his mother</p> <p>61. He <i>*doing</i> fishing in the lake</p> <p>62. Malin <i>*has</i> a job</p> <p>63. It <i>*persists</i> for months</p> <p>64. He <i>*catch</i> a big golden fish</p> <p>65. He <i>*know</i> the temple only 999</p> <p>66. “<i>*I’m not</i> remember”</p> <p>67. “You <i>*is</i> my mother”</p> <p>68. After a few weeks, she <i>*states</i> to accept the propose</p> <p>69. He went home and <i>*carrying</i> firewood</p> <p>70. The requirements <i>*are</i> also fulfilled by Sangkuriang</p> <p>71. He <i>*cough</i> a big fish</p> <p>72. Which he ever <i>*have</i></p>
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From 72 errors in misinformation, there were 3 errors in Regularization Errors, 8 errors in Archi-forms and 61 errors in Alternating forms. It would be discussed further below:

According to Dulay, Burt and Krashen (1982, p. 158), there were three kinds of errors in misinformation, those are regularization error, archi-forms and alternating forms. From all of those errors, 3 sentences contributed regularization error: “*The boy eated the food*” instead of “*The boy ate the food*”, “*He choosed to stay with his wife*” instead of “*He chose to stay with his wife*” and the sentence “*He was growed with his mother*” instead of “*He grew up with his mother*”. The students made the error where they used the regular verb for irregular verb.

Then, 8 sentences contributed misformation error in archi-forms; the students made error by selecting one item to represent others, the students used the item for all the sentences, such as the sentence “*There were a big earthquake*” instead of “*There was a big earthquake*”, the students used “were” as auxiliary verb for every subject. Then, the sentence “*He *was not know that Tumang was his father*” instead of “*He did not know that Tumang was his father*”, the students used auxiliary verb (was) for marking it was in past form. Whereas, auxiliary verb (was) put for a sentence used adjective or noun, not a sentence used verb.

After that, there were 61 misformation errors in alternating forms made by the students. The students did not alternate the present form into past form such as the sentence “*Then he *brings it to home*” instead of “*Then he brought it to home*” , “*The man *must swear*” instead of “*The man might swear*” , “*The man also can’t believe*” instead of “*The man also couldn’t believe*” , “*He doing fishing in the lake*” instead of “*He was fishing in the lake*” , “*His mother didn’t allowed*” instead of “*His mother didn’t allow*” and other sentence like that.

4.1.2.4. Errors in Misordering

Errors in misordering were an incorrect placement of a morpheme or group of morpheme in an utterance, eg. He was **at that time* late (Dulay, Burt & Krashen, 1982, p. 162). In this study, there were no subject verb agreement errors in misordering found.

4.1.3. Percentage of the Errors

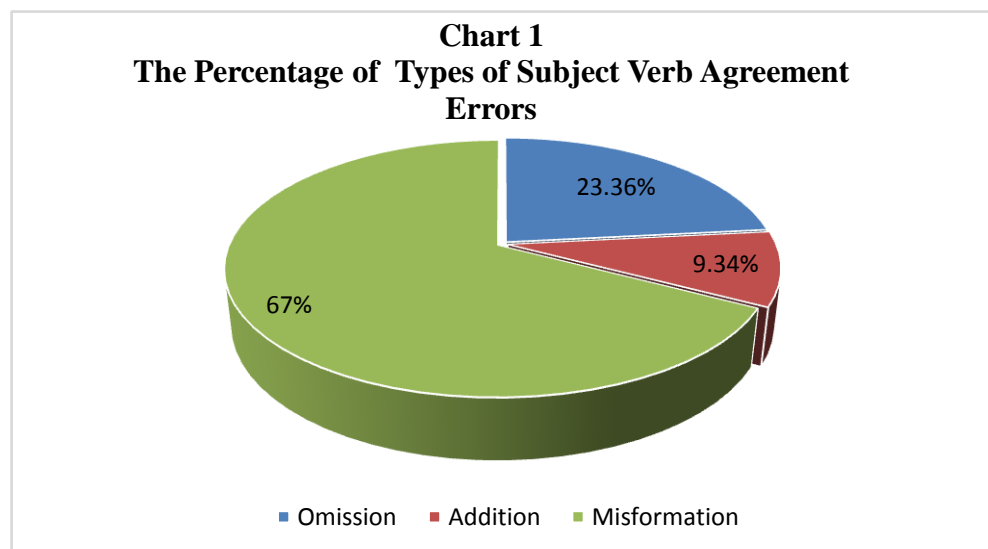
From table 5, it could be seen that there were 107 error sentences found in students' narrative writing. Those 107 errors appeared in each type of errors. The frequency and the percentage of types of errors could be seen in the following table:

Table. 7

Frequency and Percentage of Types of Errors

Types of Errors	Frequency	Percentage
Omission	25	23.36%
Addition	10	9.34%
Misformation	72	67%
Misordering	0	0%
Total	107	100%

The percentage of types of subject verb agreement errors could be illustrated in the chart below:



1. Omission $= \frac{25}{107} \times 100\% = 23.36\%$

2. Addition $= \frac{10}{107} \times 100\% = 9.34\%$
3. Misformation $= \frac{72}{107} \times 100\% = 67.3\%$
4. Misordering $= 0$

As seen on the table above, the three types of error were found on students' narrative writing; omission, addition and misformation. Meanwhile, misordering was not found on students' narrative writing. There were total 107 errors found. From the result of calculating, misformation became the most frequent type of error on students' narrative writing with the total number of occurrence was 72 (67.3%). Omission became the second most frequent type of error on students' narrative writing with the total number of occurrence 25 (23.36%). And the last type of error occurred on students' narrative writing was addition with the total number of occurrence 10 (9.34%).

4.1.4. Percentage of Kinds of each Type of Error

Based on the explanation of types of error, the percentage of kinds of each type of error calculated in the following:

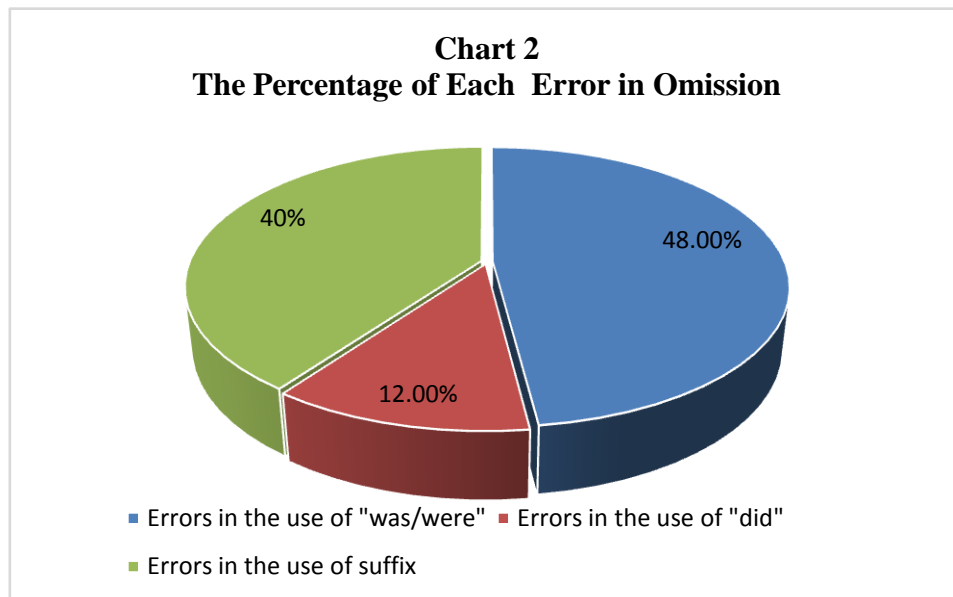
4.1.4.1 Omission

From 25 errors (23.36%) in omission, 12 errors fell in the use of (was / were). Then, 3 errors in omission fell in the use of (did). Lastly, 10 errors fell in the use of suffix.

1. Errors in the use of (was / were) $= \frac{12}{25} \times 100\% = 48\%$
2. Errors in the use of (did) $= \frac{3}{25} \times 100\% = 12\%$

$$3. \text{ Errors in the use of suffix} = \frac{10}{25} \times 100\% = 40\%$$

The percentage of each kinds of error in omission could be illustrated in the chart below:

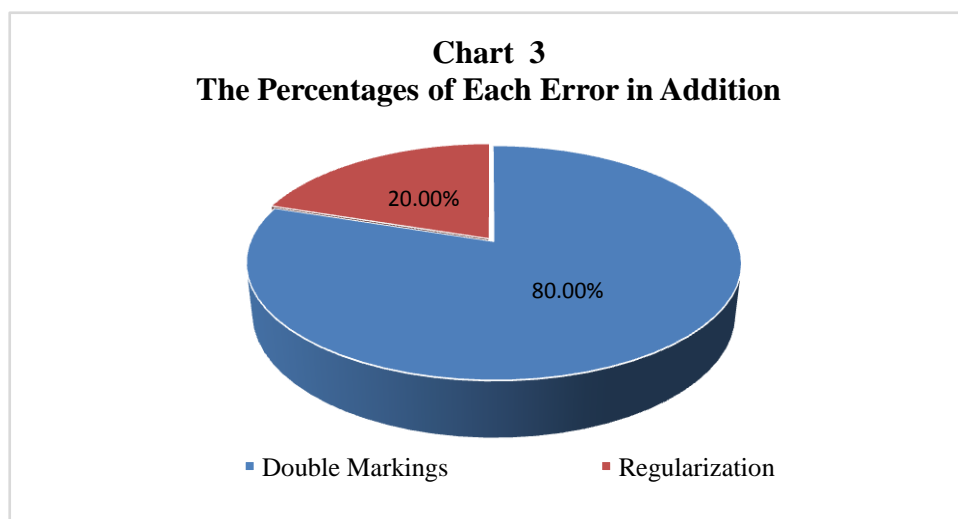


It was already showed that the percentage of errors in addition was 8.05%. Meanwhile, it was found that Double Markings of addition error was 6 errors and Regularization was 1 error.

$$1. \text{ Double Markings} = \frac{8}{10} \times 100\% = 80\%$$

$$2. \text{ Regularization} = \frac{2}{10} \times 100\% = 20\%$$

The percentage of each error in addition could be illustrated in the chart below:



4.1.3.3 Misformation

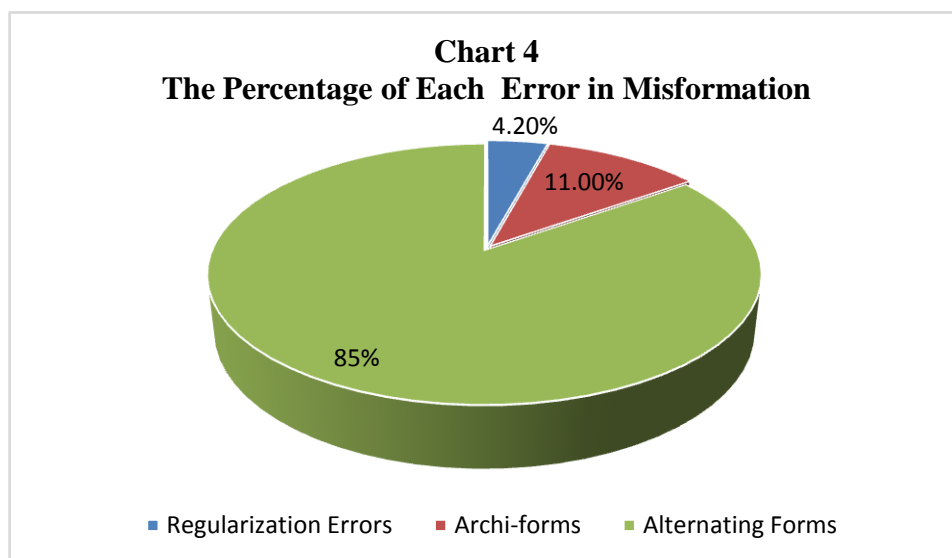
The percentage of errors in misformation was 78.16%. Then, it was found that Regularization Error was 1 error, Archi-forms were 7 errors and Alternating forms were 60 errors.

$$1. \text{ Regularization} = \frac{3}{72} \times 100\% = 4.2\%$$

$$2. \text{ Archi-forms} = \frac{8}{72} \times 100\% = 11\%$$

$$3. \text{ Alternating Forms} = \frac{61}{72} \times 100\% = 85\%$$

The percentage of each error in addition could be illustrated in chart below:



4.2. Interpretation

Interpretation is presented as the way to discover the ideas related to the findings, previous study, and existing theories. The finding showed that the tenth grade students of MAN 2 Palembang contributed the three types

of error proposed by Dulay, Burt and Krashen (1982), which were omission, addition and misformation, while misordering was not found on students' narrative writing.

Based on the findings of the study, it could be concluded that the types of subject verb agreement error that occurred in students' narrative writing were: 1) Omission (23.36%), (2) Addition (9.34%) and (3) Misformation (67.3%). Meanwhile, there was no error in misordering found in this study.

Based on the findings above, this study revealed that the most frequent type of subject verb agreement errors contributed by the tenth grade students of MAN 2 Palembang on their narrative writing was misformation with the occurrence 72 errors and the percentage 67.3%. Misformation was marked by using a wrong form of the morpheme or structure (Dulay, Burt & Krashen, 1982, p. 158).

It was generally similar to Syarif's study (2014). He found that the most frequent type of error on students' narrative writing was misformation (57.83%). He explained that this error type showed how the surface structure changed and it was possible for the language learners to omit and distorted sentence item, so the learners created or they added unnecessary sentence item in the sentence. As supported by Ma'mun's study (2016), the study found that misformation was the most frequent type of error with the occurrence 15 errors (43%). It was marked by the students mostly did not use main verb after modal.

Anwar's study (2014) also found the most common error on the students' narrative writing was misformation with the occurrence 80 errors (54%). The errors occurred because the students did not pay attention to the aspects when they made the writings. Especially in irregular verbs, they did not know how to change it in the past forms. It happened because in irregular verb so many rules that they did not know. It was also same as the finding result of Herlinawati's study (2011). She found that the most common error in her study was misformation with 63 errors (61.16%). She concluded that the main aspect of error in misformation was the use of irregular verb which had many rules to change the verb into past form.

Meanwhile, the result finding from Bayinah's study (2013) was error in selection as the most common error. She declared that there were 87 errors in selection (53.4%). She explained that error in selection where the wrong item has been chosen in place of the right one. It could be seen from the example: "*I buyed a new novel yesterday*". The students put a past tense marker, but it was incorrect. It was just same as error in misformation where the students wrote a sentence by using wrong form of the verb.

Error in misformation in this study was marked by the students used a wrong form in a sentence, the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message (Brown, 2000, p. 277). For example in the sentence *he was not know that Tumang was his father*. It indicated that the students did not get the production strategies in interpreting the rule of

the sentence form. The students thought that past form was marked only by using auxiliary verb *was* or *were*. The students failed in interpreting that auxiliary verb put in the sentence used an adjective or a noun not the sentence used verb. The similar source of error also found in Mbau's study (2014). He found that the source of error was communication strategies, he declared that the students claimed that the lecturer taught them with inappropriate method. It made them bored while the learning-teaching activity was in progress. They said that the lecturer dominantly did speech. They did not have enough time to do exercise since learning structure of a language needs more exercises.

However, error in omission was also found in this study as the secondly most frequent type of error with the occurrence 25 errors (23.36%). There was other similar research, infact, it showed omission as the most frequent type of error. It might be caused the difference of sample; Arinacky's study (2007) used the University students while the present study used the tenth grade students. He found some causes of the occurrence of subject verb agreement errors on students' narrative writing (students of University) in term of error in omission, those are; the students could not determine the verbs for the subjects, whether they were singular or plural, and whether the subjects were first, second, or third person, the students could not use the correct verbs according to their time signal, and the students did not know how to build the correct verb phrase.

Error in omission in this study was marked by the students omitted an item that should appear in a sentence, it might be caused by interlingual transfer, it occurred because of the influence of mother tongue of the students (Brown, 2000, p. 224). For example in the sentence: *his mother very sad*. The students omitted the auxiliary verb because in students' mother tongue, the sentence *ibunya sangat sedih* did not need auxiliary verb. It was supported by Dulay, Burt, and Krashen (1982, p. 97). They defined that interference as the automatic transfer due to habit of surface structure of the first language onto the surface of the target language. The definition seemed similar to interlingual transfer.

Moreover, in this study, error in addition was found as the most rarely type of error with the occurrence 10 errors (9.34%). It was marked by the students added an item that should not appear in a sentence, it might be caused by intralingual transfer, where the students just learned some of target language, so students apply the structure for all forms. For example in the sentence: *Dayang Sumbi hitted Sangkuriang's head*. The students just learned that the changing of the present to past form was just added suffix – *ed* in the end of the verb, the students did not know yet about irregular verb. The phenomenon was also called false analogy, where the students assumed wrongly that B behaved like A (James, 1998, p. 185), the students knew that the past form of *ask* was *asked* (A), therefore the students assumed that the past form of *hit* was *hitted* (B) instead of *hit*.

From all the discussion above, it could be summarized that the tenth grade students of MAN 2 Palembang contributed subject verb agreement errors mostly in error in misformation. It was caused by the students' difficulties in alternating the verb into past form. In addition, error in omission and addition were also found in this study. Those three types of error occurrence might be caused by some characteristics of the target language which could not be comprehended easily by the students because of strong difference between first language and target language. The students were expected to practice writing frequently and tried to write without any aids (dictionary or google translate) in order she/he knew how to write correctly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer concludes the results based on the findings and the interpretation that were presented in the previous chapter. The writer also offers some suggestions which are hopefully useful and helpful for teachers and the students in teaching and learning English.

5.1. Conclusion

This study collected some important information from the tenth grade students of MAN 2 Palembang narrative writings in term of subject verb agreement errors using Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982). Based on the findings and interpretation, it could be concluded that:

Firstly, the students contributed the three types of error in term of subject verb agreement in their narrative writing, those were (1) Omission (23.36%), (2) Addition (9.34%) and (3) Misformation (67.3%). Meanwhile, there was no error in misordering found in this study.

Secondly, this study revealed that the most frequent type of subject verb agreement errors contributed by the students on their narrative writing was misformation with the occurrence 72 errors and the percentage 67%. It was marked by the students used a wrong form in a sentence, the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message, it indicated that the students failed in interpreting the rule of the sentence form.

5.2. Suggestions

Based on the study that was carried out, the writer would like to give some suggestion to the teachers of English and to the students:

1. For the teachers of English, it is expected to make correction and give further explanations toward students' errors during learning process in students writing when they make errors especially in term of misformation and other type subject verb agreement errors.
2. For the students, it is expected to practice more in writing especially in English lesson, try to understand the sentence form, the students are also expected to reduce the addiction in using the dictionary or online dictionary (google translate) in doing writing exercises.

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APPENDIX A

INTERVIEW IN PRELIMINARY STUDY

The researcher already made an appointment to the teacher first, and then the informal interview was conducted on September 5th, 2016 in X IIS 2, the first interview with the teacher, the second with the students. (It was about 30 minutes)

TO TEACHER (Mrs. Roswita):

1. Sudah berapa lama Ibu mengajar bahasa Inggris disini (di MAN 2 Palembang)?
= Sudah 10 tahun

2. Tahun ini mengajar kelas mana saja?
= Kelas X IIS dan kelas XI MIA & IIS

3. Menurut Ibu, apa saja masalah yang paling banyak ditemui dalam mengajar bahasa Inggris ke anak-anak tersebut?
= Grammar masih jadi kesulitan yang besar bagi anak-anak, walaupun mereka sudah sering belajar tentang tenses, masih banyak anak-anak yang kesulitan bahkan untuk basic dari grammar bahasa Inggris, seperti penggunaan verb yang benar, apalagi kalau disuruh mengarang, grammarnya amburadul, apalagi juga kalo mengarang yang bentuk lampau, padahal diperbolehkan melihat kamus, masih saja berantakan.

4. Apa yang Ibu harapkan jika saya diizinkan untuk melakukan penelitian disini?
= Saya harap kamu nanti kasih laporan hasil penelitian kamu sehingga saya bisa dapat inspirasi dari hasil penelitian kamu untuk mengetahui rincian-rincian masalah yang dihadapi anak-anak, jadi bisa tahu apa yang harus di improve dulu.

APPENDIX B

TO STUDENTS (X IIS 2):

1. Kalian sudah belajar bahasa Inggris sejak kapan?
= (menjawab serentak) ada yang dari sd, ada yang dari smp

2. Apakah kalian belajar bahasa Inggris selain di sekolah, seperti mengikuti les bahasa Inggris?
= Kebanyakan menjawab “ya”

3. Apakah kalian sering melatih kemampuan bahasa Inggris kalian di kehidupan sehari-hari, misal: bercakap dengan teman untuk melatih speaking, menonton film barat untuk melatih pronunciation, chat menggunakan bahasa Inggris untuk melatih writing atau membaca buku2 berbahasa Inggris untuk melatih kemampuan reading?
= Kebanyakan menjawab “jarang”

4. Apa saja masalah yang kalian rasakan ketika belajar bahasa Inggris?
 1. Memang tidak suka bahasa Inggris, jadi sulit mengerti
 2. Masalah grammar seperti Ibu Ita bilang, sulit untuk memilih kata kerjanya
 3. Apalagi ketika mengarang narrative text yang seperti kami kemarin, walaupun diperbolehkan melihat kamus kadang masih salah, ternyata ada yang tidak perlu pakai was/were, ada yang pakai did, ada yang ternyata pakai was bukan were, itu sulit.

APPENDIX B

Test for preliminary study

Class:

Direction:

1. Write down your class.
2. Complete the sentences with the correct verb in the form of Past Tense.

1. A woman and her child to market yesterday (go)
2. My friends coming to my house when I went out. (be)
3. The United States a population of around 250 million two years ago. (have)
4. There forty two students in the class. (be)
5. They some gifts at my birthday. (give)
6. Mathematics easy for her. (be)
7. Madun fried rice for breakfast. (cook)
8. There a fly in the room. (be)
9. She rich enough at that time. (negative sentence)
10. I have a pet. (negative sentence).

Key Answers

- | | |
|---------|------------|
| 1. Went | 6. Was |
| 2. Were | 7. Cooked |
| 3. Had | 8. Was |
| 4. Were | 9. Wasn't |
| 5. Gave | 10. Didn't |

APPENDIX C

Recapitulation of students' score in Preliminary Study test

NO.	Class	Correct Answers	Incorrect Answers	Score
1	X MIA 1	8	2	80
2	X MIA 1	7	3	70
3	X MIA 1	5	5	50
4	X MIA 1	6	4	60
5	X MIA 2	5	5	50
6	X MIA 2	5	5	50
7	X MIA 2	7	3	70
8	X MIA 2	6	6	60
9	X MIA 3	8	2	80
10	X MIA 3	7	3	70
11	X MIA 3	5	5	50
12	X MIA 3	5	5	50
13	X MIA 4	5	5	50
14	X MIA 4	7	3	60
15	X MIA 4	7	3	70
16	X MIA 4	5	5	70
17	X MIA 5	6	4	60
18	X MIA 5	5	5	50
19	X MIA 5	7	3	70
20	X MIA 5	7	3	70
21	X IIS 1	4	6	40
22	X IIS 1	4	6	40
23	X IIS 1	6	4	60
24	X IIS 1	5	5	50
25	X IIS 2	5	5	50
26	X IIS 2	5	5	50
27	X IIS 2	4	6	40
28	X IIS 2	5	5	50
29	X IIS 3	7	3	70
30	X IIS 3	5	5	50
31	X IIS 3	5	5	50
32	X IIS 3	4	6	40
33	X IIS 4	5	5	50
34	X IIS 4	5	5	50
35	X IIS 4	6	4	60
36	X IIS 4	5	5	50

APPENDIX D

SHEET OF WRITING TEST

Instructions:

1. Write a narrative text consists of three generic structures (orientation, complication, resolution). The text should consist of 120 - 150 words.
2. Time limit is 60 minutes.
3. Choose one of the titles below:

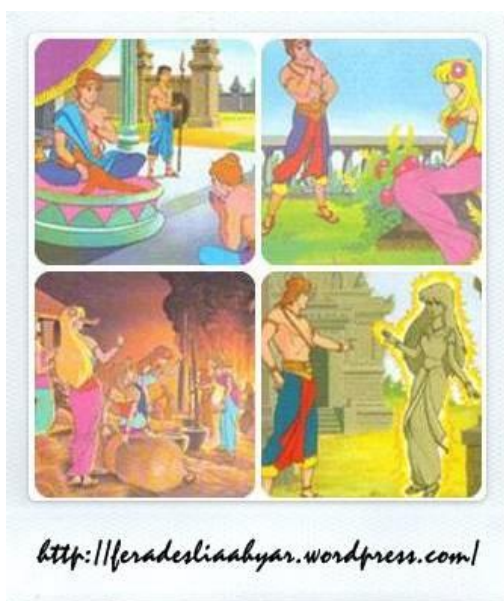
A. Sangkuriang



B. Malin Kundang



C. Roro Jonggrang



D. Danau Toba



APPENDIX E

RESEARCH GALLERY



