

**THE ANALYSIS OF SUBJECT-VERB AGREEMENT ERRORS
ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE EIGHTH
GRADE IN MTS SUNAN KALIJAGA LARANGAN LUAR LARANGAN
PAMEKASAN**

THESIS

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**ENGLISH TEACHING LEARNING PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN) MADURA
2020**

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THESIS

Presented to State Islamic Institute of Madura
In Partial Fulfillment of the Requirements
For the Degree of S1 in English Teaching Learning Program

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NAFISATUL HASANAH
20160701030123



**ENGLISH TEACHING LEARNING PROGRAM
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2020**

APPROVAL'S SHEET

This is to certify that thesis of Nafisatul Hasanah entitled *The Analysis of Subject-Verb Agreement Errors on Students' Writing Descriptive Text at The Eighth Grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan* has been approved by the advisor further approval by the board examiner.

Pamekasan, 17th October 2019

Advisor,



Drs. H. Mosleh Habibullah, M.Pd

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CERTIFICATION'S SHEET

This is to certify that thesis entitled *The Analysis of Subject-Verb Agreement Errors on Students' Writing Descriptive Text at The Eighth Grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan* by Nafisatul Hasanah NIM: 20160701030123, has been maintained in front of the board examiners on 28th February 2020 and accepted to fulfill part of requirement for the degree of Sarjana.

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ABSTRACT

Nafisatul Hasanah, 2020, *The Analysis of Subject-Verb Agreement Errors on Students' Writing Descriptive Text at The Eighth Grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan*, Thesis, English Teaching Learning Program (TBI), Tarbiyah Department, State Islamic Institute (IAIN) Madura, Advisor: Drs. H. Mosleh Habibullah, M.Pd.

Keywords : *Error Analysis, Subject-Verb Agreement, Descriptive Text*

Subject-verb agreement covers the rule related to the similarity of the subject and verb in a sentence. This kind of grammatical rule should be understood well by the students in making sentence, moreover a text. It is used in many kinds of writing, as used in descriptive texts which are written by the eighth graders.

This thesis describes about the subject-verb agreement errors which are made by the eighth graders of MTs Sunan Kalijaga in writing descriptive text, therefore, there are two problem statements in this research. The first one is the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga. The second one is the factors which cause the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan.

The objectives of this research are to find out the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan; and to know the factors which cause the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan.

In this research, the researcher used qualitative approach with the kind of research is content analysis and descriptive design. The data was obtained by observing the descriptive texts written by the students at the eighth grade of MTs Sunan Kalijaga. From the observation, the researcher discussed and analyzed their subject-verb agreement errors. Then, the researcher interviewed some students and teacher to know the factors which cause the subject-verb agreement errors made by the students. Additionally, the researcher also took documentation from the students' writing to legitimize the data of this research.

The result of the research indicates that the students still made subject-verb agreement errors in their writing. Among 25 texts which were analyzed, there were 161 errors in subject-verb agreement, consist of 92 omission errors, 22 addition errors, 44 misformation errors, and 3 misordering errors. Besides, the result of the research also reveals that the errors made by the students are caused by two factors, namely word for word translation and the lack of grammar. Therefore, the researcher suggests that the teacher should teach more about this material and the students need to have more practice in making an English text.

ABSTRAK

Nafisatul Hasanah, 2020, *Analisis Kesalahan Kesesuaian Subject dan Verb pada Tulisan Teks Deskriptif Siswa Kelas Delapan di MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan*, Skripsi, Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Institut Agama Islam Negeri (IAIN) Madura, Pembimbing: Drs. H. Mosleh Habibullah, M.Pd.

Kata Kunci: *Analisis Kesalahan, Kesesuaian Subject dan Verb, Teks Deskriptif*

Kesesuaian *subject* dan *verb* merupakan aturan yang berhubungan dengan kesamaan antara *subject* dan *verb* dalam sebuah kalimat. Jenis aturan gramatikal ini harus bisa dipahami dengan baik oleh siswa dalam membuat kalimat, terlebih lagi teks. Hal ini digunakan dalam berbagai jenis tulisan, seperti yang digunakan dalam teks deskriptif yang ditulis oleh siswa kelas delapan.

Skripsi ini menggambarkan tentang kesalahan kesesuaian *subject* dan *verb* yang dilakukan oleh siswa kelas delapan di MTs Sunan Kalijaga dalam menulis teks deskriptif. Oleh karena itu, ada dua rumusan masalah dan penelitian ini. Yang pertama adalah kesalahan kesesuaian *subject* dan *verb* pada tulisan teks deskriptif siswa kelas delapan di MTs Sunan Kalijaga. Yang kedua adalah faktor-faktor yang menyebabkan terjadinya kesalahan kesesuaian *subject* dan *verb* pada tulisan teks deskriptif siswa kelas delapan di MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan.

Tujuan dari penelitian ini ialah untuk menemukan kesalahan kesesuaian *subject* dan *verb* pada tulisan teks deskriptif siswa kelas delapan di MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan; dan untuk mengetahui faktor-faktor yang menyebabkan kesalahan kesesuaian *subject* dan *verb* pada tulisan teks deskriptif siswa kelas delapan di MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan.

Pada penelitian ini, peneliti menggunakan pendekatan kualitatif dengan jenis penelitian yaitu analisis isi dan deskriptif. Data diperoleh dengan mengobservasi teks deskriptif yang ditulis oleh siswa kelas delapan di MTs Sunan Kalijaga. Dari hasil observasi tersebut, peneliti mendiskusikan dan menganalisa kesalahan kesesuaian *subject* dan *verb*nya. Kemudian, peneliti mewawancarai beberapa siswa dan guru untuk mengetahui faktor-faktor yang menyebabkan kesalahan kesesuaian *subject* dan *verb* pada tulisan teks deskriptif siswa tersebut. Selain itu, peneliti juga mengambil dokumentasi berupa tulisan siswa untuk melegitimasi data penelitian ini.

Hasil dari penelitian ini menunjukkan bahwasanya siswa masih membuat kesalahan kesesuaian *subject* dan *verb* dalam tulisan mereka. Di antara 25 teks yang dianalisa, ada 161 kesalahan dalam kesesuaian *subject* dan *verb* yang terdiri dari 92 kesalahan penghilangan, 22 kesalahan penambahan, 44 kesalahan bentuk, dan 3 kesalahan penyusunan. Selain itu, hasil dari penelitian ini juga mengungkapkan bahwa kesalahan-kesalahan tersebut disebabkan oleh dua faktor, yaitu penerjemahan kata per-kata dan lemahnya penguasaan *grammar*. Oleh karena itu, peneliti menyarankan kepada guru untuk mengajarkan kembali tentang kesesuaian *subject* dan *verb*, dan siswa perlu untuk memperbanyak latihan mengarang teks berbahasa Inggris.

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I realize that this thesis actually has not been perfect yet, perhaps there are many mistakes within it. therefore, constructive suggestions and criticisms are welcome for better following works. Finally, I do hope that this thesis will be useful for the reader and those who are interested in it.

Pamekasan, 17th October 2019

The writer,

NAFISATUL HASANAH
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CHAPTER I

INTRODUCTION

This chapter presents the research context, research focus, research objective, significance of study, scope and limitation, and definition of the key terms which involved in this research.

A. Research Context

Grammar is one of language aspects which is very important to be learnt, especially in English. It is needed for some skills in English, particularly in writing. Grammar in writing is very crucial because it can influence the order of the words and the meaning expressed. When a language user uses good grammar in a sentence, the desired meaning will be easier to be understood. Contrarily, the using of wrong grammar will cause the reader confused or catches different meaning. The problem is on the writer itself, who cannot use grammar correctly. It is usually called as error.

The grammatical error can be found in many kinds of writing, especially the writing of beginner, such as diary, short story, narrative text, descriptive text, and others. It is caused by the knowledge which is mastered by the students. Lack of knowledge about grammar can cause many errors in writing any texts. One of the errors which usually happens among students in the level of beginner is subject-verb agreement, that is inability to match the form of the subject and the verb following it.

Subject-verb agreement refers to the use of subject and verb which must be in line in the singular and plural.¹ If the subject is in singular form, the verb must be in the same form, and vice versa. If the subject is in plural form, the verb must be plural. This aspect of grammar becomes a common problem for English learners,² because there are still many errors which often occurs in this aspect. While the error itself is defined as a case in which the language learner does not know the correct grammar which should be used.³ It can cause the sentence made more difficult to be understood and can be interpreted differently from the desired meaning, because the existence of grammar is as basis and formula in arranging words to be a meaningful sentence or to show the probable structure used in a language.⁴ Error which is found in subject-verb agreement aspect is called as subject-verb agreement error. This kind of error can be found in any writing of the students, as found in descriptive text.

Descriptive text is kind of text which describes something, someone, or place. In writing descriptive text, the students should have knowledge about how to describe the subject, whether using the nominal form, or using the verbal form of sentence. Both of the sentence form in descriptive text require the knowledge of subject-verb agreement, that is to determine the appropriate verbs for a certain subject. But, errors still can be found in the text. To identify the subject-verb agreement error in the students' writing, it needs a process to analyze it, namely analysis of subject-verb agreement errors.

¹ Jhon Eastwood, *Oxford Guide To English Grammar* (Oxford: Oxford University Press, 1994), 191.

² Joy M. Reid, *The Process of Composition* (United States: Prentice Hall, Inc, 1982), 167.

³ Rod Ellis, *Second Language Acquisition* (Oxford: Oxford University Press, 1997), 17.

⁴ Scott Thornbury, *How to Teach Grammar* (England: Pearson, 1999), 1.

Some studies about error analysis have been conducted by some researchers in the previous time, such as Himmah who analyzed the grammatical error of descriptive text. She did not specify the object of the research, so the result covers many kinds of errors in grammar.⁵ Beside that, Azizah has also conducted an error analysis in descriptive text, but she focused on the word choice errors.⁶ Another research which has similar object is a research which has been done by Wahyudi, he analyzed about subject-verb agreement error in the writing of the first semester students at English Department in Maulana Malik Ibrahim State Islamic University.⁷ Those research show that there are many errors occur in the students' writing.

From some previous studies above, it can be known that error analysis in grammar has been executed widely before, but they have different focus of research with different kinds of finding. Some research seems to be general in the discussion, covers a broad area of grammar, and others are more focused on a particular topic. There is a previous study mentioned above which has almost similar analysis, that is the error analysis of subject-verb agreement. In that research, the researcher analyzed the error contained in the writing of students at the first semester. Differently, in this research, the researcher will conduct an error analysis of subject-verb agreement on students' writing descriptive text. It is important to be discussed, because it is taught at some grades in school. It is a need to know earlier the errors made by the students

⁵ Aqidatul Himmah, 'Grammatical Error Analysis on Descriptive Writing Skill of the Tenth Grade at MA An-Najah 1 Karduluk Pragaan, Sumenep' (STAIN Pamekasan, 2012), vi.

⁶ Resti Nur Aini Azizah, 'The Study of Error Analysis on Word Choice in the Students Writing Descriptive Text at the Tenth Grade in Senior High School 1 Pademawu' (STAIN Pamekasan, 2015), v.

⁷ Ribut Wahyudi, 'Error Analysis on Subject-Verb Agreement: The Case of a University Student in Indonesia', *Research on Humanities and Social Science* 2, no. 4 (2012): 20.

which are categorized as beginner. By knowing it, it can be prevented in the next grades.

The phenomena described above also occurs in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan, although there is an English course for the students there, especially in Wednesday night, Saturday night, and Fasting Month,⁸ the students still make errors in using subject-verb agreement. They have already learned about subject-verb agreement which is covered in tenses material, especially in simple present tense, but they still cannot use the rule appropriately as found in Fikri's writing: "A bell ring loudly".⁹ The sentence contains subject-verb agreement errors, that is the omission of –s which indicates singularity of the verb which is needed to match with the singular subject. From this example, it is a need to explore more about the errors they make when they write a text like descriptive text, specifically in subject-verb agreement. Certainly, it should be revealed through a research of error analysis. Therefore, the researcher is interested in conducting analysis about subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga.

B. Research Focus

Research focus is also well-known as research question, that is question that specifies the purpose statement to specific question that researcher wants to answer.¹⁰ It consists of question which clearly reflects what kind of answer

⁸ Alfanz Fahrizal, Student, Whatsapp interview, (11st June 2019).

⁹ Pre-Observation of Fikri Ali's writing, 17th March 2019.

¹⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth (Boston: Pearson, 2012), 110.

is expected to be discovered through the process of research. The research problem is formulated to understand the complex tendency related to other aspects in context.¹¹ It becomes the guidance for the researcher about what will be explored throughout the research process.

Based on the research problem above, the researcher would like to formulate two research questions:

1. What are the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan?
2. How are the factors which cause the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan?

C. Research Objective

Research objective is the goal of the research.¹² It becomes the point which the researcher should reach, because it has close relation with research focus. The content of research objective should represent the content of research focus itself. If the research focus is stated in question form, the research objective is stated as a statement about the aim of the research or what the researcher want to find through conducting a research.¹³

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, 2016), 210.

¹² Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 111.

¹³ Tim Revisi, *Pedoman Penulisan Karya Ilmiah Edisi Revisi, 2015* (Pamekasan: STAIN Pamekasan, 2015), 10.

Dealing with the research focus above, the researcher would like to formulate two objectives for this research:

1. To find out the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan.
2. To know the factors which cause the subject-verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan.

D. Significance of Study

Significance of study can be understood as the importance of the research which should be stated to convince the reader that it is worthwhile and able to give contribution theoretically or practically.¹⁴ It refers to the possible benefit which can be taken from the research. Therefore, the researcher formulates two kinds of significance, they are:

1. Theoretical Significance

This study can be used as additional knowledge or reference about subject-verb agreement, so that it can improve the comprehension about that topic. Besides, it can also be used as reference about error in grammar in order to know many things related to it. Additionally, it can be used as review about subject-verb agreement error which usually occurs in some writings.

¹⁴Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8th ed. (United States: Wadsworth, 2010), 589.

2. Practical Significance

a. For teacher

It is expected to be consideration in teaching any kinds of materials, so that the students will more understand about the material.

b. For students

It is expected to be the refelection of the students' ability, so that they will learn more about grammar and able to write in good composition.

c. For researcher

It is expected to be additional experience in conducting a research about the students' abilty, so that hopefully it will be beneficial for the future.

E. Scope and Limitation

To make the research more specific, it is a need to determine the scope and limitation of the research itself. The term scope can be understood as the range of thing that a subject or an organization.¹⁵ It refers to what will be studied through the research process. while the term limitation is defined as the act to control or limit something.¹⁶ It shows where the research problem exists or implemented, thus it talks about the specific location where the researcher will conduct a research or what will be analyzed by the researcher.

In this case, the scope of this research is subject-verb agreement error.

While for the limitation, this research is limited for students' writing

¹⁵ 'Oxford Learner's Pocket Dictionary' (Oxford: Oxford University Press, 2008), 393.

¹⁶ Ibid. 256.

deceptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan.

F. Definition of the Key Terms

Providing the definition of key terms used in this research will avoid misunderstanding that probably happens. Here are some key terms used in this research:

- 1. Error Analysis:** a procedure used to identify the errors made by people in learning foreign language by using theories or procedures based on linguistics. It is an investigation of a case in which a language user cannot produce sentence grammatically because there are some parts of the sentence which do not represent the rules that should be used.
- 2. Subject-verb agreement:** one of the grammatical topics which contains a rule that between subject and verb in a sentence should be similar in the case of singular and plural form or they must be in line in number. If the subject is singular, the verb must be singular, and if the subject is plural, the verb used must be plural.
- 3. Descriptive text:** a kind of text which describe the characteristics of person, something, or place.

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature is a written summary of journals, articles, books, and other indexed publication that support the study on a topic.¹ In this chapter, the researcher selectively choose the literature which can support the conduction of study. The following explanation presents the theory about error analysis, subject-verb agreement, descriptive text, and some previous studies.

A. Theoretical Study

1. Error Analysis

a. Definition of Error

One of the problem which occurs among language learners is they make error in using the language they learn. Lexically, the term error can be defined as the accident was due to human.² It refers to the act in which human do something inappropriately. Errors reflect gaps in a learners' knowledge in which the learners make errors because they do not know the right rules which should be used by them,³ so that in using the language, they cannot produce it correctly.

In addition, it should be differentiate clearly between error and mistakes. Error is the real situation in which the language learner do not know the correct rules, and they cannot do self-correction. While the term mistakes refers to a performance error that is either a random gue

¹ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 80.

² Oxford Learner's Pocket Dictionary', 150.

³ Ellis, *Second Language Acquisition*, 17.

or a slip in that it is a failure to use the known system correctly.⁴ In mistakes, the language learners know the system of the language, but there are some factors which influence them, so that they cannot use their knowledge appropriately for the language. This kind of problem is self-corrected. They can realize their mistakes when someone tells them about that and able to correct it.

In brief, errors can be understood as a condition where the language learners are unable to use the language correctly because they do not understand well the system of the language, so the language produced is incorrect.

b. Definition of Error Analysis

Errors of language learners sometimes cannot be predicted by the teacher or linguist,⁵ because the learners' comprehension about the system of language is various. Beside that, the behaviourists view the errors in second language acquisition as something undesirable, because the learners are failure to differentiate between the use of first language and the second language, also unable to use them appropriately based on their own rules.⁶ They think that error can be a bad habit for learners if it is not solved as soon as possible. The learners will feel comfortable to use the language as they want without realizing that they make errors in using it. because of that, errors should be

⁴H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, 2007), 257.

⁵ Jack C. Richards, ed., *Error Analysis* (London: Longman, 1974), 19.

⁶ Rod Ellis, *Understanding Second Language Acquisition* (Oxford: Oxford University Press, 2015), 22.

analyzed well to find the problem and solution. The process of observing, analyzing, and classifying the errors of learners to reveal something of system operating within the learner, lead to a study of learners' errors which is called as error analysis.⁷ It refers to the attempts of analyzing and describing the errors occur which can be treated for the next time.

In conclusion, error analysis can be defined as process of studying language learners' errors to get deep understanding of them by means of the errors made, the factors causing the errors, even the solution to solve and avoid similar case.

c. **Kinds of Error**

The term error is broadly used for many kinds of error which are made by a language learners. In different time, a language learner may produce different errors, moreover between one learner with others. They may produce different errors because of their different knowledge and capability in comprehending the system of language.

Corder made a model about the kinds of error which occurs in language learning. He divided the error into overt and covert errors.⁸ Overt errors refer to the unquestionably ungrammatical at the sentence level. That is the error of the sentence in which the sentence arranged ungrammatically. While covert errors are grammatically well formed at the sentence level but are not interpretable within the context

⁷ Brown, *Principles of Language Learning and Teaching*, 259.

⁸ Ibid. 260.

communication. It shows an error in which the grammar of the sentence used is correct, but the sentence is used to answer inappropriate question, although it is still in line with the context.

In other case, error is divided into four kinds, those are omission, addition, misformation, and misordering.⁹

1) Omission

Omission is kind of error in which the language learner omits one or some parts of language system. In this error, there are some possible parts which is omitted by learner.

a) Auxiliary

There is an auxiliary which is omitted in sentence. For example:

Incorrect : She smart

Correct : She is smart

b) Inflectional morpheme (noun or verb inflection)

Some tenses need inflectional morpheme as the characteristics of each which will differentiate with others, such as in simple present tense. The verb for the third person singular needs to be added with *-s/-es*. For example:

Incorrect : She always get up at 4 o'clock

Correct : She always gets up at 4 o'clock

c) Article

Article is attribute of sentence which is needed to indicate noun.

For example:

⁹ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (Oxford: Oxford University Press, 1982), 150.

Incorrect : Stranger man came to my house yesterday

Correct : A stranger man came to my house yesterday

d) Preposition

Omission also can occur to the use of preposition. Sometime, people omit a preposition in a sentence.

For example:

Incorrect : I go school

Correct : I go to school

2) Addition

Addition is kind of error in which the language learners add something to the language system which is unnecessary and causes the language produced becomes incorrect. For example: in making a sentence, especially the verbal form, the formula used is S+V+O, but the language learner use auxiliary before the verb, such as:

Incorrect : I am buy a new book

Correct : I buy a new book

There are three kinds of addition error, they are:

a) Double markings

Double marking refers to a case in which the language user does not delete certain items which are required in some linguistic system, but not in others. Double marking is the use of unnecessary items in a construction.

For example:

Incorrect : She does not comes to the class today.

Correct : She does not come to the class today.

The sentence above has two simple present tense markers, those are “does” and “-s”, because the subject is “she”. The correct one is that the language user only needs to use “does”, without “-s”.

b) Regularization

Regularization is a kind of error in which the language user applies a similar rule for some items. Usually it happens in changing a verb into past and past participle form and changing plural form of a noun. The language user uses the regular rule for irregular items.

For example:

Incorrect : She putted the book on the table.

Correct : She put the book on the table.

In the example above, “put” is an irregular verb, because of that, it is incorrect if this word is added by –ed to be the past form.

c) Simple addition

Simple addition is a kind of addition error which does not include double marking or regularization. It is the use of an item which should not be used in a construction. It involves the addition of inflection, article, preposition, and others.

For example:

Incorrect : I goes to library every Monday

Correct : I go to library every Monday

3) Misformation

Misformation is kind of error in which the language learner uses wrong form of the morpheme or structure. There are three kinds of misformation, as follow:

a) Regularization errors

Regularization error is the use of regular marker for the irregular items. It causes the language learners produce incorrect words or other linguistic construction.

For example:

Incorrect : She has two childs.

Correct : She has two children.

In the example above, the word “childs” is incorrect, because the plural form of “child” is “children”. It is irregular noun, thus it does not need to be added with “-s” to change the number.

b) Archi-forms

Archi-forms is the use of one item to represent others which have similar class.

For example:

Incorrect : What does your hobby?

Correct : What is your hobby?

In the example above, the use of “does” substitutes “is”. One item of auxiliary replaces the use of other auxiliaries.

c) Alternating forms

Alternating form is kind of misformation errors in which the language learner uses another various member of a class.

For example:

Incorrect : She dress is very expensive.

Correct : Her dress is very expensive.

In the example above, the use of “her” is replaced by “she” and it causes the construction incorrect.

4) Misordering

Misordering is kind of error in which the language learners disorder some words in sentence. They cannot place the words appropriately.

For example:

Incorrect : I saw a motorcycle black in front of your house yesterday.

Correct : I saw a black motorcycle in front of your house yesterday.

Beside those kinds of errors, there is another categorization which divides errors into global error and local error.¹⁰

1) Global error

Global error is kind of error in which the language learners produce sentence ungrammatically and its meaning cannot be interpreted since the structure of the sentence is unclear, such as:

The policeman was in the corner whistle....

¹⁰ Brown, *Principles of Language Learning and Teaching*, 263.

This sentence is not understandable, because it is produced ungrammatically.

2) Local error

Local error is kind of error in which the language learners produce a minor mistake in using grammar, but it is still understandable. For example:

Incorrect : May I borrow a scissor?

Correct : May I borrow scissors?

In the example above, scissors is grammatically in plural form, but if it is said to be singular and preceded by “a”, it is an error although the hearer or reader still can understand the desired meaning.

d. Source of Error

Error which occurs among the learners of second language is commonly caused by the transfer between the first language into the second language. Both of them may have similarity and differences. If the first language has contrastive or different rules from the second language, it can be an inhibition for the learner in learning process. The differences will cause the learner confused and often make errors, because they arrange the words in the second language based on the rules that they know at the first language. The case which is described above usually called as negative transfer.¹¹ It becomes the problem for

¹¹ Ellis, *Understanding Second Language Acquisition*, 22.

language learners because they do not have right to determine the rule of the second language they need.

On the other hand, the transfer from the first language into the second language can be a positive one, called as positive transfer.¹² It happens when the rules of the first language and the second language are almost similar, so that the learners will be easier to use or arrange words of the second language, because they have understood the similar rules for the language. Therefore, the process of learning can run smoothly and the learners develop their skill or improve knowledge rapidly.

Specifically, Brown states that there are some factors which can cause error in language learning, namely interlingual transfer, intralingual transfer, context of learning, and communication strategies.¹³

1) Interlingual transfer

In the early stage of learning a second language, the most common errors which are produced are caused by the interference of the first language. It is a significant source of errors for all learners. Before the language learners understand well about the second language system, they will transfer their first language system in using the second language. As mentioned above, it is source of the error if the transfer is negative, that is the the systems for both languages are different, consequently the errors are produced.

¹² Ibid. 22.

¹³ Brown, *Principles of Language Learning and Teaching*, 263–66.

2) Intralingual transfer

Intralingual transfer is the source of error in the target language itself. After the learners understand some second language system, they use the rules they know for many kinds of sentence. When they know a rule, they can use that rule for sentence which actually has different rule. It is also called as generalization within the target language, because they cannot use the system of language properly. For example: "I don't know what time is it."

At the example above, the noun clause has structure like a question form, that is the auxiliary precedes the subject. It is an error, since the right form is like a statement. The learners may produce it because they know that "what" is question word, and the pattern to use it is followed by auxiliary, then the subject itself. Other conditions which show the error caused by intralingual transfer are the use of past tense form of verb after a modal, past tense form of verb following "do", V-ing following a modal, and etc.

3) Context of learning

The next source of error is context of learning, that is the context which surrounds the learning process which is experienced by language learner, such as teacher or text book. Both of them can lead the learner to make faulty understanding about the language, or it is called as false concepts or induced errors. In this case, the learners may learn in the class where a person becomes the teacher, then the learners make their own different assumption or hypothesis about the

material taught by the teacher, so they will misunderstand the material. Besides, it can also be caused by the text book when language learners learn by themselves and they misinterpret the information contained in the book, so they will produce error because of knowing wrong information or knowledge.

4) Communication strategies

Communication strategies include to the source of error. It refers and relates to learning style. Learners use a particular strategy in delivering their desired meaning, but sometimes, the way they express it can be the source of error. For example, a learner said “Let us work for the well done of our country”. This sentence had an incorrect approximation of the word “welfare”.

Those are some sources of error in language which should be paid attention by the learner or teacher in order to minimize the production of error itself.

e. Steps of Error Analysis

Error analysis involves some procedures in the process of analyzing. To find out and investigate the learners’ errors in using the foreign language, researcher needs to do the analysis by following the steps which have been proposed by some experts. Regarding with it, there are some steps of error analysis which are mentioned by Ellis, they are:¹⁴

¹⁴ Ellis, *Second Language Acquisition*, 17–20.

1) Collecting the sample of language learner

This step is the first step to analyze the errors produced by language learner. Collecting the sample can be done by documentation from the work of the learner. So that, from the documentation got, the researcher can continue to the next step, that is identifying the errors within the work of the learners.

2) Identifying errors

In this step, we need to find out the errors which are produced by the language learners, choose which one the error and mistake. It involves the activity of paying attention to find the errors.

3) Describing errors

After identifying the errors, we need to describe them and categorize them into some types as mentioned above, such as omission, addition, misinformation, misordering. By categorizing the errors into some types, we can easily know what is the common errors which occur. Beside that, it also can be used to diagnose the learners' learning problem, so that it can be solved.

4) Explaining errors

Explaining errors is the next step in error analysis. In this step, the errors are explained why they are incorrect. In what part which indicates that it is an error, it should be explained clearly in order to get the reason theoretically. Beside that, the step of explaining errors can be used to explain why the errors occur, that is the factors which influence the language learner in producing errors of the language. In

this step, the researcher does not only point out the errors of the learner, but also try to explain something behind the error itself, that is the reason of the error, the correction for the error, and the factors which cause the occurrence of such errors.

5) Error evaluation

In this step, the errors which have been identified, described, and explained need to be evaluated, because it will help the teacher in recognizing the level of the errors made by the learners, so that they can be paid attention more and the problem can be solved.

Those are some steps which should be followed in analysing the errors. By following them, the process of analysis will be easier because it has been clear what should be done first until the last, so that the data got from the analysis will be clear and understandable.

2. Subject-Verb Agreement

a. Definition of Subject-Verb Agreement

Grammar has wide discussion in language, because in arranging words to be sentence, grammar plays its role. One of the grammar discussion is subject-verb agreement. As common stated by experts and known by language learners, subject and verb are the main part in the sentence which cannot be separated. There is specific rules which govern about them, called as subject-verb agreement.

The term “subject” can be defined as noun or pronoun which does an action, while “verb” is word that indicates action or state of being.¹⁵ On the other hand, the term “agreement” is considered as selecting subject that agree in person and number with verbs, and select pronoun that agree in person and number with reference noun and other pronouns.¹⁶ Or in other words, agreement means using a singular verb after a singular or uncountable subject and a plural verb after a plural subject.¹⁷ In this definition, agreement is defined as the concordance between the subject and verb whether in terms of number or person. Such definition also proposed by Roberts, in which he states that subject-verb agreement is the general rules in which the verb must agree with the subject in number.¹⁸ If the subject is singular, the verb following it should be in singular form, and if the subject is plural, the verb must be in plural form.

Similarly, another definition states that subject-verb agreement is choosing the appropriate singular or plural verb after the subject.¹⁹ The main point is similar, that is subject and verb must have similar form in number. So, subject-verb agreement can be considered as a rule of agreeing or matching the subject and verb in terms of singularity and plurality.

¹⁵ Jane Straus, *Buku Panduan Grammar & Punctuation* (Jakarta: Indeks, 2008), 1.

¹⁶ Hasan Basri, *Structure: An Analysis of English Grammar Problem* (Pamekasan: STAIN Pamekasan press, 2009), 76.

¹⁷ John Eastwood, *Oxford Learner's Pocket Grammar* (Oxford: Oxford University Press, 2008), 184.

¹⁸ Paul Roberts, *Understanding Grammar* (United States: Harper & Row Publisher, 1954), 275.

¹⁹ Eastwood, *Oxford Guide To English Grammar*, 191.

Although this rule seems to be simple, but it does not rare cause the language learners confused in determining whether the verb should be used must be in singular or plural form. Because of that, such error of subject-verb agreement often occur among them, because theree are some rules which should be paid attention in order to know what kind of verb which should be put after the subject.

b. Rules of Subject-Verb Agreement

As mentioned above, there are some rules which can be used by us as consideration in determining the subject-verb agreement in a sentence. To make it easier, the rules are divided into some parts.

1) Subject-verb agreement when the subject is singular

There are some cases in determining the verb for singular subject, as follows:

a) Some words bellow should be followed by singular verb, because they are considered as singular subject.

Everyone	Someone	Anyone
None/no one	Each	Everybody
Somebody	Anybody	Nobody
Either	Neither	Nothing
Anything	Something	Everything

In written English, all of these are regularly considered as singular form which require singular verbs, except “none”,

because sometimes it indicates singular or plural, depends on the meaning.²⁰

Example: Everyone comes to the concert

Anyone who learns in this school gets scholarship

None of the fruit is edible

None of the boys join the football competition

b) Subject “it” is considered as singular and always require singular verbs.²¹

Example: It is one o'clock

It is the Sally's house

It makes me confused

c) Singular subject which is added with prepositional phrase needs singular verbs, because the real subject is the first subject which precedes the prepositional phrase. The phrases which usually appears between the subject and verbs are together with, along with, in addition to, as well as, accompanied by, etc.²²

Example: She along with her family goes to Bali for holiday

The teachers together with the principle attend the meeting at F14 Hotel

d) Some words are not considered as subject, but the subject is the word or phrase comes after the verb. The words are there, where, here.²³

²⁰ Roberts, *Understanding Grammar*, 281.

²¹ Otong Setiawan Djuharie, *Functional English Grammar* (Bandung: Yrama Widya, 2008), 36.

²² Roberts, *Understanding Grammar*, 278.

²³ Djuharie, *Functional English Grammar*, 36.

Example: There are many students in front of the office.

Here is the result of the research.

Here are the factors which cause the damage on the plants.

- e) Some words seem to be plural, but actually it indicates singular form and requires singular verbs. They are: the name of subject, such as economics, mathematics, physics, statistics, civics, linguistics; name of disease, such as measles, mumps, herpes; abstract noun, such as news, ethics, politic, etc.

Example: The news is very terrible

Mathematics is my favorite subject

Statistics needs great effort to be understood

- f) The title of book, music, newspaper always require singular verbs.²⁴

Example: Oxford Grammar for EAP is kind of English book for specific purposes.

Friends is one of my favorite song.

- g) Subject which is formed from verb + -ing should be followed by singular verbs.²⁵

Example: Teaching requires much knowledge.

Reading gives us chance to know more about everything in this world.

²⁴ Ibid. 37.

²⁵ Ibid. 37.

2) Subject-verb agreement when the subject is plural

There are some conditions which indicate the use of plural verbs, they are:

- a) Two or more phrases which are linked by “and”, “both....and” require the plural verbs.²⁶

Example: Cindy and Laura have lunch in a restaurant

Both Annie and Joe are invited to the party

- b) Some quantifiers which indicates plural form should be followed by plural verbs.²⁷ The quantifiers are: both, many, several, few, etc.

Example: Only a few of the students who join the course.

Many foreigners come to Indonesia for this year.

- c) Some words are always in plural form which require plural verbs, they are: clothes (trousers, pants, jeans, sunglasses), tools (scissors, pliers, tweezers), abstract noun (riches, thanks, means).

Example: your jeans seem very suitable on you.

Scissors have two blades.

3) Subject-verb agreement when the subject can be in singular or plural form

There are some cases in which the verb required can be singular or plural based on the context it is used. They are:²⁸

²⁶ Eastwood, *Oxford Guide To English Grammar*, 192.

²⁷ Djuharie, *Functional English Grammar*, 37.

²⁸ *Ibid.* 38–39.

a) Subjects which are linked by “either/ neither..... or/nor”, “not only..... but also” require verbs which are in line with the nearer subject. It can be seen from the following formula:

Either/ Neither + S1 + or/ nor + S2 (singular) → the verbs required are singular verbs.

Either/neither + S1 + or/nor + S2 (plural) → the verbs required are plural verbs.

Not only + S1 + but also + S2 (singular) → the verbs required are singular verbs.

Not only + S1 + but also + S2 (plural) → the verbs required are plural verbs.

Example: Neither the students nor the teacher comes to the class today.

Not only the students but also the teacher does not come to the class today.

b) Subject which contains prepositional phrase requires verbs which are in line in number with the nouns precedes the prepositional.

Example: The increase of criminal numbers causes citizen worried.
(The verb is singular, because the noun before the prepositional phrase is singular).

c) Some words, such as “all, none, some, majority, most, half” if followed by prepositional phrase, the verbs required is determined by the nouns following the preposition.

Example: All of the cars are expensive. (the verb is plural, because it follows the form of “cars”)

None of your friend comes to the celebration.

- d) Subject which is preceded by “a number of” requires plural verbs, while subject which is preceded by “the number of” requires singular verbs.

Example: A number of magazines are distributed by my friends.

The number of seventh graders learns about tenses.

- e) Subject which is a collective noun usually needs singular verb, such as class, team, police, committee, audience, family, faculty, etc.

Example: the team wins the competition.

- f) Some words have similar form of singular and plural, such as species, series, sheep, deer. The verbs which follows them are determined by the attribute of the noun itself.

Example: That deer runs quickly. (the attribute indicates singular form)

Those deer run quickly. (the attributes indicates plural form)

c. Singular and Plural Form of Noun and Verb

Understanding the rule of subject-verb agreement is useless if we do not know and understand well the form of singular and plural noun and verb. Because of that, it is a need to know when a noun and verb are called as singular or plural form.

The first is the form of singular and plural noun. If the noun is only one, it is called as singular, and usually it is the ordinary form of noun without any addition. While for plural noun, it refers to noun which is more than one, and usually it is indicated by the use of plural marker. There are some indicators of plural noun, they are: ²⁹

- 1) The inflectional morpheme –es for noun which is ending in “ch”, “s”, “sh”, and “x”. Such as: Bus – buses.
- 2) The inflectional morpheme –es for noun which is ending in “o”, such as: Potato – potatoes. But some of them needs to be added with –s, such as: Radio - radios
- 3) The change of “y” into “-ies”, such as: Baby – babies.
- 4) The inflectional morpheme –s for noun which is ending in “y” which preceded by vowel, such as: Key-keys.
- 5) The change of “f/fe” into “-ves”, such as: Wife – wives. But some of them, only need to be added with –s, such as : Roof – roofs.
- 6) The irregular noun, such as: Foot- feet, music-music, child-children, and others.

Beside the noun, verb also can be identified whether its form is singular or plural. It can be seen from the agreement based on the tense, because there are some differences between the agreement for singular and plural form.

²⁹ Achmad Fanani, *Complete Guide for Basic English Grammar* (Jogjakarta: Literindo, 2014), 48-51.

The verb which follows the subject can be in verb form (ordinary verb) or auxiliary verb, there are some rules for the agreement of verb, they are:

1) Ordinary Verb

The differences between verbs used for singular and plural subject can be observed in the use of simple present tense. The rules for singular and plural subject are different. It can be known from the following explanation:

- a) Plural subject and subject “I” are followed by verb base.

Example : Jhon and Cindy go to a museum in Jakarta.

- b) Singular subject is followed by V base + *-s/es*. The rules are:³⁰

- If the verb ending in “ch”, “c”, “ss”, “sh”, “o”, the verb should be added with *-es*.

Example : She goes to school by bus.

- If the verb ending in “y” and preceded by consonant, the alphabet “y” should be changed into “i” and added with *-es*.

Example : She cries all the time.

- If the verb ending in “y” and preceded by vowel, the alphabet “y” can be directly added with *-s*.

Example : He plays football every day.

³⁰ Badiatul Roziqin, *Joss Bahasa Inggris Dalam 30 Hari* (Jogjakarta: Think, 2013), 48–49.

2) Auxiliary Verb

Auxiliary verb refers to verb which does not state an action. The rules are:

- a) “Is”, “am”, “are” for present tense. “Is” is used when the subject is the third singular person, such as he, she, it, a person, a thing. “am” is used when the subject is “I”. And “are” is used when the subject is in plural form.

Example : Kelyn is a lecturer in Oxford University.

I am as tall as Vany.

My friends are happy watching this movie.

- b) “Was”, “were” for past tense. “Was” is used when the subject is singular, while “were” is used when the subject is plural.

Example : The movie was boring last night.

Wanda and Mely were sad yesterday.

- c) “Do” and “does” are used in negative and interrogative sentence of present tense. “Do” follows plural subject, while “does” follows singular subject. Then, those auxiliaries are followed by verb base.³¹

Example : They do not come to the gym center.

Does Ery come to the funeral?

- d) “Has” and “have” are used in perfect tense. “Has” follows singular subject, while “have” follows plural and subject “I”.

³¹ Michael Vince, *Macmillan English Grammar in Context* (Oxford: Macmillan Education, 2008), 6.

After those auxiliary verb, the main verb used is in past participle form.³²

Example : She has cut her hair.

The cows have eaten the grass.

e) Other auxiliary verbs, such as “did” and modal, except has/have to have similar rules for every subjects. “Did” is used for past tense and followed by V base,³³ while modal is used to give emphasis on the meaning and also followed by V base.

Example : She did not work last week.

Chameleon can change its color.

3. Descriptive Text

a. Definition of Descriptive Text

One of the text which is taught for students to write is decriptive text. It can be found in some levels or grades. To know more about decriptive text, it is a need to begin by knowing the definition of descriptive text itself. From the term descriptive, it can be known that this word is derived from the word “decribe”, that is say what somebody or something is like.³⁴ It gives representation about the characteristic of something.

From the lexical meaning above, descriptive text can be defined as a kind of text which describes the characteristic of particular person,

³² Ibid. 22.

³³ Ibid. 14.

³⁴ ‘Oxford Learner’s Pocket Dictionary’, 120.

thing, or place specifically.³⁵ It describes how person, thing or place looks like, what is the characteristic, etc. other definition shows that decriptive paragraph or descriptive writing is kind of writing which explains how someone or something looks or feels.³⁶ It is in line with its purpose, that is to provide detail or show the characteristic about what we are referring to.

Finally, descriptive text can be interpreted as a kind of text which tells how something, someone, or place looks like in detail description. By using descriptive text, we can tell about something without showing the picture, by giving the specification of the person, thing, or place, such as the color, shape, size, and others. Descriptive text can show the detail of the person, from the physical even the character itself. It is also applied for place or thing that is decribed. It can be from physical aspects or non-physical aspects.

b. Generic Structure of Descriptive Text

Every text has their own structure. Knowing the structure of the text can make the students able to write it in ease. Text structure is term refers to the way a text is organized to guide readers in identifying key information.³⁷ Texts are organized in different ways. It also happens in descriptive text. It has its own generic structure which should be considered in writing the text.

³⁵ Basith AU, *The Common Vocabulary Book* (Kediri: KRC Publishing, 2010), 92.

³⁶ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan Education, 2005), 25.

³⁷ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), 76.

There are two parts or generic structure of descriptive text, as follows:³⁸

1) Identification

Identification or called as the subject introduction is part of descriptive text which contains the general introduction about the subject which will be described, whether it is person, thing, or place.

2) Description

Description is the main part of descriptive text which contains the description about the characteristic of the subject which is described, such as physical description, quality, behavior, and other unique characteristic which cause the subject different with others.

The generic structure of descriptive text can be seen from the following example:³⁹

Welcome to Sydney

(Identification)

Sydney is Australia's oldest, largest, and liveliest state capital with a population of over 3.000.000. it is a colourful modern city but it has also a natural beauty with green parkland and perhaps the world's most beautiful deep water harbour.

(Description)

As well as being famous for its modern buildings and roads, there are many places of historical interest in sydney. For example, Mrs. Macquarie's Chair, the area called the Rocks dating back to the early nineteenth century, and the attractive terrace houses of Paddington, are all close to the harbour and the city centre.

³⁸ AU, *The Common Vocabulary Book*, 93.

³⁹ *Ibid.* 94.

Sydney has many attractions which tourist can enjoy-surf beaches, a zoo, Koala Bear park, and an Opera House which is situated at the water's edge. For further entertainment there is a wide variety of restaurants, theaters, night clubs, sports, and social clubs.

Sydney has a very pleasant, temperate climate. The average temperature in summer is 21, 7⁰ C, and in winter 12, 6⁰ C. There are few places in the world where a visitor can find such a rich variety of natural and historical beauty, entertainment and culture. Ask any Sydneysider about his city and he will say there is no place like it.

c. Language Features of Descriptive Text

Every text has specific characteristics which differentiate with other text. The property that makes them different is their language features. Language feature is the language choice in arranging the text. It can be the types of the sentence used in the text which can support the process of delivering the meaning.

The language features of descriptive text are:⁴⁰

- 1) Use a particular noun, that is the noun which is used as subject should be specific by using determiners, possessive words, such as my car, my pet, my new house.
- 2) The subject which will be described is unique, so that within the text, it can be differentiated with others by showing its uniqueness.
- 3) Use simple present tense, such as I live in a simple house; The house is very beautiful; It has a wonderful park.
- 4) Use detailed noun phrase to describe something in details, such as I have a white skinned girl friend.
- 5) Use many kinds of adjective which can describe, number, and classify the subject; for example, two strong legs.

⁴⁰ Ibid. 93.

- 6) Use thinking verb and feeling verb to express the writer's opinion about the subject described, such as I think, I feel, and others.
- 7) Use action verb, such as my cat eats mouse.
- 8) Use figurative language (simile, metaphor), such as John is white as chalk.

4. Previous Study

There are some research which has been conducted by some researchers in the previous time. It is a need to show some previous studies in order to support the conducting of this research. Some of them are:

- a. Aqidatul himmah has executed a research about grammatical error on decriptive text. She analyzed the errors resulted from descriptive text written by the tenth graders in MA An-Najah 1 Karduluk Sumenep.⁴¹ She only focused on finding the errors. From the result which is described by her, it can be known that the students are lack of understanding about grammar. The object of this research is general which covers many aspects in grammar, different with this research, although the subject is almost similar, but the object is more specific.
- b. Resti Nur Aini Azizah did a research about error analysis on word choice in the students' writing descriptive text.⁴² She focused on finding the error in word choice which is used by the students and tried to find the problem solving of this problem. The result of her research is that

⁴¹Himmah, 'Grammatical Error Analysis on Descriptive Writing Skill of the Tenth Grade at MA An-Najah 1 Karduluk Pragaan, Sumenep', vi.

⁴²Azizah, 'The Study of Error Analysis on Word Choice in the Students Writing Descriptive Text at the Tenth Grade in Senior High School 1 Pademawu', v.

there were many students who spelt the word incorrectly or used uncorrect word. In the research, She used similar subject, that is descriptive text as the main source of data to find the error, but the object of the research which is different, that is word choice.

- c. Ribut wahyudi in an article wrote about error analysis of subject-verb agreement which is conducted among the first semester of Maulana Malik Ibrahim State Islamic University.⁴³ From the research, he found that there were many errors which occurred related to subject-verb agreement. The errors are various, from omission, and the most common is misformation. The object of this research is similar, that is subject-verb agreement, but it is different in the text that is analyzed.

⁴³ Wahyudi, 'Error Analysis on Subject-Verb Agreement: The Case of a University Student in Indonesia'

CHAPTER III

RESEARCH METHOD

This chapter is intended to present the research approach and kind of research, researcher attendance, research setting, data source of research, data collection procedure, data analysis, validity of data, and step of research.

A. Research Approach and Kind of Research

Determining the approach of the research is very important to investigate the topic or research problem. Basically, approach means the way in which the researcher deals with the problem. Based on the approach used, research is divided into qualitative and quantitative research.¹ In this case, the researcher uses qualitative research, that is a research which focuses on understanding social phenomena from human perspective in natural settings.² It refers to the research which emphasizes on giving interpretation, so that it involves the data in words, not in numerical data. The researcher uses qualitative approach because the data is in the form of words, need to be interpreted by using words, involves deep analysis for a topic which should be revealed qualitatively. Because of that, this research is suitable to use qualitative approach.

In qualitative research, there are some kinds of research, such as basic qualitative/ interpretative research, case study, content analysis, ethnographic, grounded theory, historical research, narrative research, and

¹ Scott W. Vanderstoep and Deirdre D. Johnston, *Research Method For Everyday Life* (United States: Jossey Bass, 2009), 7.

² Ary, Jacobs, Sorensen, *Introduction to Research in Education*, 22.

phenomenological research.³ In this research, the researcher first analyze the data which is in text form by using content analysis to find the errors of the students' writing. Content analysis is a research design which uses written material as the subject of the study to analyze and find a particular characteristic within it.⁴ It processes the data which can be found within a text, such as students' writing. After finding the errors of the students' writing, then the researcher uses descriptive design to explore the factors which influence the occurrence of errors.

Ary mentioned descriptive research as basic interpretative study that is a kind of research which provides descriptive accounts targeted to understand a phenomena using data that might be collected in variety of ways, such as interview, observation, and document review.⁵ This kind of research explains the data descriptively. The researcher uses descriptive research because the data collected is in form of words which needs to be explained descriptively. The researcher also describes the errors which are produced by the students and factors which influence them. It seems to be appropriate design for this research.

B. Researcher Attendance

The attendance of researcher is a necessary for conducting the research.

The researcher is the key instrument in the research,⁶ that is who observes, makes a note, does interview with the participants, and others. The success of

³ Ibid. 452–453.

⁴ Ibid. 457.

⁵ Ibid. 29.

⁶ A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan* (Jakarta: Prenadamedia Group, 2014), 332.

qualitative research depends on the researcher, because the researcher must interact directly and naturally with the people in the research location. As should be applied for this research, the researcher attendance plays an important role because this research attempts to analyze the students' writing text, so the researcher acts as the data collector, the only one who analyzes the text, and becomes the interpreter of it. Therefore, the researcher has big role, not only for analyzing the text, but also to get information about the factors which cause the errors in the students' writing text.

C. Research Setting

Research setting is the location in which the researcher takes and collects the data for the research. The researcher does the research in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan, especially at the eighth grade. It becomes the research setting for this research because the researcher needs to come directly to collect the data in that school.

D. Data Sources

Data sources for qualitative research are words, action, and documentation, not numerical data.⁷ For this research, the main source of the data is the students at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan. It becomes the main source because the researcher would like to analyze their writing of descriptive text. Besides the researcher needs to collect their writing, the researcher also needs to find out their

⁷ Ibid. 333.

opinion and reason related to the errors found in their texts. The data which will be collected is in form of word, that is from interview which will be conducted by the researcher and the students and the teacher as an addition to strengthen the data. Thus, those are the reasons why the eighth graders here become the main source for this research.

In other words, the sources of data for this research also can be seen based on the components of the research itself, that is by knowing what the subject of the research and the object of it, they are:

1. The Subject of Research

Subject of research can be defined as goods, things, or people which will be studied to collect the data.⁸ The subject of this research is the students at the eighth grade of MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan which consists of 25 students. The data from the subject is taken by documentation, observation and interview. The researcher uses the eighth graders because the topic about subject-verb agreement has been even learnt before, so does the descriptive text itself.

2. The Object of Research

Object of research expresses what will be studied by researcher in this research, that is the errors in using subject-verb agreement. This kind of data can be got from documentation and observation to the text itself. the researcher chooses this object because it is a basic knowledge which should be mastered by the students. Therefore, it is a need to analyze it in

⁸ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2010), 88.

order to know their errors, thus it can be solved earlier and the discussion about English can be continued to other materials.

E. Data Collection Procedure

Data collection procedure is the way in which the researcher collects the data to answer the problem. In qualitative research, there are three kinds of data collecting techniques which are usually used by researcher, namely observation, interview, and documentation. Here are some procedures used by the researcher in this study:

1. Observation

Observation is one of the technique in collecting data in which the researcher observes accurately, finds out the phenomena, and considers the relation of some aspects within the subject observed.⁹ It refers to the activity of seeing, comprehending, thinking, and taking conclusion of data from something that is observed.

Basically, there are two kinds of observation based on the role of the observer in the group which is observed.¹⁰

1) Participant observer

Participant observer is an observation in which the observer participates in the activity which is done by the group which will be observed. In this case, the observer takes part in the process of the action.

⁹ Imam Gunawan, *Metode Penelitian Kualitatif: Teori & Praktik* (Jakarta: Bumi Aksara, 2013), 143.

¹⁰ Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, 384.

2) Non-participation observer

It is a condition in which the observer does not involve itself in the activity which is observed. The observer only monitors or observes the action without taking a part.

In this research, the researcher uses non-participation observer, because the researcher only observes the process of writing descriptive text which is done by the eighth graders in MTs Sunan Kalijaga without being involved in the teaching learning process. This observation is done to ensure that the text is written by the students. Besides, the researcher also does text observation to analyze the errors in the students' text after collecting the text by documentation or the researcher makes a document review.

2. Documentation

Documentation is the procedure which is needed by the researcher in collecting the data. Documents consist of public and privat records that qualitative researchers obtain about a site or participants in a study.¹¹ The documents here can be a newspaper, report, journal, or letters. For this research, the documentations needed by the researcher are in forms of students' writing descriptive text, students' name list, lesson plan, recorded audio and photo of interview. In this case, document review also can provide strong data to be analyzed and interpreted by the researcher as the finding of the research.

¹¹ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 223.

3. Interview

Interview is the technique in collecting data where the researcher asks one or more participants general, open-ended questions and records their answer.¹² It is the interaction between the researcher with the participant to get information about the problem. There are some types of interview which are mentioned by Creswell, they are:¹³

a. One-on-one interviews

It is a data collection process in which the researcher asks some questions and record the answer from only one participant at a time. It refers to interview which is conducted individually. The researcher only faces one participant to be interviewed. By using this kind of interview, the researcher can get deeper information about the participant, but the weaknesses are this interview should be conducted many times if there are many participants that will be interviewed. In addition, it is also time consuming, because to get detail information from one participant needs more time.

b. Focus group interviews

Focus group interview is the process of data collection in which a researcher collects the data by interviewing group of people which usually consist of four until six persons. In this kind of interview, the researcher gives some questions and the participants in the group should answer and share their ideas related to the question. This interview is good to be applied for a research which is limited at the

¹² Ibid. 217.

¹³ Ibid. 218–19.

time, because at a time, the researcher can get information from some people directly.

c. Telephone interviews

Telephone interview is kind of interview which is done via telephone. In this case, the researcher uses telephone to call the participant and asks some questions, absolutely the answers are recorded. Telephone interview can be used when the researcher and the participant are separated in long distance and impossible to interview directly. By using telephone interview, distance will not be a problem.

d. E-mail interviews

E-mail interview is kind of interview which involves the use of computer as the tool and internet connection in order to be able connected with the participants. The interview is done textually, because both of the researcher and participant type the question and the answer.

In this research, the researcher uses one-on-one interviews as the data collection procedure for the second problem. In this case, the researcher gives question to the students at the eighth grade of MTs Sunan Kalijaga related to their knowledge about subject verb agreement and writing skill.

F. Data Analysis

The main activity in conducting a research is analyzing the data or called as data analysis. Qualitative analysis is a process of reviewing, synthesizing,

and interpreting data to describe and explain the phenomena or social worlds being studied.¹⁴ It is the process of interpreting any data which is found during the data collection. There are two data analyses which are used by the researcher in this research, they are content or document analysis to identify the errors in the students' writing as the first step, and descriptive analysis for the next data from the interviews to get whole description about the finding in this research.

In this case, the data analysis procedures which are used by the researcher are data analysis proposed by Miles and Hubberman. They are:¹⁵

1. Data Condensation

Data condensation is a process in which the researcher selects, makes focus, simplifies, abstracts, or transforms the data taken from the whole result of observation, documentation, or interview. The researcher tries to choose the important data which should be employed. By condensing the data, the researcher can make the data stonger.

In this step, the researcher chooses and categorizes the data taken from documentation and interview. The answer from the students is categorized and summarized.

2. Data Display

Data display is the common process which is done in qualitative research. In this case, the researcher displays or explains the data narratively or descriptively. The data display is done to make it

¹⁴ Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, 400.

¹⁵ Matthew B. Miles, Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (United States of America: Sage Publication, Inc, 2014), 8–9.

understandable in ease, so that the process of interpretation is easy to be done and the researcher does not confused in taking the conclusion.

In this step, the researcher displays the data which is got from interview narratively, so that the conclusion can be taken from the data easily.

3. Drawing and Verifying Conclusion

Drawing conclusion or verification is the process of taking conclusion from the data displayed. In this case, the researcher must make or take conclusion from some interpretation which has been done, so that the result of the research can be known clearly.

G. Validity of Data

In conducting a research, the data collected must be checked for its validity in order to provide the accurate evidence. The validity checking process is important to do because it also determines the correctness of the result. The data validity process which is used by the researcher is triangulation.

Triangulation is qualitative cross-validation. It assesses the sufficiency and accuracy of the data according to the convergence of multiple data sources or multiple data collection procedures.¹⁶ It makes the data will be believable without any doubt to take the conclusion. There are some kinds of triangulation, they are:¹⁷

¹⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 273.

¹⁷ Revisi, *Pedoman Penulisan Karya Ilmiah Edisi Revisi*, 21.

1. Triangulation of source

Triangulation of source is conducted by checking the data which has been got from some sources. In this case, the researcher checks the data by comparing between the answer from one participant with others, such as between the information got from the teacher and students.

2. Triangulation of method

Triangulation of method is checking the validity of data by comparing the result of research by using different method, that is the result from observation, interview, and documentation.

3. Triangulation of time

Triangulation of time is checking the validity of data in different time or situation. It is done to ensure that the data collected is valid, such as checking the data in the morning for the first time, then it will be checked again at other time.

4. Triangulation of theory

Triangulation of theory is the process of checking the validity of data by using multiple theory.¹⁸ It is assumed that some data cannot be checked its validity by using a theory only, because of that, it needs more theory in analyzing the data.

In this research, the researcher uses triangulation of method and triangulation of time, because the researcher checks the data by comparing between the data got from observation, documentation and interview, besides

¹⁸ Gunawan, *Metode Penelitian Kualitatif: Teori & Praktik*, 221.

the researcher also checks the data and analyze the texts for many times to ensure that the findings within the analysis are valid.

H. Steps of Research

Research as a process of steps which is used to collect and analyze information to increase understanding of a topic or issue must have some steps which should be done in conducting a research, because the definition of research itself reflects a process of steps. The following explanation is the six steps in conducting a research which are mentioned by Creswell:¹⁹

1. Identifying a research problem

Identifying a research problem means to specify a topic or an issue which will be studied through a research, developing justification about that, and giving a reason why it is important to reveal the problem, so that the reader will be interested and believe in the report. In this step, the researcher decide what will be studied in this research, that is subject-verb agreement error on students' writing of descriptive text.

2. Reviewing the literature

Reviewing the literature means that the researcher locating theories and some supporting studies from books, journals, or other publication which can support the research. In this case, the researcher needs to select which one supports the research and summarizes it, whether the theory which supports about subject-verb agreement errors or previous study which can be a consideration for the researcher itself.

¹⁹Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 7.

3. Specifying a purpose for research

Specifying a purpose for research means identifying the objectives of the research itself and narrowing it to be more specific. It also involves the process of specifying the topic and location of the research. For this step, the researcher specifies the purpose on finding the subject-verb agreement errors on students' writing and the factors influence it.

4. Collecting data

Collecting data means that the researcher needs to identify the subject of the research or who will be the source for the data, gets information, and collects the data or information needed for the research by using observation, documentation, or interview. In this step, the researcher collects the data by taking the students' writing, and interviewing them.

5. Analyzing and interpreting the data

Analyzing and interpreting the data is the step after the data collected. In this case, the researcher analyzes the students' text based on the theory used to find the errors, gives interpretation or explanation in words whether for the errors or the factors, and draws conclusion for them.

6. Reporting and evaluating research

Reporting and evaluating research are the steps in which the researcher writes the report of everything that has been done, whether the research problem, literature review, research method, even findings, discussion, and conclusion. In this case, the researcher writes the result of the research as thesis with an acceptable format. After that, it will be evaluated to know the quality of the research itself.

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result of the research and the discussion of the finding based on the theoretical review which has been stated at the second chapter. This part explains the data which have been got through observation, documentation, and interview as the collection data procedures of this research. Here will be described in detail some errors of subject-verb agreement which are made by the students at the eighth grade of MTs Sunan Kalijaga. In addition, it also explains some causes of the students' errors.

A. Research Finding

In this part, the researcher will present the result of the research, that is about subject-verb agreement errors in students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan. This result is found through the procedures used by the researcher, those are observation, documentation, and interview.

The result of the research will show the subject-verb agreement errors which are made by the students and the cause of the error itself. It is in line with the research problems which have been stated in the chapter I. Therefore, there will be two points as the finding in this research based on the research problem, they are:

- 1. The Subject-Verb Agreement Errors on Students' Writing Descriptive Text at the Eighth Grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan**

The main data in this research is the students' writing of descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan. In order to obtain this data, the data collection procedures used by researcher are observation and documentation.

Researcher did an observation and took documentation on Monday, 30 September 2019. The observation was done by monitoring the writing process by the students. This observation was started at 07.15 - 09.45. The researcher entered to the class and observed directly the students' activity of writing. Then, the researcher took the students' writing as the documentation.

From those texts, the researcher analyzed the subject-verb agreement errors which are contained within them. There are 25 texts which were analyzed with many kinds of errors. The texts and the subject-verb agreement errors occurred can be seen in the following explanation:

a. Text 1

Arab language

"I am like arab in school. Ust Zainal the techer in my class. Arab language easy, but my fried. say no. I study arab language in wednesday

I am like arab language, because study about Fi'il and talk arab"¹

¹ Documentation from Alex Zaidaniel Fadla, student, on Monday 30th September 2019.

The subject-verb agreement errors are:

Incorrect	Correct
I am like	I like
Ust Zainal the techer	Ust Zainal is the teacher
Arab Language easy	Arabic is easy
My fried. Say	My friend says

Table 4.1 Errors of Text 1

b. Text 2

Barbie

“Barbie is beautiful carton. Barbie is very prety. She is has long hair. Barbie’s hair is yellow. She is toll. She use dress pink. her sandals are toll and beauty. There is neklace in barbie. Barbie use make up too.”²

The subject-verb agreement errors are:

Incorrect	Correct
She is has	She has
She use	She uses
Barbie use	Barbie uses

Table 4.2 Errors of Text 2

² Documentation from Alfina Imanirridha, student, on Monday 30th September 2019.

c. Text 3

Anton

“Mohammad Sulthon is my brother. He is boy with name Anton. Anton is more yong (muda). Now, Anton in class 5 MI Al-Falah III. But Anton is tall. Anton in like futsal and always play in (lapangan) with friends.

Anton always Fighting (bertengkar). He is (nakal) Sometime. Anton has much black dress. He is like black color. Anton always buy black bag too. His shoes is black too.

Anton is clever, in rank 2 in a class. He win (lomba) . My father and mother loves Anton. Anton (penurut) to parent. But Anton is good to people. Anton is My brother.”³

The subject-verb agreement errors are:

Incorrect	Correct
Anton in class 5 MI Al-Falah III	Anton is in class 5 MI Al-Falah III
Anton in like	Anton likes
Anton ... always play	Anton ... always plays
Anton always Fighting	Anton always fights
He is like	He likes
Anton always buy	Anton always buys
His shoes is	His shoes are
He win	He wins
My father and mother loves	My father and mother love
Anton (penurut)	Anton obeys

Table 4.3 Errors of Text 3

³ Documentation from Ana Lutfiana, student, on Monday 30th September 2019.

d. Text 4

Sate

“Sate is favorite for me. I like it, sate from madura and traditional.

My family make sate in lebaran day.

People make sate from meat, example cow, goat, chicken. Sate is meat with stick. It burn. I eat sate with kecap. My father eat sate with peanut. People sell sate in road. Its expensive.”⁴

The subject-verb agreement errors are:

Incorrect	Correct
sate from madura	Sate is from Madura
It burn	It is burned/ roasted
My father eat	My father eats
Its expensive	It is expensive

Table 4.4 Errors of Text 4

e. Text 5

Table

“Table in my class. There is one table, table is rectangular shape. Its color is brown. Table have four foot. Foot is high and stand up on floor. Table in my class is in front of chair. It is beside blackboard.

There is eraser on it. vas is on table too.”⁵

⁴ Documentation from Dedy Hidayat, student, on Monday 30th September 2019.

⁵ Documentation from Didik amaruddin, student, on Monday 30th September 2019.

The subject-verb agreement errors are:

Incorrect	Correct
Table have	Table has
Foot ... stand up	Foot ... stands up

Table 4.5 Errors of Text 5

f. Text 6

Laptop

“Teaher bring laptop to class. Laptop put on table. Laptop red and blAck. Laptop is wide big hivy too. There is battery also behind them. there is white picture on the laptop. Teacher press a (tombol) to turn laptop.”⁶

The subject-verb agreement errors are:

Incorrect	Correct
Teaher <u>bring</u>	Teacher brings
<u>Laptop</u> <u>put</u>	Laptop is put
<u>Laptop</u> <u>red</u> and <u>blAck</u>	Laptop is red and black
<u>Teacher</u> <u>press</u>	Teacher presses

Table 4.6 Errors of Text 6

g. Text 7

Sun flower

“Sun flower grow in my house.
Sun flower has yellowcolor with seed in it.

⁶ Documentation from Fikri Ali, student, on Monday 30th September 2019.

Sun flower uniq because it move.
Sun flower direction follow sun in the sky.
 Sun flower is very beautiful for me.
It easy to plant and grow easy.
 Beside flower, people eat sun flower seed.
It is taste nice.”⁷

The subject-verb agreement errors are:

Incorrect	Correct
Sun flower grow	Sun flower grows
Sun flower uniq	Sun flower is unique
it move	it moves
Sun flower direction follow	Sun flower direction follows
It easy	It is easy
It ... grow	It ... grows
It is taste	It tastes

Table 4.7 Errors of Text 7

h. Text 8

Butterfly

“Butterfly is animal I like. butterfly fly high. It has wing colorful & I like yellow butterfly. Butterfly eat honey in flower, Butterfly from caterpillar. I hate caterpillar and i like butterfly. In my house butterfly come and go because I have flower. There is yellow butterfly in my house.”⁸

⁷ Documentation from Fitriatul Jannah, student, on Monday 30th September 2019.

⁸ Documentation from Imroatus Sholehatus, student, on Monday 30th September 2019.

The subject-verb agreement errors are:

Incorrect	Correct
butterfly fly	Butterfly flies
Butterfly eat	Butterfly eats
Butterfly from	Butterfly is from
butterfly come and go	butterfly comes and goes

Table 4.8 Errors of Text 8

i. Text 9

My Fathe

“My father names amin. Hes old and health. Hes tall, hes skin brown. Hes good to person. Friendly.

Hes farmer. He farms corn, chili with mother. My father knows (mencangkul). Hes strong”⁹

The subject-verb agreement errors are:

Incorrect	Correct
My father names	My father’s name is
Hes	He is

Table 4.9 Errors of Text 9

⁹ Documentation from Iqbal Maulana Sufi, student, on Monday 30th September 2019.

j. Text 10

Uus

“I have a friend Uus. She comes from Koreban. Uus is high girl. She thin, she beautifull too. Uus has eyebrow thick. Uus lips is thin, make she preti. Her nose was standart. Uus kind (sopan) too. She is the one child. She go to school on foot. Uus in class 2 now, same with I. She is my class friend. She usually clean blackbord in class. She always ask in class to teacher. She is silent sometime. Her friend am me.”¹⁰

The subject-verb agreement errors are:

Incorrect	Correct
She thin	She is thin
she beautifull	she is beautiful
Uus lips is thin	Uus' lips are thin
Her nose was standart	Her nose is standart
Uus kind	Uus is kind
She go	She goes
Uus in class 2 now	Uus is in class 2 now
She usually clean	She usually cleans
She always ask	She always asks
Her friend am me	Her friend is me

Table 4.10 Errors of Text 10

¹⁰ Documentation from Lailatus Sa'diyah, student, on Monday 30th September 2019.

k. Text 11

My kate

“I playing kate evry day in house. I playing kat with my friend. Kate isnot danger My kate the shape is idon now name. My kate is black and white. Center is white and in side is black. My kate tall same with my tall. I pull “senar” and my friend hold my kate. In my kate, there is two tail from plastik. I make with my frend”¹¹

The subject-verb agreement errors are:

Incorrect	Correct
I playing	I play
idon now	I don't know
My kate tall same	My kate height is same
my friend hold	my friend holds
there is two tail	there are two tails

Table 4.11 Errors of Text 11

l. Text 12

Doraemon

“Doraemon is film in tv. I havedoll doraemon in my bedroom. Doraemon colors white and blue. Doraemon has magic pack and magic door. Doraemon can flys with baling-baling. Doraemon can moves fast. Doraemon eyes is big and circle. Doraemon nose is red and doraemon has mustaches in cheek. Doraemon is funny.”¹²

¹¹ Documentation from Moh. Aldiansyah, student, on Monday 30th September 2019.

¹² Documentation from Makrifatul Laily, student, on Monday 30th September 2019.

The subject-verb agreement errors are:

Incorrect	Correct
Doraemon colors white and blue	Doraemon's colors are white and blue
Doraemon can flys	Doraemon can fly
Doraemon can moves	Doraemon can move
Doraemon eyes is	Doraemon eyes are

Table 4.12 Errors of Text 12

m. Text 13

Mother

“I has mother. My mother's name is Lima. She kind. She beautiful too. Mother's body is big, mother has oval face. Mother's nose is sharp. She clever. She often help I do homework. She sell food in house. She work in rice field too every day. Mother has three child. I my sister and brother. Mother like eat fruit. Example banana, watermelon, apple. I love mother.”¹³

The subject-verb agreement errors are:

Incorrect	Correct
I has	I have
She kind	She is kind
She beautiful	She is beautiful
She clever	She is clever
She often help	She often helps
She sell	She sells

¹³ Documentation from Moh. Aditya Maulidy, student, on Monday 30th September 2019.

She work	She works
Mother like	Mother likes

Table 4.13 Errors of Text 13

n. **Text 14****My house**

“My house in Morpenang. My house is big it is green in front of. In there i live. In my house i have living room and bedroom in my house. My house nears street and there’s manggo trees, There is flowers in front of house, rose, sun flower. My house is clean and tidy. my mother swep my house every day, Behind my house. there is two bathrom kitchen besides my house. It is nice.”¹⁴

The subject-verb agreement errors are:

Incorrect	Correct
My house in Morpenang	My house is in Morpenang
My house nears	My house is near
there’s manggo trees	There are mango trees
There is flowers	There are flowers
my mother swep	my mother sweeps
there is two bathrom	there are two bathrooms
kitchen besides	kitchen is beside

Table 4.14 Errors of Text 14

¹⁴ Documentation from Moh. Sobri, student, on Monday 30th September 2019.

o. Text 15

My handphone

“This my hanphone, merk samsung. My handphone is white color. there is camera in back to selfi. Camera samsung is good. I photo are beutiful. With handphond I sent wa, Fb. I play in my handphone also.

My hanphone from my mother. I like this, my mother like so. My handphone cangguh because i do vc with this.”¹⁵

The subject-verb agreement errors are:

Incorrect	Correct
This my hanphone	This is my handphone
I photo are	My photo is
I sent	I send
My hanphone from	My handphone is from
my mother like	my mother likes
My handphone cangguh	My handphone is sophisticated

Table 4.15 Errors of Text 15

p. Text 16

Friend

“She is lala. She is my friend. Lala sit in beside me in class. lala is short. She has big cheek and cute. Lala eyes is big. Her nose is flat. Her skin is brown.

She is my neighbor in home. She is rich and kind. She likes Bakso, soto, rujak, usually eats with me in store.

lala is like read book. She is clever and get ranking in class. She clever in IPA.”¹⁶

¹⁵ Documentation from Moh. Zain Farodis, student, on Monday 30th September 2019.

¹⁶ Documentation from Putri Ayu, student, on Monday 30th September 2019.

The subject-verb agreement errors are:

Incorrect	Correct
Lala sit	Lala sits
Lala eyes is big	Lala's eyes are big
lala is like	Lala likes
She ... get	She ... gets
She clever	She is clever

Table 4.16 Errors of Text 16

q. Text 17

My shoes

“i get shoes from my uncel. I wear it today to school. My number shoes 34. color black and name “new era”. There is ties in my shoes.

It is cocok to my foot

i'am happy because i has new shoes. I like model my shoes.”¹⁷

The subject-verb agreement errors are:

Incorrect	Correct
My number shoes 34	My shoes number is 34
color black	The color is black
name “new era”	The name is “New Era”
There is ties	There are ties

¹⁷ Documentation from Ramadani, student, on Monday 30th September 2019.

i'am	I am
i has	I have

Table 4.17 Errors of Text 17

r. **Text 18****Cat**

“In house there is a cat. it is my cat, my cat is name Uzy. It women but do not have child. My cat is pretty. Colors white and brown. My cat is small and like run in fron of house. My cat eates fish every day.”¹⁸

The subject-verb agreement errors are:

Incorrect	Correct
my cat is name uzy	my cat name is Uzy
It women	It is women
It ... do not have	It ... does not have
Colors white and brown	The colors are white and brown
My cat ... like	My cat ... likes
My cat eates	My cat eats

Table 4.18 Errors of Text 18

¹⁸ Documentation from Ruufiyal Ulumiyah AF, student, on Monday 30th September 2019.

s. **Text 19****Class 8**

“I in class 8. My class is wide, clean, big. There is chairs, tables, black boards, in my class. Wall here is white. Class have clock in wall, big, circle, in back wall.

My class, there is 8 window. Class in floor one, in under class 9. There is light on my class, roof is white. In back wall, students draw picture. There is structure also.”¹⁹

The subject-verb agreement errors are:

Incorrect	Correct
I in class 8	I am in class 8
There is chairs, tables, black boards	There are chairs, tables, black boards
Class have	Class has
there is 8 window	there are 8 windows
Class in floor one	Class is in floor one

Table 4.19 Errors of Text 19

t. **Text 20****Fitriawati**

“My teacher in Indonesia language is Fitriawati. I call “Ibu Fitri” to her. She teaches Indonesia language. She white and beautiful soft and fine. She lives in Larangan Luar village in Koreban. Ibu Fitri have hasbend. She have son. He handsome. Ibu Fitri have merdu voic. She patient, like smile, she is the best.”²⁰

¹⁹ Documentation from S. Nurul Qamariyah AK, student, on Monday 30th September 2019.

²⁰ Documentation from Siti Nor Halimah, student, on Monday 30th September 2019.

The subject-verb agreement errors are:

Incorrect	Correct
She teachs	She teaches
She white	She is white
Ibu Fitri haves	Ibu Fitri has
She haves	She has
He handsome	He is handsome
She patient	She is patient
She ... like smile	She ... likes to smile

Table 4.20 Errors of Text 20

u. Text 21

New bag

“I buy new bag. It is pink and gray. My new bag is big. It rp. 300.000. I buy in Keppo Market with mother. My bag there is hello kitty. My bag has cover, color gray. There are sack beside my bag. I am can bring water. My new bag is heavy because it big, I am become difficult to use. My friend say my bag beautiful. I am happy.”²¹

The subject-verb agreement errors are:

Incorrect	Correct
It rp. 300.000	It is Rp. 300.000
color gray	The color is gray
There are sack	There is sack
I am can bring	I can bring

²¹ Documentation from Siti Nur Nafila Sari, student, on Monday 30th September 2019.

it big	it is big
I am become	I become
My friend say	My friend says
my bag beautiful	my bag is beautiful

Table 4.21 Errors of Text 21

v. **Text 22****Faforite flower**

“I’m like flower. It is rose. It is beautiful. Smell is nice. Color is red. There is thorns in stem. thorn can injuring people. Rose is love. All people is like Rose.”²²

The subject-verb agreement errors are:

Incorrect	Correct
I’m like	I like
There is thorns	There are thorns
thorn can injuring	Thorn can injure
All people is like	All people like

Table 4.22 Errors of Text 22

w. **Text 23****Rabbit**

“Rabbit is animal. My sister is like rabbit very much. Rabbit is have white fur. Rabbit is have red eye, rabbit usually eat carrot. I am like

²² Documentation from Uswatun Hasanah, student, on Monday 30th September 2019.

rabbit too. Rabbit can jumped and ran with quick. My sister's rabbit is small. There is two rabbit in house, white and grey. My sister is like white rabbit.”²³

The subject-verb agreement errors are:

Incorrect	Correct
My sister is like	My sister likes
Rabbit is have	Rabbit has
rabbit usually eat	rabbit usually eats
I am like	I like
Rabbit can jumped	Rabbit can jump
Rabbit can ... ran	Rabbit can ... run
There is two rabbit	There are two rabbits
My sister is like	My sister likes

Table 4.23 Errors of Text 23

x. Text 24

Talang siring

“I am hapy holiday to talang siring. Talang siring is wonderful. In there, i walking in sand. My sister finding fish. My brother is swim in a pool. Talang siring have forest bakau (hutan bakau). To enter to talang siring. I buy ticket 3000 to hutan bakau 2000. Scenary in there very beautiful. place in talang siring does not hot. There is many tree in there.”²⁴

²³ Documentation from Widadatin Yulia Diny, student, on Monday 30th September 2019.

²⁴ Documentation from Yastofan, student, on Monday 30th September 2019.

The subject-verb agreement errors are:

Incorrect	Correct
i walking	I walk
My sister finding	My sister finds
My brother is swim	My brother swims
Talang siring have	Talang siring has
Scenary in there very beautiful	There, the scenary is very beautiful
place in talang siring does not hot	Place in talang siring is not hot
There is many tree	There are many trees

Table 4.24 Errors of Text 24

y. Text 25

My dress

“idul adha yesterday i had dress. My dress is beautiful. My dress colors is blue and pink. It long untill my foot. it is very wide and “kainnya” soft. There are flower-flower in my dress. Hand color is blue and body color is pink. I use with blue veil. In my dress, there is pita in midlle. It use resleting in back.”²⁵

The subject-verb agreement errors are:

Incorrect	Correct
My dress colors is	My dress colors are

²⁵ Documentation from Zainurrohmah, student, on Monday 30th September 2019.

It long	It is long
“kainnya” soft	Its material is soft
There are flower-flower	There are flowers
It use	It uses

Table 4.25 Errors of Text 25

2. The Factors Which Cause The Subject-Verb Agreement Errors on Students’ Writing Descriptive Text at the Eighth Grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan

Everything that occurs in learning process must have something that causes and influences it. So do the errors which are made by the students in their writing. There are some factors which can cause them making subject-verb agreement errors.

To answer this research problem, researcher used interview with some students at the Eighth grade of MTs Sunan Kalijaga and the teacher to find out the factors which cause their errors. This interview was done after the researcher analyzed the descriptive texts which have been written by the students. By knowing their errors first, the researcher can ask how the error can occur.

First, the researcher asked whether they have already learn about decriptive text and simple present tense as the language feature. They answered that they have learnt the two materials above, moreover the simple present tense, where they learnt it since at the seventh grade and in English program, because in this school, there is additional

class for English which is held at night and Fasting month. It can be known from the result of interview with Lailatus Sa'diyah in which she states:

“...Iya saya pernah belajar tentang descriptive text sebelumnya,... Saya juga pernah belajar tentang *singular* dan *plural*...”²⁶

By the meaning:

“...Yes, I have ever learnt about descriptive text before,... I have also ever learnt about singular and plural...”



Picture 4.1 Interview with Lailatus Sa'diyah

This statement is also supported by another student, Makrifatul Laily who states:

“... Saya sudah belajar tentang dekriptif teks... Kalau simple present tense, saya di kelas 1 juga sudah pernah belajar....”²⁷

By the meaning:

“... I have studied about descriptive text... While for simple present tense material, I have been learning since I was at the seventh grade....”

²⁶ Lailatus Sa'diyah, Student, Direct interview, (30th September 2019).

²⁷ Makrifatul Laily, Student, Direct interview, (30th September 2019).



Picture 4.2 Interview with Makrifatul Laily

From some statements above, it can be known that they have already learnt about descriptive text and tense, especially simple present tense and rules of singularity and plurality. The students get additional chance to study about that.

The next step which is done by the researcher is asking the causes of the errors to the student. It is intended to know the factors which influence them in writing by using English and making the subject-verb agreement errors. From interview with some students, there are two main points which cause them making the subject-verb agreement errors, those are word for word translation, and the lack of grammar.

a. Word for Word Translation

Vocabulary becomes the main point which is needed in learning new language, because different language has different vocabulary. It also becomes a big problem for learning process, because the students, more over the eighth graders, only know some vocabularies in English. The confession of this problem is stated by the English teacher, Mr. Muharrisun, S.Pd, as follows:

“Saya tidak sering menyuruh anak-anak mengarang, tapi pernah. Biasanya saya menyuruh mereka menulis tentang pengalaman mereka, atau menulis tentang teman mereka, disuruh menggambarkan temannya. Sebagian sudah bisa mengarang, namun sebagian besar masih tidak bisa. Yang menjadi permasalahan adalah kurangnya penguasaan kosakata dan grammar. Itu dua permasalahan yang sampai saat ini masih selalu dikembangkan....”²⁸

By the meaning:

“I do not often ask them to write, but I ever do it. Usually I ask them to write about their experience or describing their friend. Some of them can do that, but most of them still cannot do it. because the main problems for them in writing by using English is the lack of vocabulary mastery and the grammar itself. Those are two problems which are still tried to solve....”



Picture 4.3 Interview with Mr. Muharrisun, S.Pd

It is also admitted by the students. When they are asked why they feel difficult in writing using English, they say that they do not know the vocabulary and difficult to translate it, as stated by Ruufiyal Ulumiyah al-Firdaus:

“Menulis menggunakan bahasa Inggris itu sulit mbak... saya tidak tau bahasa inggrisnya dan juga tulisannya....”²⁹

²⁸ Muharrisun, English Teacher, Direct interview, (04th October 2019)

²⁹ Ruufiyal Ulumiyah al-Firdaus, Student, Direct interview, (02th October 2019).

By the meaning:

“Writing by using English is difficult for me, because I do not know the vocabulary and how to spell it....”



Picture 4.4 Interview with Ruufiyah Ulumiyah al-Firdaus

Consequently, the lack of vocabulary influences their way in translating a text. They choose word for word translation as the solution in writing a text. The students only try to translate their text word for word by finding the vocabulary in the dictionary. They only focus on translating the word without paying attention to the process of arranging the words into sentences.

It is in line with some errors which have been stated above. Most of the error is the omission error of auxiliary verb, such as in the sentence which is written by Lailatus Sa'diyah: “**She thin**”. In this sentence, there is no auxiliary verb, because in Indonesian, it is “dia (perempuan) kurus”, so she only translates the word “dia” and “kurus” into “she thin”. It is proved by her following statement about how she writes an English Text:

“... Kalau ngarang tulisan bahasa Inggris, saya mengarang bahasa Indonesianya dulu, lalu saya menerjemahnya kata perkata ke dalam bahasa Inggris...”³⁰

By the meaning:

“... In writing an English text, I need to make the Indonesian text first, then I translate the text into English word by word...”

This technique is also used by other students, they use word for word translation by looking up the vocabulary in the dictionary, as mentioned by Sitti Nur Halimah:

“... Saya menulis bahasa Indonesianya dulu, terus saya nyari di kamus bahasa Inggrisnya atau tanya ke teman atau bapak. Lalu setelah itu, saya menyusun bahasa Inggrisnya...”³¹

By the meaning:

“... I write the Indonesian first, then I look up the vocabulary in dictionary, or ask to my friend or teacher. Then, I can arrange the English text...”



Picture 4.5 Interview with Sitti Nur Halimah

³⁰ Lailatus Sa'diyah, Student, Direct interview, (30th September 2019).

³¹ Sitti Nur Halimah, Student, Direct interview, (02th October 2019).

By using word for word translation, the students make some subject-verb agreement errors, because they only try to translate the word without paying attention to the number of the subject or the verb, so that the errors occur.

b. The Lack of Grammar

Another factor which influences the subject-verb agreement errors is the lack of grammar. Although the students have learnt about grammar, singular and plural, simple present tense, and others, there are still many errors which occurs among their writing. In this case, grammar becomes one of the two main problems for the students at the eighth grade in MTs Sunan Kalijaga as mentioned by Mr. Muharrisun, S.Pd at the point above.

The students get difficulty in arranging the words to be sentence, because they do not understand well about the use of grammar, moreover about the subject-verb agreement. There are some kinds of omission for verb inflection used when the subject is singular, such as in a text written by Imroatus Sholehatun. She writes “**Butterfly eat** honey in flower”; “In my house, **butterfly come** and **go....**”. the omission of the verb inflection shows that she does not understand about the differences of verb for singular and plural subject.

In contrast, Halimah uses inflectional morpheme –s for irregular verb, that is using it for word “have”. She makes

sentence which contains the word “haves”, such as “**She** **haves** son”. In this sentence, she applies the rule of verb inflection for irregular word. It shows that she still does not understand well in subject-verb agreement.

Similarly, Laily in her text, make a sentence which contains the error of verb inflection, that is addition of –s inflection which is used for verb which comes after a modal. It can be seen from her sentences: “**Doraemon can flys** with baling-baling”; “Doraemon can moves fast”. She still use –s at the end of the verb although there is modal precedes it. she states that she has ever learnt about the use of inflectional –s/-es to indicate singular form of verb, but she does not understand and only uses in guess. Her statement is:

“...Saya mengerti tentang rumus S + V + O, tapi saya tidak mengerti tentang penggunaan –s/-es meskipun saya pernah belajar... Saya juga sulit untuk menyesuaikan subjek dan verbnya, sulit untuk menentukan singular dan pluralnya...”³²

By the meaning:

“... I understand about the use of S + V + O, but I do not understand about the use of –s/-es although I have ever learnt about that... I am also difficult to match the form of the subject and the verb, especially in deciding the singularity and plurality of the words...”

³² Makrifatul Laily, Student, Direct interview, (30th September2019).

In the statement above, she also says that it is difficult to match the number of the subject and the verb and differentiate singular and the plural form.

Another error which is made by the students is the using of auxiliary verb. There are some students which are still confused in deciding which auxiliary verb that matches to the subject. It is caused by their lack of understanding, as written by Fikri Ali in his text, “**Laptop red and black**”. There is no auxiliary verb in this sentence. Responding to this error, he states:

“... Kalau penggunaan tobe saya masih kurang paham....”³³

By the meaning:

“... I am still lack of understanding about the using of to be (auxiliary verb)....”



Picture 4.6 Interview with Fikri Ali

Those all can be the proof of the factors which cause them making error in subject-verb agreement. Other students have almost similar reason about why they make subject-verb agreement error.

³³ Fikri Ali, Student, Direct interview, (30th September 2019).

B. Discussion

After presenting the result of the research, in this part, the researcher will discuss some findings mentioned above related to the subject-verb agreement errors which are made by the students in their descriptive text and the factors which cause the errors. Researcher will discuss and explain the finding by using the theories which have been stated in chapter II. The discussions are:

1. The Subject-Verb Agreement Errors on Students' Writing Descriptive Text at the Eighth Grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan

There are some kinds of errors which are mentioned by Dulay in his book, those are omission, addition, misformation, and misordering.³⁴ Here, the researcher will discuss the subject-verb agreement errors which are found in the students' writing by categorizing them based on the kinds of error above, as follows:

a. Omission

As stated in chapter II, omission is a case in which the language learner omits one or some parts of language system.³⁵ There are many omission errors among the students' descriptive text. Here will be explained one by one the omission errors occurred.

1) Text 1

a) "Ust Zainal the teacher"

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is

³⁴ Dulay, Burt, and Krashen, *Language Two*, 150.

³⁵ Ibid. 154.

auxiliary verb which is omitted, that is auxiliary verb “is”. In this sentence, after the subject, it should be added with auxiliary verb “is” because the subject is in singular form, so the auxiliary verb used also should be in singular, so it will be “**Ust Zainal is** the teacher in my class”.

b) “Arab Language easy”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. In this sentence, after the subject, it should be added with auxiliary verb “is” because the subject is in singular form, so the auxiliary verb used also should be in singular, so it will be “**Arabic is** easy” (Use “Arabic” instead of “Arab Language”).

c) “My friend. Say....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the sentence is in present form and the subject is in singular form, “My friend”, so the verb should be added with –s because the verb is ending in “y” which preceded by vowel. Finally, it will be “ **My friend says...**” (Use “friend” instead of “fried”).

2) Text 2

a) “She use....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the sentence is in present form and the subject is in singular form, “she”, so the verb should be added with –s because the verb is ending in “e”. Finally, it will be “ **She uses....**”

b) “Barbie use....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the sentence is in present form and the subject is in singular form, “Barbie”, so the verb should be added with –s because the verb is ending in “e”. Finally, it will be “ **Barbie uses....**”

3) Text 3

a) “Anton in class 5”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. In this sentence, after the subject, it should be added with auxiliary verb “is” because the subject is in singular form, that is “Anton”. So, it will be “**Anton is** in class 5”.

- b) “Anton in like futsal”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. The subject of this sentence is in singular form, so the verb needed is also in singular. It is indicated by the addition of –s at the end of the verb. So, it will be “**Anton likes** futsal....”

- c) “Anton ... always play”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, the verb following also should be singular by adding –s to the end of the verb. So, it will be “**Anton ... always plays**”

- d) “He is like....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, the verb following also should be singular by adding –s to the end of the verb. So, it will be “**He likes....**” (the auxiliary is omitted).

- e) “Anton always buy”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, the verb following also should be singular by adding –s to the end of the verb. So, it will be “**Anton always buys**”

f) “He win....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, the verb following also singular by adding –s to the end of the verb. So, it will be “**He wins**”.

4) Text 4

a) “Sate from madura....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**Sate is** from Madura....”

b) “... it burn”

In this sentence, omission error occurs, that is omission of auxiliary and verb inflection. This sentence is kind of passive form in which S + be + V past participle. Therefore, it is a need to add auxiliary, that is the auxiliary “is” because the subject is “it”, and changing the verb into past participle form, that is “burned/ roasted (it is better)”. So, it will be “... **it is** burned/ roasted”.

- c) "... my father eat"

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, "my father", the verb following also should be in singular by adding -s to the end of the verb. So, it will be "...**my father eats**...."

- d) "Its expensive"

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb "is". Because the subject is in singular, "it", the auxiliary verb needed also in singular, so it should be added with "is" after the subject, becomes " **it is** expensive" (also change the pronoun "its" into "it").

5) Text 5

- a) "Foot ... stand up on floor"

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, "foot", the verb following also should be in singular form, that is by adding -s to the end of the verb. So, it will be "**Foot ... stands up** on floor".

6) Text 6

a) “Teacher bring....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “Teacher”, the verb following also should be in singular form, that is by adding the verb with –s. So, it will be “**Teacher brings....**”.

b) “Laptop put....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. Because the sentence is in passive form, it needs to be added with auxiliary and use past participle verb. The auxiliary should be the singular form, because the subject is singular, that is “Laptop”, so the auxiliary used should be “is”, then the verb should be in past participle form. The past participle form of “put” is “put” because it is irregular verb. So, the sentence will be “**Laptop is put....**”

c) “Laptop red”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular, “laptop”, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**Laptop is red....**”

d) “Teacher press....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “Teacher”, the verb following also should be in singular form, that is by adding the verb with –es because the verb ending in “ss”.³⁶ So, it will be “**Teacher presses....**”.

7) Text 7

a) “Sunflower grow....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “Sunflower”, the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb. So, it will be “**Sunflower grows....**”.

b) “Sunflower uniq....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “sunflower”, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**Sunflower is** unique....” (also change the spelling of “uniq”).

³⁶ Roziqin, *Joss Bahasa Inggris Dalam 30 Hari*, 48.

c) "... it move...."

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, "it", the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb "move". So, it will be "... **it moves....**".

d) "Sunflower direction follow...."

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, "sunflower direction", the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb "follow". So, it will be "**Sunflower direction follows....**".

e) "It easy...."

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb "is". Because the subject is in singular form, "it", the auxiliary verb needed also in singular, so it should be added with "is" after the subject, becomes "**It is** easy...."

f) "It ... grow easy"

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the

subject of this sentence is singular, “It”, the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb “grow”. So, it will be “**It ... grows easy**”.

g) “It is taste nice”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “It”, the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb “taste”. So, it will be “**It tastes nice**”(also omitting the auxiliary verb “is”).

8) Text 8

a) “Buterfly fly high”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “butterfly”, the verb following also should be in singular form, that is by adding inflectional morpheme –es to the end of the verb after changing the “y” alphabet into “i”.³⁷ So, it will be “**Butterfly flies high**” (Also use “butterfly” instead of “buterfly”).

³⁷ Ibid. 48.

b) “Butterfly eat....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “Butterfly”, the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb “eat”. So, it will be “**Butterfly eats....**”

c) “Butterfly from caterpillar”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “butterfly”, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**Butterfly is** from caterpillar”.

d) “Butterfly come and go....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “Butterfly”, the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb “come”, and adding inflectional morpheme –es to the of the verb “go”. So, it will be “**Butterfly comes and goes....**”

9) Text 9

- a) “My father names....”

In this sentence, omission errors occur in the subject verb agreement, those are the omission of noun inflection in the subject and the omission of auxiliary verb. To make a noun phrase as the subject, the word “father” should be added with “’s” to show the possession of “name”, and the inflectional morpheme –s at the “name” should be omitted. Besides, after the subject should be followed by auxiliary verb which indicates singularity, because the subject is singular, so the auxiliary verb used is “is”. Then, the sentence will be “**My father’s name is....**” (also omitting the inflectional –s at the word “name”).

10) Text 10

- a) “She thin”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “She” as the third singular person, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**She is thin**”.

b) “She beautiful”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “She” as the third singular person, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**She is** beautiful”.

c) “Uus lips is thin”

In this sentence, omission error occurs in the subject, that is omission of noun inflection. The noun “Uus” as a name of person needs to be added with “s” to show possession of “lips”. The noun inflection here is the possession marker. So, the sentence will be “**Uus’ lips are thin**” (also changing the auxiliary verb “is” to “are”).

d) “Uus kind”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “Uus” name of person, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**Uus is** kind”.

e) “She go....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject is in singular form, “She” as the third singular person, the verb should show the singularity by adding –es at the end of the verb “go”, because verb ending in “o” should be added with –es, not –s. So, the it will be “**She goes....**”

f) “Uus in class 2 now,....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “Uus” as a name of person, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**Uus is in class 2 now,....**”.

g) “She usually clean....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “She”, the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb “clean”. So, it will be “**She usually cleans....**”

h) “She always ask....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject of this sentence is singular, “She”, the verb following also should be in singular form, that is by adding inflectional morpheme –s to the end of the verb “ask”. So, it will be “**She always asks....**”

11) Text 11

a) “My kate tall same....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, so, the auxiliary verb needed also in singular. Finally, it becomes “**My kate tall is same....**” (My kate height is better for the diction).

b) “My friend hold....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject is in singular form, that is “my friend”, the verb used also should indicate singularity. Because of that, the word “hold” should be added with inflectional morpheme –s. So, it will be “**My friend holds....**”.

- c) “There is two tail....”

In this sentence, omission error occurs in the subject, that is omission of noun inflection or plural marker. The word “tail” is in the form of singular, the plural one is “tails”, adding –s at the end of the noun, and the correct one is the plural because it is preceded by quantifier “two” which indicates that the tail is plural. So, the sentence will be “There are two tails....” (also changing the auxiliary verb form).

12) Text 12

- a) “Doraemon colors white and blue”

In this sentence, omission errors occur in the subject-verb agreement, those are omission of noun inflection and auxiliary verb. The omission of noun inflection occurs in the subject, that is the disappearance of possessive marker “’s” to indicate the possession of colors. Therefore, it should be added after the word “Doraemon”. In addition, There is also an auxiliary verb which is omitted, that is auxiliary verb “are”. Because the subject is in plural form, the auxiliary verb needed also in plural. So, it will be “**Doraemon’s colors are** white and blue”.

13) Text 13

a) “She kind”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “She” as the third singular person, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**She is** kind”.

b) “She beautiful”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “She” as the third singular person, the auxiliary verb needed also in singular, so it should be added with “is” after the subject, becomes “**She is** beautiful”.

c) “She clever”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “She” as the third singular person, the auxiliary verb needed also in singular,

so it should be added with “is” after the subject, becomes
“**She is** clever”.

d) “She often help....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. The verb should be added with inflectional morpheme –s to indicate singularity, because the subject is in singular form, that is “she”. Thus, the sentence will be “**She often helps....**”

e) “She sell....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. The verb should be added with inflectional morpheme –s to indicate singularity, because the subject is in singular form, that is “she”. Thus, the sentence will be “**She sells....**”

f) “She work....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. The verb should be added with inflectional morpheme –s to indicate singularity, because the subject is in singular form, that is “she”. Thus, the sentence will be “**She works....**”

g) “Mother like eat fruit....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. The verb should be added with inflectional morpheme –s to indicate

singularity, because the subject is in singular form, that is “mother”. Thus, the sentence will be “**Mother likes** to eat fruit...”

14) Text 14

- a) “My house in morpenang”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “my house”, the auxiliary verb needed also in singular form, so it should be added with “is” after the subject, becomes “**My house is** in Morpenang”.

- b) “My house nears....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “my house”, the auxiliary verb needed also in singular form, so it should be added with “is” after the subject, becomes “**My house is** near....” (also omitting the inflectional morpheme attached to “near”).

- c) “There is two bathrom”

In this sentence, omission error occurs in the subject, that is omission of noun inflection. The subject should be in plural

form, the word “bathrom” is preceded by quantifier “two”. To indicate that this word is plural, it should be added with –s as the plural marker. So, it will be “There **are two bathrooms**”.

d) “Kitchen besides....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “kitchen”, the auxiliary verb needed is also in singular form, so it should be added with “is” after the subject, becomes “**Kitchen is** beside....”

15) Text 15

a) “This my hanphone,....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “my handphone”, the auxiliary verb needed is also in singular form, so it should be added with “is”, becomes “ **This is** my handphone,....”

b) “My hanphone from my mother”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is

auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “my handphone”, the auxiliary verb needed is also in singular form, so it should be added with “is” after the subject, becomes “ **My handphone is** from my mother” (also correcting misspelling of “handphone”).

c) “....., my mother like....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. The verb should be added with inflectional morpheme –s to indicate singularity, because the subject is in singular form, that is “my mother”. Thus, the sentence will be “..., **my mother likes....**”

d) “My hanpdhone cangguh”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There is auxiliary verb which is omitted, that is auxiliary verb “is”. Because the subject is in singular form, “my handphone”, the auxiliary verb needed is also in singular form, so it should be added with “is” after the subject, becomes “ **My handphone is** sophisticated (cangguh)” (also translating the word “cangguh”).

16) Text 16

a) “Lala sit....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. The verb should be added with inflectional morpheme –s to indicate singularity, because the subject is in singular form, that is “Lala”. Thus, the sentence will be “**Lala sits....**”

b) “Lala eyes is....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of noun inflection. The noun “Lala” should be followed by “’s” to indicate possession.. Thus, the sentence will be “**Lala’s eyes are....**” (also changing the auxiliary verb).

c) “Lala is like....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject is in singular form, that is “Lala”, the verb following also should be singular. The singular marker is the use of –s for this verb, so it will be “**Lala likes....**” (also omitting the auxiliary verb “is”).

d) “She ... get....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject is in singular form, that is “she”, the verb following

also should be singular. The singular marker is the use of –s for this verb, so it will be “**She ... gets**”

- e) “She clever”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of auxiliary verb. There should be an auxiliary verb after the subject. Because the subject is the third singular person, “she”, the auxiliary verb following it should be in similar, that is the auxiliary verb “is”. So, the sentence will be “**She is clever....**”

17) Text 17

- a) “My number shoes 34”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be a auxiliary verb after the subject. Because the subject is singular thing, “my shoes number”, the auxiliary verb following it should be singular, that is the auxiliary verb “is”. So, the sentence will be “**My shoes number is 34**” (also change the order of the subject).

- b) “Color black....”

In this sentence, omission errors occur in the subject-verb agreement, those are omission of article and auxiliary verb. There should be an article in the subject to make it more specific, the article needed is “the”. In addition, an auxiliary verb is also needed after the subject. Because the subject is

the singular, “The color”, the auxiliary verb following it should be in singular, that is the auxiliary verb “is”. So, the sentence will be “**The color is** black....”

c) “... name “new era””

In this sentence, omission errors occur in the subject-verb agreement, those are omission of article and auxiliary verb. There should be an article in the subject to make it more specific, the article needed is “the”. In addition, an auxiliary verb is also needed after the subject. Because the subject is the singular, “The name”, the auxiliary verb following it should be in singular, that is the auxiliary verb “is”. So, the sentence will be “... **the name is** “New Era””.

18) Text 18

a) “It women....”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “it”, the auxiliary verb should be singular, that is auxiliary verb “is”. So, the sentence will be “**It is** women/ female”

b) “It... do not have child”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of verb inflection in the auxiliary verb used. The auxiliary verb used should be added with –es, because the subject is in singular form, so

the auxiliary is “does”, not “do”. Thus the sentence will be
“It... does not have child”.

- c) “Colors white and brown”

In this sentence, omission errors occur in the subject-verb agreement, those are the omission of article and auxiliary verb. There should be an article precedes the subject “color” to make it more specific, the article needed is “the”. Besides, auxiliary verb is also needed after the subject “colors”, the auxiliary verb should be in plural form, “are”, because the subject is plural. So, the sentence will be **“The colors are white and brown”**.

- d) “My cat... like....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject is in singular form, that is “My cat”, the verb following also should be singular. The singular marker is the use of –s for this verb, so it will be **“My cat ... likes”**

19) Text 19

- a) “I in class 8”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “I”, the auxiliary verb for this subject is “am”. So, the sentence will be **“I am in class 8”**.

b) “..., there is 8 window”

In this sentence, omission error occurs in the subject, that is the omission of noun inflection to show plural form. There should be an inflectional morpheme attached to the word “window” which can indicate plurality, because this noun has been preceded by quantifier of number, that is “8”. The plural marker here is –s, so the sentence will be “..., there are **8 windows**” (also changing the auxiliary verb).

c) “Class in floor one,....”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “class”, the auxiliary verb for this subject is singular because the subject is singular, that is “is”. So, the sentence will be “**Class is** in floor one,....”

20) Text 20

a) “She white....”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “She”, the auxiliary verb for this subject is singular because the subject is singular, that is “is”. So, the sentence will be “**She is** white....”.

b) “He handsome....”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “He”, the auxiliary verb for this subject is singular because the subject is singular, that is “is”. So, the sentence will be “**He is** handsome....”

c) “She patient,....”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “She”, the auxiliary verb for this subject is singular because the subject is singular, that is “is”. So, the sentence will be “**She is** patient,....”

d) “Ibu Fitri...like....”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of verb inflection. There should be a morpheme which indicates that the verb is singular, because the subject is singular. The tense marker used here is –s, because the verb has been ending in –e, so we only need to add –s. Thus, it will be “**Ibu/ Mom Fitri... likes....**”.

21) Text 21

a) “It rp. 300.000”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “It”, the auxiliary verb for this subject is singular because the subject is singular, that is “is”. So, the sentence will be “**It is** Rp. 300.000” .

b) “...color gray”

In this sentence, omission errors occurs in the subject-verb agreement, those are the omission of article and auxiliary verb. In the subject, it needs an article to make it more specific, that is to specify it into the color of the bag cover. The article needed is “the”. Similarly, after the subject, there is omission of auxiliary verb, that is auxiliary verb which has similar form with the word “color” as a singular item, so the auxiliary verb following it is “is”. Thus, the sentence will be “**...the color is** grey”.

c) “... it big,....”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “It”, the auxiliary verb for this subject is singular because the subject

is singular, that is “is”. So, the sentence will be “... **it is** big,....”

d) “My friend say....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject is in singular form, that is “My friend”, the verb following also should be singular. The singular marker is the use of –s for this verb, because this word is ending by “y” which is preceded by vowel, so it becomes “says”. In complete, the sentence will be “**My friend says....**”

e) “... my bag beautiful”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be a auxiliary verb after the subject “my bag”, the auxiliary verb for this subject is singular, that is “is”,because the subject is singular, “my bag”. So, the sentence will be “... **my bag is** beautiful”.

22) Text 23

a) “Rabbit usually eat carrot”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of verb inflection. There should be a morpheme which indicates that the verb is singular, because the subject is singular, “rabbit”. The tense marker used here is –s, because the verb is “eat” and it

follows the usual rule to add –s only at the end of the verb.

Thus, the sentence will be “**Rabbit usually eats** carrot”.

- b) “There is two rabbit in house”

In this sentence, omission error occurs in the subject, that is the omission of noun inflection to show plural form. There should be an inflectional morpheme attached to the word “rabbit” which can indicate plurality, because this noun has been preceded by quantifier of number, that is “two”. The plural marker here is –s, so the sentence will be “There are **two rabbits** in house” (also changing the auxiliary verb from “is” to “are”).

- c) “My sister is like rabbit very much”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of verb inflection. There should be a morpheme which indicates that the verb is singular, because the subject is singular, “My sister”. The tense marker used here is –s, because the verb is “like”. Thus, the sentence will be “**My sister likes** rabbit very much” (also omitting the auxiliary verb).

23) Text 24

- a) “My brother is swim in a pool”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of verb inflection. There should be a morpheme which indicates that the verb is

singular, because the subject is singular, “My brother”. The tense marker used here is –s, because the verb is “swim”. Thus, the sentence will be “**My brother swims** in a pool” (also omitting the auxiliary).

b) “Scenary in there very beautiful”

In this sentence, omission errors occurs in the subject-verb agreement, that is the omission of article and auxiliary verb. There should be an article to specify the noun, that is article “the” to idicate scenary in Talang Siring. Besides, omission of auxiliary verb also occurs in this sentence. The auxiliary verb needed should be in line with the number of the subject, that is singular, so the auxiliary verb is also in singular form, “is”. Finally, the sentence will be “There, **the scenary is** very beautiful”. (also reordering the words and omitting the preposition “in”).

c) “There is many tree in there”

In this sentence, omission error occurs in the subject, that is the omission of noun inflection to show plural form. There should be an inflectional morpheme attached to the word “tree” which can indicate plurality, because this noun has been preceded by quantifier “many”. The plural marker here is –s, so the sentence will be “There are **many trees** in there” (also changing the auxiliary verb from “is” to “are”).

24) Text 25

- a) “It long untill my foot”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “it”, the auxiliary verb for this subject is singular, that is “is”, because the subject is also singular. So, the sentence will be “**It is** long until my foot”.

- b) “ ...“kainnya” soft”

In this sentence, omission error occurs in the subject-verb agreement, that is the omission of auxiliary verb. There should be an auxiliary verb after the subject “kainnya” (its material), the auxiliary verb for this subject is singular, that is “is”, because the subject is also singular. So, the sentence will be “**Its material is** soft”.

- c) “It use....”

In this sentence, omission error occurs in the subject-verb agreement, that is omission of verb inflection. Because the subject is in singular form, that is “it”, as the third singular pronoun, the verb following it also should be singular. The singular marker is the use of –s for this verb, because the verb ending in –e, so it can be added with –s directly. Completely, the sentence will be “**It uses....**”

All in all, there are 92 omission errors among the texts which have been written by the students. The omission errors covers omission of auxiliary verb, verb inflection, and noun inflection.

b. Addition

As stated in chapter II, addition is a case which the language learners add something to the language system which is unnecessary and causes the language produced becomes incorrect.³⁸ There are many addition errors among the students' decriptive text. Here will be explained one by one the addition errors occured.

1) Text 1

a) "I **am** like"

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary verb "am" which should not appear in this case, because the sentence is verbal form which should follows this formula: S+V+O, so it will be "**I like**".

2) Text 2

a) "She **is** has...."

In this sentence, addition error occurs in the subject-verb agreement, that is double marking. There is unnecessary word, auxiliary "is" which should not appear in this case. Although the subject is singular, the verb used should not be

³⁸ Dulay, Burt, and Krashen, *Language Two*, 156-158.

preceded by auxiliary. It should be verb directly, that is “has”, so it will be “**She has ...**”.

3) Text 3

- a) “Anton **in** like futsal....”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word in form of preposition, “in” which should not appear in this case. After the subject which is singular, it is followed by singular verb, not preposition. So, it will be “**Anton likes** futsal....” (also added with inflectional –s).

- b) “He **is** like....”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary verb “is”, which should not appear in this case. After the subject which is singular, it is followed by singular verb without any auxiliary verb precedes. So, it will be “**He likes**....” (also added with inflectional –s).

- c) “My father and mother **loves**....”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary verb inflection, “-s”, which should not appear in this case, because the subject here is in plural form, that is two nouns which are combined with conjunction “and”, so the verb

needed is the base form without any additional item. So, it will be **“My father and mother love....”**.

4) Text 7

- a) **“It is taste nice”**

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “is”, which should not appear in this case. After the subject which is singular, it is followed by singular verb without any auxiliary precedes. So, it will be **“It tastes nice”** (also added with inflectional –s).

5) Text 9

- a) **“My father names....”**

In this sentence, addition error occurs in the subject that is simple addition. There is unnecessary word, the inflectional morpheme “-s”, which should not appear in this case. Because the subject is singular, so there should be no plural marker. Finally, it will be **“My father’s name is....”** (also added with possessive marker and auxiliary verb).

6) Text 12

- a) **“Doraemon can flys....”**

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary verb inflection, “-s”, which should not appear in this case, because the verb is preceded by modal. When modal comes

after the subject and followed by the verb, the verb should be in the base form, so it does not need to get inflectional –s to show singularity. Thus, the sentence will be “**Doraemon can fly....**”.

b) “Doraemon can moves....”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary verb inflection, “-s”, which should not appear in this case, because the verb is preceded by modal. When modal comes after the subject and followed by the verb, the verb should be in the base form, so it does not need to get inflectional –s to show singularity. Thus, the sentence will be “**Doraemon can move....**”.

7) Text 14

a) “My house nears....”

In this sentence, addition error occurs in subject verb agreement, that is simple addition. There is an unnecessary inflectional morpheme which is attached to “near”, that is the inflection –s. It is not verb, so it does not need to be added with –s although the subject is singular form. Because the singularity needs is the auxiliary verb after the subject. So, it will be “**My house is near....**” (also adding auxiliary verb “is”).

b) “Kitchen besides....”

In this sentence, addition error occurs in subject verb agreement, that is simple addition. There is an unnecessary inflectional morpheme which is attached to “beside”, that is the inflection –s. It is not verb, so it does not need to be added with –s, and it is also not a conjunction. Although the subject is in singular form, it does not need to get inflection. Because the singularity needs is the auxiliary verb after the subject. So, it will be “**Kitchen is** beside....” (also adding auxiliary verb “is”).

8) Text 16

a) “Lala is like....”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “is”, which should not appear in this case. After the subject which is singular, it is followed by singular verb without any auxiliary precedes. So, it will be “**Lala likes....**” (also added with inflectional –s).

9) Text 17

a) “I’am happy....”

In this sentence, addition error occurs in the subjectt, that is simple addition. There is unnecessary item, that is apostrophe after the subject. It should not appear in this case, because the auxiliary used is complete,”am”. The

apostrophe can be used if the auxiliary used is only “m”, so it will be “**I am** happy..../ **I’m** happy....”.

10) Text 21

- a) “**I am** can bring....”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “am”, which should not appear in this case. After the subject, it should be directly the modal auxiliary, without use auxiliary “am” between them, then the modal followed by verb base. So, the sentence will be “**I can bring....**”.

- b) “..., **I am** become....”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “am”, which should not appear in this case. After the subject, it should be directly the verb without any additional auxiliary, because it is simple present tense in which subject is followed by verb base. Thus, the sentence will be “..., **I become....**”

11) Text 22

- a) “**I’m** like flower”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “’m”, which should not appear in this case.

After the subject, it should be directly the verb without any additional auxiliary, because it is simple present tense in which the subject is “I”, it should be followed by verb base directly. Thus, the sentence will be “**I like** flower”.

- b) “All people **is** like rose”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “is”, which should not appear in this case. After the subject, it should be directly the verb without any additional auxiliary, because it is simple present tense. The subject of this sentence is “all people”, by the use of quantifier “all”, it shows that the subject is in plural form. Because of that, the verb used after it should indicate plural form, that is the base form of “like” without any inflectional morpheme. Thus, the sentence will be “**All people like** rose”.

12) Text 23

- a) “My sister **is** like rabbit very much”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “is”, which should not appear in this case. After the subject, it should be directly the verb without any additional auxiliary, because it is verbal sentence. The subject of this sentence is “My sister”, a singular subject, so

the verb must also in singular, but without using auxiliary. It will be “**My sister likes** rabbit very much” (also adding – s to indicate singularity in the verb).

b) “**Rabbit is** have white fur”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “is”, which should not appear in this case. After the subject, it should be directly the verb without any additional auxiliary, because it is verbal sentence. The subject of this sentence is “Rabbit”, a singular subject, so the verb must also in singular, “has”. Thus, It will be “**Rabbit has** white fur” (also change the use of “has” instead of “have”)

c) “**I am** like rabbit too”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “am”, which should not appear in this case. After the subject, it should be directly the verb without any additional auxiliary, because it is verbal sentence. Because the subject is “I”, the verb used is the base form. So, the sentence will be “**I like** rabbit too”.

13) Text 24

- a) “My brother **is** swim in a pool”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary word, auxiliary “is”, which should not appear in this case. After the subject, it should be directly followed by singular verb which is indicated by the existence of inflectional morpheme –s at the end of the verb “swim”, because the subject is singular, that is “My brother”. So, the sentence will be “**My brother swims** in a pool” (also adding –s to indicate singular verb).

- b) “Scenary in there very beautiful”

In this sentence, addition error occurs in the subject-verb agreement, that is simple addition. There is unnecessary preposition “in”, which should not appear in this case. The word scenary should not be followed by “in”, because the word “there” should begin the sentence, so that after “scenary”, it can directly followed by auxiliary “is” becomes “There, **the scenary is** very beautiful” (also adding article “the”, auxiliary “is”, and moving the position of “there”).

To sum up, there are 22 addition errors which are found among the students’ descriptive text which cover double marking and simple addition error.

c. Misformation

As stated in chapter II, misformation is a case in which the language learner uses wrong form of the morpheme or structure.³⁹ There are many misformation errors among the students' decriptive text. Here will be explained one by one the misformation errors occured.

1) Text 1

a) “**Arab** language easy”

In this sentence, misformation error occurs in the subject, that is the use phrase “Arab language” instead of “Arabic”.

So, the correct one is using “Arabic” and the sentence will be “**Arabic** is easy” (Also added with auxiliary verb).

2) Text 3

a) “Anton always **fighting**”

In this sentence, misformation error occurs, that is archi forms error in which the use of V-ing replaces the necessary of V-s. Because the sentence is in present form. After S+Adv, they should be followed by V base with inflectional -s at the end of the verb, so it will be “Anton always **fight**s”.

b) “His shoes **is**...”

In this sentence, misformation error occurs, that is archi forms error in auxiliary verb. The use of auxiliary verb “is”

³⁹Ibid. 158-162

substitutes “are”. In this sentence, the auxiliary verb needed is “are” because the subject is in plural form, it can be seen from the inflectional –s at the end of the noun. So, it will be “**The shoes are**”

c) “Anton (**penurut**)....”

In this sentence, misformation error occurs. The word “penurut” should be translated into English, that is “obey”. Because the subject is in singular form, so the verb above should be added with –s to indicate singularity. So, it will be “**Anton obeys....**”

3) Text 4

a) “**its** expensive”

In this sentence, misformation error occurs, that is the alternating form error. The use of “which include to possessive pronoun replace the position of “it” as the subject pronoun. Because of that, the pronoun used should be “it” as subject, not “its”, so it will be “**It is** expensive” (also added with auxiliary verb “is”).

4) Text 5

a) “Table **have**....”

In this sentence, misformation error occurs, that is alternating form. The student uses other variation of word class, that is the use of “have” instead of “has”. The correct one is using “has” because the subject is singular, so the

verb should be singular. The sentence will be “**Table has....**”

5) Text 9

a) “**Hes....**”

There are some sentences in the text 9 which use the word “Hes”. In those sentences, the misformation error occur, because the word “hes” has no meaning. The right one is using “He is or He’s”, because the position of that word is as the subject and needs to be followed with auxiliary verb, because it will connect between the subject and the complements. So, the sentences will be “**He is** old and health; **He is** tall; ... ; **He is** strong”.

6) Text 10

a) “Uus lips **is** thin”

In this sentence, misformation error occurs, that is archi forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. In this sentence, the auxiliary verb needed is “are” because the subject is in plural form, it can be seen from the inflectional –s at the end of the noun. So, it will be “**Uus’ lips are** thin”

b) “Her nose **was....**”

In this sentence, misformation error occurs, that is archi forms error in auxiliary verb. The use of auxiliary verb “was” substitutes “is”. In this sentence, the auxiliary verb

needed is “is” because it should be present tense. Because the subject is singular, the auxiliary verb used is also singular. So, it will be “Her nose **is**...”

- c) “Her friend **am** me”

In this sentence, misformation error occurs, that is archi forms error in auxiliary verb. The use of auxiliary verb “am” substitutes “is”. In this sentence, the auxiliary verb needed is “is” because the subject is in singular form, that is “Her friend”. So, it will be “Her friend **is** me”.

7) Text 11

- a) “I **playing**...”

In this sentence, misformation error occurs in the subject-verb agreement, that is archi form error of verb. The student uses present participle form of the verb instead of the base form, while the correct one is the base form “play”, not “playing”. It is caused by the tense used and the subject. Because the subject is “I” and it is simple present tense, the verb should be in the base form. So, it will be “**I play**...”

- b) “... i **don now** name”

In this sentence, misformation error occurs, because the student writes something without meaning, that is “i don now name”. In this case, there is misspelling, the correct one is “**I don’t know** the name”.

- c) “There **is** two tails....”

In this sentence, misformation error occurs, that is archi-
forms error in auxiliary verb. The use of auxiliary verb “is”
substitutes “are”. In this sentence, the auxiliary verb needed
is “are” because the subject is in plural form, that is “two
tails”. So, it will be “There **are two tails....**”

8) Text 12

- a) “Doraemon eyes **is** big”

In this sentence, misformation error occurs, that is archi-
forms error in auxiliary verb. The use of auxiliary verb “is”
substitutes “are”. In this sentence, the auxiliary verb needed
is “are” because the subject is in plural form, that is
“Doraemon’s eyes”. So, it will be “**Doraemon’s eyes are**
big” (also added noun inflection for the subject).

9) Text 13

- a) “I **has....**”

In this sentence, misformation error occurs, that is
alternating form. The student uses other variation of word
class, that is the use of “has” instead of “have” for subject
“I”. The correct one is using “have” because the subject is
the first singular person. So, The sentence will be “**I**
have....”

10) Text 14

- a) “There’s manggo trees”

In this sentence, misformation error occurs, that is archi-
forms error in auxiliary verb. The use of auxiliary verb “is”
substitutes “are”. In this sentence, the auxiliary verb needed
is “are” because the subject is in plural form, that is
“manggo trees”. So, it will be “There **are** mango trees”
(also change the spelling of “manggo” to “mango”).

- b) “There **is** flowers....”

In this sentence, misformation error occurs, that is archi-
forms error in auxiliary verb. The use of auxiliary verb “is”
substitutes “are”. In this sentence, the auxiliary verb needed
is “are” because the subject is in plural form, that is
“flowers”. So, it will be “There **are** flowers”.

- c) “My mother **swep**....”

In this sentence, misformation error occurs. The use of word
“swep” does not have meaning. In this sentence, the
appropriate word is “sweep”, but because the subject is
singular, “my mother”, the verb should be added with
inflectional morpheme –s. Thus, it will be “My mother
sweeps”

- d) “There **is** two bathroom....”

In this sentence, misformation error occurs, that is archi-
forms error in auxiliary verb. The use of auxiliary verb “is”

substitutes “are”. In this sentence, the auxiliary verb needed is “are” because the subject is in plural form, that is “two bathrooms”. So, it will be “There **are two bathrooms**” (also added the subject with plural marker –s).

11) Text 15

a) “**I photo are....**”

In this sentence, misformation errors occur, those are alternating form and archi-forms error in auxiliary verb. The alternating form error occurs in the subject, that is the use of subject “I” instead of “My”. It should be “my” because followed by noun. Additionally, the error also occur in archi form, that is the use of auxiliary verb “are” substitutes “is”. In this sentence, the auxiliary verb needed is “is” because the subject is in singular form, that is “my photo”. So, it will be “**My photo is....**”

b) “**I sent....**”

In this sentence, misformation error occurs, that is archi-forms error in verb. The student use past verb instead of verb base, although the correct one is the use of verb base because it is present tense with subject “I”. So, it will be “**I send....**”

12) Text 16

- a) “Lala eyes **is**....”

In this sentence, misformation error occurs, that is archi- forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. In this sentence, the auxiliary verb needed is “are” because the subject is in plural form, that is “Lala’s eyes”. So, it will be “**Lala’s eyes are**....” (also added possessive marker to the word “Lala”).

13) Text 17

- a) “There **is** ties....”

In this sentence, misformation error occurs, that is archi- forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. In this sentence, the auxiliary verb needed is “are” because the subject is in plural form, that is “ties”. So, it will be “There **are ties**....”

- b) “... I **has** new shoes.”

In this sentence, misformation error occurs, that is alternating form. The student uses other variation of word class, that is the use of “has” instead of “have” for subject “I”. The correct one is using “have” because the subject is the first singular person. So, The sentence will be “... **I have** new shoes.”

14) Text 18

- a) “My cat **eates**”

In this sentence, misformation error occurs, that is regularization errors.. The student uses inflectional morpheme –es for the word “eat”, and it is incorrect because this word should be added with –s directly, while for –es is used when the verb is ending in “ch”, “c”, “ss”, “sh”, and “o”. So, the sentence should be “**My cat eats....**”

15) Text 19

- a) “There **is** chairs,....”

In this sentence, misformation error occurs, that is archi-forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. In this sentence, the auxiliary verb needed is “are” because the subject is in plural form, that is “chairs,....”. in sentence using the word there, the subject is after the auxiliary verb, so the auxiliary verb should follow the form of the word after it. So, it will be “There **are chairs,....**”

- b) “Class **have**....”

In this sentence, misformation error occurs, that is alternating form. The student uses other variation of word class, that is the use of “have” instead of “has”. The correct one is using “has” because the subject is singular, so the

verb should be singular. The sentence will be “**Class has...**”

- c) “..., there **is** 8 window”

In this sentence, misformation error occurs, that is archi- forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. In this sentence, the auxiliary verb needed is “are” because the subject is in plural form, that is “8 windows”. For sentence using the word “there”, the subject is after the auxiliary verb, so the auxiliary verb should follow the form of the word after it. Thus, it will be “**There are 8 windows**” (also adding –s as plural marker in the subject).

16) Text 20

- a) “She **teachs**”

In this sentence, misformation error occurs, that is regularization errors. The student uses inflectional morpheme –s for the word “teach”, and it is incorrect because this word should be added with –es, as mentioned before that to indicates the verb as a singular form, it should be added with –es if the verb ending in “ch”, “c”, “ss”, “sh”, and “o”, and “teach” is ending in “ch”. So, the sentence will be “**She teaches...**”

b) “**Ibu Fitri** **haves**....”

In this sentence, misformation error occurs, that is regularization errors. The student uses inflectional morpheme –s for the word “have” to indicate its singularity. Although the subject is singular, it does not mean that every verbs needs to be added with –s, but there are some words which are irregular in the change of singular and plural form. For this verb, it does not need to get inflectional morpheme, but it has its own singular form, that is “has”, so the correct verb used in this sentence is “has”, and the sentence will be “**Ibu/ Mom Fitri has**....”

c) “**She** **haves**....”

In this sentence, misformation error occurs, that is regularization errors. The student uses inflectional morpheme –s for the word “have” to indicate its singularity. Although the subject is singular, it does not mean that every verbs needs to be added with –s, but there are some words which are irregular in the change of singular and plural form. For this verb, it does not need to get inflectional morpheme, but it has its own singular form, that is “has”, so the correct verb used in this sentence is “has”, and the sentence will be “**She has**....”

17) Text 21

- a) “There **are** sack....”

In this sentence, misformation error occurs, that is archi-
forms error in auxiliary verb. The use of auxiliary verb
“are” substitutes “is”. In this sentence, the auxiliary verb
needed is “is” because the subject is in singular form, that is
“sack”. In sentence using the word there, the subject is after
the auxiliary verb, so the auxiliary verb should follow the
form of the word after it. So, it will be “There **is sack....**”

18) Text 22

- a) “There **is** thorns in stem”

In this sentence, misformation error occurs, that is archi-
forms error in auxiliary verb. The use of auxiliary verb “is”
substitutes “are”. In this sentence, the auxiliary verb needed
is “are” because the subject is in plural form. It can be seen
from the inflectional morpheme attached to the noun
“thorn”. The inflection –s is plural marker. Thus, the
auxiliary verb should follow the form of the subject, that is
plural auxiliary verb, “are”. So, it will be “There **are thorns**
in stem”.

- b) “Thorn can **injuring** people”

In this sentence, misformation error occurs, that is archi-
forms error in verb. The student uses present participle verb
(V-ing) instead of verb base. Regarding with it, after modal

in a sentence, it must be verb base without any inflection, so the correct verb used in this case is “injure”. Although the subject is in singular form, if it is followed by modal, then the main verb should be in the base form (S+ Modal + Vbase). Thus, the sentence will be “**Thorn can injure** people”.

19) Text 23

- a) “Rabbit is **have** white fur”

In this sentence, misformation error occurs, that is alternating form error. The student uses other variation of word to indicate similar context. In this sentence, the use of “have” replaces “has” which is actually correct. After omitting the auxiliary verb above, the subject should be followed by verb. Because the subject is singular, the verb needed is also singular. The singular form of “have” is “has”, so the sentence will be “**Rabbit has** white fur”.

- b) “Rabbit can **jumped** and **ran** with quick”

In this sentence, misformation error occurs, that is archi-forms error in verb. The student uses past verb instead of verb base. If a sentence contains a modal after the subject, it should be followed by verb base, not past verb or others. So, the correct verbs are “jump” and “run”. Thus, the sentence will be “**Rabbit can jump** and **run** with quick”.

- c) “There **is** two rabbit in house”

In this sentence, misformation error occurs, that is archi-forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. The auxiliary verb needed actually is “are” because the subject is in plural form. It can be seen from the quantifier of the noun which show that the rabbit is more than one, that is “two”. So, the form of the auxiliary verb must follow the form of noun. So, it will be “There **are two rabbits** in house” (also adding –s to the noun as plural marker).

20) Text 24

- a) “... I **walking** in sand”

In this sentence, misformation error occurs, that is archi-forms error in verb. The student uses present participle verb instead of verb base. It is simple present tense, and the subject is “I”, so the correct verb is verb base without any inflectional morpheme. Thus, the sentence will be “... I **walk** in sand”.

- b) “My sister **finding** fish”

In this sentence, misformation error occurs, that is archi-forms error in verb. The student uses present participle verb instead of verb base. It is simple present tense, and the subject is “My sister”, a singular subject, so the correct

verb is a singular verb, that is verb base + -s. Thus, the sentence will be “My sister **finds** fish”.

- c) “Talang Siring **have**...”

In this sentence, misformation error occurs, that is alternating form. The student uses other variation of word class, that is the use of “have” instead of “has”. The correct one is using “has” because the subject is singular, so the verb should be singular. The sentence will be “**Talang Siring has**...”

- d) “Place in Talang Siring **does** not hot”

In this sentence, misformation error occurs, that is archi-forms error in auxiliary verb. The use of auxiliary verb “does” substitutes “is”. The auxiliary verb needed actually is “is” because it is non-verbal sentence. the auxiliary verb here has function as auxiliary verb which connects between the subject and complement. It is “is” because the subject is in singular form “Place in Talang Siring”. So, the sentence will be “**Place in Talang Siring is not** hot”.

- e) “There **is** many tree in there”

In this sentence, misformation error occurs, that is archi-forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. The auxiliary verb needed actually is “are” because the subject is in plural form. It can be seen from the quantifier of the noun, “many”. So, the form of the

auxiliary verb must follow the form of noun. It will be “There **are many trees** in there” (also adding –s to the noun as plural marker).

21) Text 25

- a) “My dress colors **is** blue and pink”

In this sentence, misformation error occurs, that is archi-forms error in auxiliary verb. The use of auxiliary verb “is” substitutes “are”. The auxiliary verb needed actually is “are” because the subject is in plural form. It can be seen from the phrase “My dress colors”, the existence of –s at the end of the word color, indicates plurality. So, the form of the auxiliary verb must follow the form of noun. It will be “**My dress colors are** blue and pink”.

- b) “There are **flower-flower** in my dress”

In this sentence, misformation error occurs in the subject, that is in making the plural form of noun “flower”. In this sentence, the word is repeated twice, but it is not the rule for making plural noun. The correct one is adding inflectional morpheme –s at the end of the word “flower”. So, the sentence will be “There **are flowers** in my dress”.

Thus, there are 44 misformation errors which are found in the students’ descriptive text which cover regularization, archi-form, and alternating form errors.

d. Misordering

As stated in chapter II, misordering is kind of error in which the language learners place a morpheme or word incorrectly.⁴⁰ There are some misordering errors among the students' decriptive text. Here will be explained one by one the misordering errors occured.

1) Text 17

a) "My number shoes 34"

In this sentence, misordering error occurs, that is in the subject. The student disorder the words between "number" and "shoes". The correct one is "shoes" precedes the word "number", because it becomes the attribute for number, that is the number of shoes. So, it will be "**My shoes number** is 34" (also adding noun inflection and auxiliary verb).

2) Text 18

a) "My cat is name Uzy"

In this sentence, misordering error occur, that is in subject-verb agreement. The order between auxiliary verb and the word "name" is incorrect, because "name" is noun which becomes the subject. It should be auxiliary verb which is put after the word "name". The position of them should be switched. So, it will be "**My cat name is** Uzy".

⁴⁰ Ibid. 162

3) Text 24

a) “**Scenary in there** very beautiful”

In this sentence, misordering error occur, that is in subject-verb agreement. The order between subject and adverb of adverb should be switched, becomes “**There, the scenary** is very beautiful” (also omitting preposition “in” and adding the article “the” in the subject).

Finally, the researcher found 3 misordering errors among the students’ descriptive texts.

From the whole texts which have been analyzed by the researcher, those are 25 texts, the researcher can find 161 errors in subject-verb agreement which contain of 92 omission errors, 22 addition errors, 44 misformation errors, and 3 misordering errors.

2. **The Factors Which Cause The Subject-Verb Agreement Errors on Students’ Writing Descriptive Text at the Eighth Grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan**

Error as one of the problems which is faced by students in learning a language comes because of some factors. In the finding, it has been stated that there are two main causes of the subject-verb agreement error among the students at the eighth grade in MTs Sunan Kalijaga. The errors: omission, addition, misformation, even misordering error are caused by word for word translation which is done by the students and the lack of grammar.

Regarding with the result above, it can be analyzed more based on the theory about factors which can cause the errors, proposed by Brown. He states that there are four kinds of factors which can influence someone in making errors, they are: Interlingual transfer, intralingual transfer, context of learning, and communication strategies.⁴¹ Among the four factors above, there are two factors which are in line with the result of the research. Those are interlingual transfer and intralingual transfer.

a. Interlingual Transfer

Interlingual transfer relates to the transferring the first language system by using the second language.⁴² In this case, the students translate the Indonesian text into English text word by word and the grammar or system used still following the first language. Such as in the using of auxiliary verb. There are still many students which ommit the use of auxiliary verb in sentence, because they only follows the Indonesian text, such as the sentence which is written by Lailatus Sa'diyah, "**She thin, she beautiful** too". In this sentence, there is no auxiliary verb used, because it is still influenced by the first language which equal with "Dia kurus, dia cantik juga". She still uses the system of the first language which only mentions the subject and the complement.

⁴¹ Brown, *Principles of Language Learning and Teaching*, 263–66.

⁴² Ibid. 263.

b. Intralingual Transfer

It relates to the use of second language system in which the students apply a rule for a construction which has different rule.⁴³ It happens because they know a particular rule and use it inappropriately. It occurs in some students' writing, such as in Alex Zaidaniel Fadla's text. He writes sentence which contains of auxiliary and verb although the auxiliary should not appear in this construction, that is "**I am like** arab in school". Similarly, Uswatun Hasanah also makes similar construction, that is "**I'm like** flower". Another example is the sentence which is written by Sitti Nur Halimah in her text, "**She teaches** Indonesia language". In this sentence, she applies the rule of adding -s to indicate singular verb without knowing that word ending in "ch" must be followed by -es. It is caused by misusing a rule in other construction.

From those explanation, it is clear that the errors made by the students are caused by word for word translation as the result of the influence of first language in the second language (interlingual transfer), and lack of grammar as the result of intralingual transfer which relates to the applying rule for inappropriate construction.

⁴³ Ibid. 264.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to take conclusion after analyzing the result of the research. This part is divided into two points, those are the conclusion and suggestion. In the conclusion, researcher will conclude all of the result of the research which has been explained in the previous chapter, while for the suggestion, the researcher will give recommendation for the reader.

A. Conclusion

1. The subject- verb agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan are in the following table:

No.	Kinds of Error	Sentence	Correction
1.	Omission		
		a. Auxiliary	Ust. Zainal the teacher in my class. She kind.
	b. Verb Inflection	Teacher bring laptop to class.	Teacher brings laptop to class.
		Anton always buy black bag too.	Anton always buys black bag too.
	c. Noun Inflection	There is eight window.	There are eight windows.

		There is two tail.	There are two tails.
2.	Addition		
	a. Double Marking	She is has long hair.	She has long hair.
	b. Simple addition	Doraemon can moves fast.	Doraemon can move fast.
		I am like rabbit too.	I like rabbit too.
3.	Misformation		
	a. Regularization	She haves son.	She has son.
		She teachs Indonesia Language.	She teaches Indonesia Language.
	b. Archi-Forms	There is two rabbit.	There are two rabbits.
		I walking in sand.	I walk in sand.
	c. Alternating forms	I'am happy because I has new shoes.	I am happy because I have new shoes.
		I photo are beautiful.	My photo is beautiful
4.	Misordering	My cat is name Uzy.	My cat name is Uzy

From 25 texts which are analyzed, there are 161 errors in subject-verb agreement which contain of 92 omission errors, 22 addition errors, 44 misformation errors, and 3 misordering errors.

2. The factors which cause the subject verb-agreement errors on students' writing descriptive text at the eighth grade in MTs Sunan Kalijaga Larangan Luar Larangan Pamekasan consist of two main factors, they are:
 - a. Word for word translation
 - b. The lack of grammar

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion, as follow:

1. For Teacher

It is suggested for the teacher to develop the teaching learning process in class, moreover in making sentence by using English, because the students are still lack of ability in arranging words to be sentence by using English system.

2. For Students

It is suggested for the students to learn more about English grammar, specifically about the use of auxiliary verb, singular and plural noun, and verb inflection to indicate singularity. So that such kinds of error can be avoided at other time.

3. For Further Researcher

It is suggested for further researcher to select more outstanding topic in the next research, or try to develop the existed topic with new inovation. So that, it can give more contribution for knowledge.

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DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Here with I,

Name : Nafisatul Hasanah
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Department : Tarbiyah
Program Study : English Teaching Learning

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any person, nor does include, without due acknowledgement, the work of any other person.
3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Pamekasan, 17th October 2019



Nafisatul Hasanah

NIM. 20160701030123

OBSERVATION SHEET

Activity	Yes	No	Information
Students are ready to write descriptive text by themselves	√		
Teacher asks the students to write a descriptive text	√		
Students write the text on piece of paper	√		
Students make the text individually	√		
Students write the descriptive text by using Indonesian	√		The first Step
Students write the descriptive text by using English	√		Translating the Indonesian text
Students are helped by the teacher in arranging the words		√	
Students use dictionary in translating the text	√		Some of them
Students ask the vocabulary to the teacher	√		Some of them
Students ask the vocabulary to their friends	√		Some of them

Pamekasan, 30th September 2019

Observer,

Nafisatul Hasanah

INTERVIEW GUIDELINE

A. The Students

1. What do you understand about descriptive text?
2. What do you understand about subject-verb agreement?
3. What do you think about writing by using English?
4. What is your difficulties in writing an English text?
5. How do you write an English text?

B. The Teacher

1. How often do you ask your student to write English text?
2. What do you think about the students' ability in writing an English text?
3. What is their difficulties in writing an English Text?
4. What is the common error which usually made by the students in writing an English text?

**NAME LIST OF THE STUDENTS
AT THE EIGHTH GRADE OF MTs SUNAN KALIJAGA
LARANGAN LUAR LARANGAN PAMEKASAN**

NO	NAME	GENDER
1	ALEX ZAIDANIEL FADLA	M
2	ALFINA IMANIRRIDHA	F
3	ANA LUTFIANA	M
4	DEDY HIDAYAT	M
5	DIDIK AMARUDDIN	M
6	FIKRI ALI	M
7	FITRIATUL JANNAH	F
8	IMROATUS SHOLEHATUN	F
9	IQBAL MAULANA SUFI	M
10	LAILATUS SA'DIYAH	F
11	MOH. ALDIANSYAH	M
12	MAKRIFATUL LAILY	F
13	MOH. ADITYA MAULIDY	M
14	MOH. SOBRI	M
15	MOH. ZAIN FARODIS	M
16	PUTRI AYU	F
17	RAMADANI	M
18	RUUFIYAL ULUMIYAH AF	F
19	S. NURUL QAMARIYAH AK	F
20	SITI NOR HALIMAH	F
21	SITI NUR NAFILA SARI	F
22	USWATUN HASANAH	F
23	WIDADATIN YULIA DINY	F
24	YASTOFAN	M
25	ZAINURROHMAH	F

CURRICULUM VITAE



Nafisatul Hasanah was born in Koreban, Larangan Luar, Larangan, Pamekasan on 11th August 1998. She is the only one child of Aksan and Rohemah. She has graduated from MI Al-Falah III in 2004. Then, she continued her study at MTs Sunan Kalijaga in 2010-2013. Graduating from that junior high school, she studied at MAN Pamekasan and has graduated in 2016. In the same year, she continued to IAIN Madura in Tarbiyah Faculty, especially the English Teaching Learning Program (TBI).