



UNIVERSITAS ISLAM NEGERI
SULTHAN THAHA SAIFUDDIN
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State Islamic University of Sulthan Thaha Saifuddin Jambi

AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT ON STUDENTS' WRITING AT THE THIRD GRADE OF ISLAMIC SENIOR HIGH SCHOOL NURUL IMAN JAMBI CITY

THESIS



**ZIAT ZAMZAMI
TE205172893**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH FACULTY AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF
SULTHAN THAHA SAIFUDDIN JAMBI
2021**

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ON STUDENTS' WRITING AT THE THIRD GRADE OF
ISLAMIC SENIOR HIGH SCHOOL NURUL IMAN JAMBI CITY**

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Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1) Degree at
English Education Study Program Faculty of Tarbiyah and Teacher Training



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NIM : 205172893
Department : English Education Study Program
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Jambi, June 16th, 2021
Advisor I



Hilma Suryani, M.Pd
NIP. 198612262015032005

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Advisor II

Reni Andriani, M.Pd
NIDN.199005262020122017

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





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Telp/Fax : (0741)583183-584118 website : www.uinjambi.ac.id

THESIS APPROVAL/FINAL TASK

The Thesis entitled “An Error Analysis of Subject-Verb Agreement On Students’ Writing at The Third Grade of Islamic Senior High School Nurul Iman Jambi City” has been Thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day : Wednesday
Date : September 22th, 2021
Time : 09.00-10.00 WIB
Name : Ziat Zamzami
Place : Online (Aplikasi Zoom)
Student’s Number : TE.205172893
Title : An Error Analysis of Subject-Verb Agreement on Students’ Writing at The Third Grade of Islamic Senior High School Nurul Iman Jambi City

Has been improved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirements.

No	Name	Signature
1	Monalisa, M.Pd NIP.197505152000032004 (Chair)	
2	Juliana Mesalina, M.Pd NIP.197607232007102002 (Secretary)	
3	Edi Rozal, M.Pd NIP.198808032015031003 (Examiner I)	
4	Uyun Nafi’ah MS, M.Pd NIP.198806272015032006 (Examiner II)	
5	Hilma Suryani, M.Pd NIP.198612262015032005 (Advisor I)	
6	Reni Andriani, M.Pd NIDN.199005262020122017 (Advisor II)	

Dean
Education and Teacher Training Faculty the State of Islamic
University Sulthan Thaha Saifuddin Jambi



Dr. H. Fadilah, M.Pd
NIP.196707111992032004



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I who signed below state that the thesis which is end title “An Error Analysis of Subject-Verb Agreement on Students’ Writing at The Third Grade of Islamic Senior High School Nurul Iman Jambi City” is truly my own work.

As certain parts of the writing of which I quoted from the work other people, I have written the source clearly is accordance with the norms, rules and ethics of scientific writing.

In the case that if it is found or parts of the thesis are not my own work or indicated the existence of elements plagiarism in certain parts, I am willing to accept the sanction in accordance with the regulation from the faculty.



DEDICATIONS

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the Prophet Muhammad SAW his coming really change the world.

First of all, I dedicated this thesis especially for My beloved parents, they are my father **Ibnu Hajar** and my mother **Jamaliah**, thank you very much for your love, material, advices, best support, motivation, care and prayer for me. Both of you always make me strong to face the life. Your love give a power for me to finish this thesis.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَأَلْعَصْرِ (1)

إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ (2)

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّأ صَوًّا بِأَلْحَقٍ ۖ وَتَوَّأ صَوًّا بِأَلْصَبْرِ (3)

(QS. Al-‘Asr: 1-3)

*Education is The Most Powerful Weapon Which You Can Use to Change The
World.*

(Nelson Mandela)

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This thesis is written to fulfil one of the requirements to get undergraduate degree (S 1) at the English Education Study Program of Tarbiyah Faculty and Teacher Training. State Islamic University Sulthan Thaha Saifuddin Jambi.

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2. Dr. Hj. Fadlillah, M. Pd as the Dean of Tarbiyah Faculty and Teacher Training of State Islamic University of Sulthan Thaha Saifuddin Jambi.
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Finally, may Allah SWT deign reply all kindness people who has help and contributing the researcher. The researcher hope this thesis can be useful for developing of knowledge.

Jambi, September 2021

Ziat Zamzami
205172893

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ABSTRACT

Name : Ziat Zamzami

Major : English Education Study Program

Title : An Error Analysis of Subject-Verb Agreement on Students' Writing at The Third Grade of Islamic Senior High School Nurul Iman Jambi City

The aims of this study were 1) to describe the types of subject-verb agreement error on students' writing, 2) To find out the most error of subject-verb agreement on students' writing at the third grade of Islamic Senior High School Nurul Iman Jambi City. This research was descriptive qualitative research, while the technique of collecting data was documentation and analyzed with Surface Strategy Taxonomy.

This research revealed that 1) students' did all types of subject verb agreement errors, 2) the most type of errors in subject verb agreement was misformation with the accuracy 21 errors. Based on the findings of this research, researcher recommended to the teacher to added and combined learning strategy effectively and creatively especially in writing paragraph.

Keywords: Error Analysis. Subject-Verb Agreement, Surface Strategy Taxonomy



ABSTRAK

Name : Ziat Zamzami

Jurusan : Tadris Bahasa Inggris

Judul : An Error Analysis of Subject-Verb Agreement on Students' Writing at The Third Grade of Islamic Senior High School Nurul Iman Jambi City

Tujuan dari penelitian adalah 1) untuk menjelaskan jenis-jenis kesalahan kesesuaian subjek dan kata kerja pada tulisan siswa, 2) untuk menemukan kesalahan terbanyak pada kesesuaian subjek dan kata kerja dalam tulisan siswa kelas Tiga di Madrasah Aliyah Nurul Iman Kota Jambi. Penelitian ini adalah penelitian kualitatif deskripsi, sedangkan teknik pengumpulan data yang digunakan adalah dokumentasi dan menggunakan analisa Surface Strategy Taxonomy.

Penelitian ini menemukan bahwa 1) siswa melakukan semua jenis kesalahan pada kesesuaian subjek dan kata kerja, 2) jenis kesalahan kesesuaian subjek dan kata kerja terbanyak adalah misformation dengan akurasi 21 kesalahan. Berdasarkan penemuan pada penelitian ini peneliti merekomendasikan kepada guru untuk menambah dan mengkombinasikan strategi mengajar yang efektif dan kreatif khususnya dalam menulis paragraph.

Kata kunci: Analisa Kesalahan, Kesesuaian Subjek dan Kata Kerja, Surface Strategy Taxonomy

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CHAPTER I INTRODUCTION

A. Background of the Study

Writing plays an important role as a communication medium for exchanging information, expressing our ideas and sharing knowledge. As productive skill, writing is not like speaking skill or other skills. It is generally considered the most difficult of the four skill because not only needs a lot of vocabularies in compose paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time. Harmer (2004) states that "Writing activities are activities that can't bound by time. Students need more time to think when they are writing than they do oral activities. They need dictionaries, grammar books and other references to help them bring out what is on their minds" (p.31). It can be concluded that writing is a hard work which needs more time not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly and it takes a process which needs a lot of practices to be good writing.

Writing is the process requires thinking and creativity. Writing is not a natural skill. It must be learned and practiced in a formal teaching. Even if writing is used as a production skill, it poses a challenge to students who master the language. Writing becomes important thing that we must learn and mastering. Furthermore, if the students wants to master in writing they must know how to make an essay or paragraph with correct grammar. Besides, some students still found difficulties in writing paragraph, like how to start writing, and also in grammatical structure, like how the subjects are agree with the verb and also the objects in making good sentences.

In additional, writing is a skill that requires the learner to generate ideas and convert them into text. But if in someone's writing found many mistakes that causes they not know how to write an essay with the grammatical rules, the readers can confuse and also misunderstand about their writing. So, that is way the students must



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know the rules in language target. There are so many rules in learning English, all of rules have their own function, one of its rule is subject-verb agreement.

In the writing process, one of the biggest challenge is making mistakes and errors. Errors in teaching learning process in writing are something unavoidable. The presence of errors indicates that the student has not mastered the rules of the language they are learning. The student is wrong because the student does not know what is correct. Some students try not to make mistakes at work. In addition, important to discuss about error analysis that make by the students for teaching English as a foreign language. According to Sanal “error analysis is an activity to observe, explain and to describe the learner’s error by using some of the techniques provided by linguistics.” (as cited in Mahmudin, 2019, p. 8). It can be said that error analysis as a process based on an analysis of the students’ errors.

Therefore, the explanation above is supported by the writer’s unstructured interview result and long observation that the main problem faced by students at third grade of Islamic senior high school nurul iman jambi city in writing activity is grammatical structure, almost students know about subject-verb agreement, but they often forget about it in the next meeting. About students’ paragraph, the researcher found that some students made mistake in matching singular subject with singular verb, and also plural subject with plural verb. Sometimes, they made two verbs with one subject, the subject does not agree with the verb. The students used singular subject with plural verb or plural subject suited to the singular verb. Then, they made two verbs in a sentence that made the reader confuse to understand the sentence. So, an error analysis in students’ writing can be helped the teachers and also the students, students can be know the types of errors that made by themselves. It is important for English teacher to realize that errors made by learner need to be analyze correctly in order to arrange learning strategy effectively and creative.

There are some previous study about Error Analysis of Subject-Verb Agreement on students’ writing. The first study was conducted by Baroqah (2019), in her research, she found that students made all types of error in using subject-verb agreement based



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on surface taxonomy strategy and the most type of subject-verb agreement error did by students was misinformation with the occurrence 40 errors. Another previous study comes from Sebelas Maret University, Siti Nurjannah (2017), she analyzes about subject-verb agreement errors on students' writing. In her research, she found that Students' subject and verb agreements' errors viewed surface taxonomy's perspective are in the form of misformation, omission, and addition, while viewed from linguistic categorization's perspective, the errors are in the form of improper use of singular/plural nouns placed as the subject, inappropriate use of verbs, and improper use of verbal and nominal sentences in making present tense. The last research was conduct by Ginanjar (2015), In his research, he revealed that students made four kinds of errors based on the surface taxonomy: addition, omission, misinformation, and misordering, which the error of omission got the highest frequent from the point of surface taxonomy followed by error of misinformation, addition and misordering.

The above studies relevant with this study so the writer consider to conduct research in analyzing students' writing with focusing on recount text, descriptive text and narrative text and also to find out which types of subject that students usually use in their writing. Therefore, the researcher will conduct the research entitled: "An Error Analysis of Subject-Verb Agreement on Students' Writing at The Third Grade of Islamic Senior High School Nurul Iman Jambi City"

B. Focus of the Study

Appropriate with the title, the researcher concern to analyzing students' writing that have students learned these are recount text, descriptive text and narrative text of Subject-Verb Agreement at the third grade of MA NI Kota Jambi. Furthermore, researcher wants to analyze students' error in using Subject-Verb Agreement in they writing.



C. Problem of the Research

Based on the background of the study and the reason for choosing the topic, the study tries to answer this problem:

1. What are types of errors found in using subject-verb agreement made by students in writing paragraph?
2. What is the most error found in using subject-verb agreement made by students in writing paragraph?

D. Objective of the Research

The objective of the research are:

1. To describe the types of subject-verb agreement error on students' writing at third grade of MA NI Kota Jambi.
2. To find out the most error of subject-verb agreement on students' writing at MA NI Kota Jambi.

E. Research Significance

The significant of this research are:

1. For the teacher

This research hopefully can give information to the English teacher about students' ability in writing paragraph. Specifically in matching the Subject with the correct verb. So it can be a reference how to decide the best strategy in learning process.

2. For the students

This study may help them know their error in make a paragraph and also help them how to write a good paragraph with the correct Subject-Verb agreement.

3. For the researcher

The result of this research improving the writer perception about error analysis and also improve the knowledge about the most typical error that students do.

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Review

1. Theories of English Grammar

Every language throughout the world has its own structure system. It is called grammar. Grammar is such an important thing to apply in learning language. While according to Greenbaum and Nelson (2002), grammar refers to the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible and others are not. In the study of language, grammar occupies a central position. It is easy to learn and to use dictionary by the learners to find the pronunciation, spelling, or meaning of words, but it is still difficult to discuss grammar books without considerable knowledge of grammar.

In fact, every language has its own grammar rules. Grammar is a part of language which has to be learned by the learners of a language. The learners have to apply the rules of grammar on the sentences they produced. Supported by the explanation grammar above, the writer tries to conclude that grammar is the rule or mechanism of language which represents a structural meaning.

According to Susanto (2010) “Grammar is one of language components which plays role in teaching and learning language” (p. 151). Moreover, our newest curriculum, Kurikulum 2013 (K13) states that one of the basic competences that must be mastered is act-ional competence which includes listening, speaking, reading and writing (four language skills) while language elements (structure/grammar, vocabulary and pronunciation) as linguistic competences with a view to support the process of developing those four skills. For example in writing, students must be able to make a good written text. To make a good text, students must be able to construct good sentences. To construct good sentences, they must construct them with a good grammar. So, it goes without saying that grammar is very important to learn.

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In learning of any text, there is an importance grammar named subject-verb agreement. Although, we as the English learner or teacher, all know that subject-verb agreement is one of the basic elements of learning simple present tense, but almost of us still make mistakes in it. This is main reason why the writer chooses this topic to be researched.

2. Grammar in English Language Teaching

Grammar is one of the components of language and plays an important role in communication. The purpose of teaching the language is to support the development of four language skills: listening, speaking, reading and writing. Most students think it is the most difficult part of English. However, they cannot deny that grammar is a topic that should be learned and mastered. (as cited in Susanto, 2010, p. 11).

According to a study, “Grammar is a significant aspect of language that a learner must to develop and master among all other aspects of language. The grammar of English, which is a foreign language for most Indonesians, deserves more focused attention. It can be assumed that Indonesian learners of English must have difficulties in learning English grammar. They must have committed errors in the way of developing competence in EFL.” (Gunawan, Lestari, & Mulya, 2018, p. 158).

Students of higher education are expected to be able to use English to write sentences, paragraphs, or even essays well. The sentences written by the students are expected to be not only grammatically correct but also semantically acceptable. Grammatically correct sentence means that the sentence should follow the rules of the language. Meanwhile, semantically acceptable sentence means that the sentence should be meaningful and far from ambiguity. This requirement is in accordance with their level of education. They are required to do so because as university students, they are exposed with so many academic works to complete.

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3. Error Analysis in English Learning

a. The understanding of Error Analysis

In the course of learning and using a foreign language, one of the most factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistakes and errors. Brown argue that the mistakes, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information. (as cited in Mahmudin, 2019, p.7)

However, Harmer states that errors are the part of natural process in learning a language and play a crucial role for the learners to uncover the rules of target language by the feedback they get on the errors. (as cited in Sofian, 2018, p.98). Anyone attempts to acquire something by making mistakes and errors. The child who learns his native language makes countless mistakes with his linguistic knowledge. However, he gradually manages to produce acceptable speech and justify it after a series of errors. Since language is a process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learned need to be analyzed correctly in order to arrange learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as a foreign language. Such an analysis becomes the key for foreign language acquisition.

According to Sanal (2007:597), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on an analysis of the students' errors. Whereas, Brown asserts that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating. (as cited in Chalifah, 2014, p.8)

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Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques.

b. Procedure of Error Analysis

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

1) Identifying Error

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

2) Describing Error

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

3) Explaining Error

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

4) Evaluating Error

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

c. Surface Strategy Taxonomy

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



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- 1) Omission, this error is where some elements are omitted which should be present in the sentence, e.g. Western culture more modern than...(verb is omitted in this sentence, linking verb (is) is needed to make the correct sentence, it should be “Western culture is more modern than...)
- 2) Addition, is a presence of an item that must not appear in well-formed utterances. It is a phenomenon in which a certain aspect of language rules is added into correct order or correct sentences. For example, “he is drinks coffee” should be “he drinks coffee”.
- 3) Misformation, refers to the use of the wrong form of the morphem or structure, or the use of one grammatical form in place of another grammatical form. For example, “Rido drink Orange juice” should be “Rido drinks an Orange juice”.
- 4) Misordering, this error is where some elements presented are correct but wrongly sequenced in the sentence.

4. Subject-Verb Agreement

Subject-verb agreement is needed and requires understanding by students in making a sentence. The definition of subject-verb agreement is the determination of the inflectional form of the word according to a grammatical feature, such as number or gender, of another word (Sugihartono: 2010). According to Riyanto, Emilia and Lela (2008), agreement or concord is suitability between subject and predicate. It means that if the subject of the sentence is singular, the verb must be singular too. And if the subject is plural, the verb must be also plural.

Subject-verb agreement is important it means the students must know about subject singular and verb singular, subject plural and verb plural. According to John Eastwood (1994) Subject-verb agreement means choosing the correct singular or plural verb after the subject. According to Arlove (2004), SubjectVerb Agreement is a singular subject requires a singular verb, and a plural subject requires a plural verb. Furthermore, Langan and Winstanley (1996) Point out that a verb must be agree with



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its subject, a singular subject or one person or thing takes a singular verb. A plural subject or more than one person or thing takes a plural verb.

It is clear that grammar is one of important thing of a language. It makes students know how to produce good sentences and to express ideas and feelings. By using grammar correctly, somebody will tend to write and speak English well. It is supported by Harmer who states that if grammar rules are too carelessly violated, communication may suffer (Harmer, 2007). Thus, without grammar, the meaning in a written or spoken can lose or cannot be submitted.

a) Subject

Subject means as a character in the sentence. Generally, the subject is at or near the beginning of the sentence. More specifically, the subject is the first noun phrase in the sentence. Subject can be a person or thing that is being discussed in a sentence. there are 2 kinds of subject, they are:

1) A simple subject

A simple subject is kind of subject which only one word. It means that a simple subject is purely derived from an uncomplicated word and has not been modification yet with an addition of word. The subject comes from nouns like people's name, animal, city, place, and so on. The form of the subject can be a noun, pronoun, adjective, infinitive, or gerund.

2) A compound subject

A compound subject is kind of subject that consist of two or more words, so it is intended as a unit.

b) Verb

Verb is an action which be done by the subject. Ehrlich and Murphy (1991) suggested that a verb is the word or words that describe the action or state of being of the subject of a sentence or clause. Moreover, there are two kinds of verbs, they are regular verb and irregular verb.

1) Regular verb is kind of verb that is conjugation follows the typical pattern

2) Irregular verb is kind of verb which conjugation follows a different pattern



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Then, Zuhud (1998), stated that based on its function, there are three kinds of verbs, such as:

- a) Main verb, main verb is a verb that can stand alone. Example: He wrote a lot of letters yesterday.
- b) Auxiliary verb, auxiliary verb is a verb which can support the main verb.
- c) Linking copula verb

According to House and Harman (1950), linking verb, a verb which is incapable of predication without the help of a noun or an adjective or some words or group of words used as a noun or an adjective. It suits with John, Yates, and Laney (1982), stated that linking verbs do not assert action: they link the subject to a subjective complement. The examples of linking verbs such as; seem, appear, look, sound, smell, taste, feel, become, get.

- c) Agreement

Every sentence needs agreement grammar. According to Mas'ud, agreement grammar is very important to be learnt if someone wants to understand and use English in written and spoken well (as cited in Gunawan, 2018, p.152). It means that agreement grammar is needed in written and spoken English. Agreement grammar will help the reader or listener to understand the clear meaning of sentences. According to Mas'ud, agreement (concord) is agreement between the subjects with its verb (predicate). (as cited in Gunawan, 2018, p.152). Similarly, Leech (2006) states that concord is a relation between two elements such that they match one another in terms of some grammatical feature. It means that agreement is a relation between two elements that should agree to each other, for instance the agreement between the subject and the verb used in a sentence.

From the explanations above, it is clear that subject-verb agreement is the agreement between subject and verb. If the subject is singular, the verb is also singular and if the subject is plural, the verb is plural, too because the meaning of a sentence will be ambiguous without the subject and the verb that agree to each other.



5. Some Kinds of Subject Verb-Agreement

Based on this research there are some kinds of subject verb agreement that will classify. According to Betty (1993) subject-verb agreement is divided into three parts as follows:

- a. Agreement between subject and verb.
- b. Subject-verb agreement with using the expression of quantity.
- c. Subject-verb agreement with using There + Be. When expletive there is used, the subject follows be.

B. Previous Study

There are some previous study that are related to present study. First, a research was conducted by Baroqah (2018), the title of her research was “An Analysis of Students’ Error in Using Subject-verb Agreement at Fifth Semester of English Department”. The objective of this study was to find out what type and the most of errors found in using subject-verb agreement made by students in writing of any paragraph of the fifth semester students. The research design of this study was descriptive qualitative. 32 students of English department was participating in her research. She used Surface Taxonomy Strategy to classified types of error. In this study the researcher found that, 1) students did all types of subject-verb agreement errors, 2) the most type of subject-verb agreement error was misinformation with the occurrence 40 errors.

The deference between her research and this study is in technique of data collection. Her research use 2 types of data collection, there were interview and documentation while this study only use documentation to collecting the data.

The second study was conducted by Nurjanah (2017), with the title, ”An Analysis of Subject-verb Agreement Errors on Students’ Writing”. The objective of this study was to examine the written subject and verb agreement errors made by the students of management department studying in Universitas Muhammadiyah Yogyakarta when they were writing their paragraphs in present tense. She used



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descriptive as research design. The findings of the research are as follow: 1) Students' subject and verb agreements' errors viewed surface taxonomy's perspective are in the form of misformation, omission, and addition, while viewed from linguistic categorization's perspective, the errors are in the form of improper use of singular/plural nouns placed as the subject, inappropriate use of verbs, and improper use of verbal and nominal sentences in making present tense. The analyzed data also show that students' errors of subject-verb agreement are classified as local errors. 2) The sources of the errors are inter-lingual transfer, intra-lingual transfer, and misleading context of learning.

In Nurjanah's research, she focused on analysis of subject-verb agreement errors only in expository essay, whereas in this present study, the researcher analyzes subject-verb agreement error in paragraph form whatever types of paragraph because the researcher focused on students' writing.

The third previous study was conducted by Ginanjar (2015), the title of his research was; "An Error Analysis of Subject-Verb Agreement in Expository Essay Made by First year Students of Nusantara PGRI Kediri University". The aims of this research were (1) to find out the types of errors and, (2) to find out the most errors made by first students in using subject-verb agreement. In doing this research, the researcher uses content analysis which explains the data in qualitative and quantitative. The findings showed that (1) students made four kinds of errors based on the surface taxonomy: addition, omission, misinformation, and misordering; and (2) students made the most error in Simple present the grammatical error, and in omission from the perspective of surface taxonomy.

In Ginanjar's research, he focused on analysis of subject-verb agreement errors only in expository essay, whereas in this present study, the researcher analyzes subject-verb agreement error in paragraph form whatever types of paragraph because the researcher focused on students' writing. The design which Ginanjar used was Q+Q (quantitative and qualitative). Besides, this study uses qualitative design for this research.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The design of this study was qualitative. To exploring, understanding and elaborating how a phenomenon can be happen in a natural with deep research, qualitative was the best choice. In additional, characteristic of this research was descriptive. So, that is way the researcher chose qualitative method in this research because when the students make an error in their writing, that is a natural happen that cannot to avoid. Furthermore, descriptive qualitative became a research design to explain the students' errors in using subject-verb agreement at third grade of Madrasah Aliyah Nurul Iman Kota Jambi.

B. Setting of the Research

In this study, the researcher conducted the study at Madrasah Aliyah Nurul Iman Jambi City. It was located on KH. Ibrahim Street, Ulu Gedong, Danau Teluk, Jambi City. The researcher conducted this study at The Third Grade Students of Madrasah Aliyah Nurul Iman Jambi City. On the third class, there were 2 classes consist of Boy Class and Girl class which all of the student is 25 students.

C. Subject of the Research

The source data of this research consist of Students' writing of Third Grade of Madrasah Aliyah Nurul Iman Jambi City. The number of students at third grade consist of 25 students. So, the researcher will selected 25 students for this research. The researcher chose the third grade as the subject by using purposively because its class have more errors about subject-verb agreement in their writing. So, that is why the data took from the class which have more error, hopefully the result will be useful to the students and the teacher. The students will know the errors that their made and try to



avoid or reduce the errors in next writing and also the teacher will get the best solution to teach writing to help students reduce the errors in writing.

D. Technique of Data Collection

In this study, the researcher used documentation as technique of collecting the data. The researcher will be collect the data from 25 students' assignments writing paragraph at third class of Islamic senior high school Nurul Iman Jambi city. The data are collected after the researcher finish the technique of data collection and collected in three times of a week. The researcher took to the teacher the assignments' of students in form of any writing paragraph that the students have made when learning in the class.

E. Technique of Data Analysis

To analyzing the research result, the researcher use the interactive model of Milles and Huberman (2014). The activity in qualitative data analysis is done interactively and continuously until completion. The data analysis methods used in this research are:

1. Data Reduction

Data reduction means summarizing, selecting main points, focusing on things that are important in finding themes and patterns. Thus the reduce data provides a clearer picture and makes it easier for researchers to carry out further data collection. Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that final conclusions are drawn and verify.

Moreover, to summarizing, selecting main points and focusing what types of errors of subject verb agreement in writing of the students. This study will use the procedures of error analysis that proposed by Ellis (1997).

In analyzing the types of errors, the procedures of error analysis proposed by Ellis (1997) that are identifying errors, describing the errors, explaining errors and



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evaluating errors. The first step is identifying errors, in this step the researcher must identify errors from data collection. For identifying error, the researcher must compare the sentence produced by students to the correct sentence in the target language. Second is describing errors, after identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they will be classified into the types of errors which consist of omission, addition, misformation and misordering. That purposed by Dulay, Burt and Krashen (1982). Then, the third step is explaining errors, in this step why errors occurred was explained. The errors were evaluated to know which one the errors considered more serious than other. And the last evaluating errors, in this step the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected.

2. Data Display

After the data is reduce, the next step is to display the data. The data presentation is direct so that the resulting data reduction is arrange in a relationship pattern, so that it is easier to understand and plan for further research work. In this step the researcher tries to collect relevant data so that it can become information that can be conclude and has a certain meaning. This process can be done by displaying data, connecting these phenomena to understand what actually happen and what needs to be follow up to achieve the research objectives. Good data presentation is an important step in achieving valid and reliable qualitative analysis.

In display the data, the researcher use Surface Strategy Taxonomy was proposed by Dulay, Burt and Krashen (1982) to classified and described the errors into some types. In Surface Strategy Taxonomy, there are four errors consist of omission, addition, misformation, and misordering. Then, the researcher will explaining the data result descriptively.

3. Drawing Conclusions

The third step in qualitative data analysis is drawing conclusions and verification. Drawing conclusions involves stepping back to consider what the analysis



data means and to assess the implications for the questions at hand. Verification, which is integrally relate to drawing conclusions, requires reviewing as much data as necessary to cross-check or verify any conclusions that appear about analyzing students' error of subject verb-agreement.

F. Trustworthiness

In this research, the researcher used investigator triangulation and increase persistence to validity the data. Investigator triangulation meant involves more than one independent observer in the study. The researcher will involves another investigator to checking validity of the data. Another Investigator is The Teacher in that Class. He has been teaching English as long as 10 years at that school. Besides, increase persistence mean do recheck about the data that have found is true or not. The data of students' writing need to recheck carefully. Because the data consist of many students' writing. In increase persistence the researcher need to read various reference book or research result that related to research topic. So that researcher perception will be far-ranging and the researcher can investigate the data will found correctly.

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CHAPTER IV FINDINGS AND DISCUSSION

A. Research Finding

The researcher described the errors based on the 4 type of errors omission, addition, misformation and misordering. The errors classified based on the surface strategy taxonomy theories that consists of omission, addition, misformation and misordering which each total number of errors. The frequency and percentage types of error subject-verb agreement made by students are presented in the following table.

Table 4.1
Frequency and Percentage of Errors

Type of Errors	Frequency	Percentage
Omission	10	25 %
Addition	7	17.5 %
Misformation	21	52.5 %
Misordering	2	5 %
Total	40	100 %

After analyzing the data, from the four types of theory surface strategy taxonomy the researcher found there are four types of subject-verb agreement errors with the total number 40 errors made by 18 students in their writing. Based on the findings above, errors that made by students of Islamic senior high school Nurul Iman Jambi city shows that Misformation became the biggest number than others error with total of errors were 21 errors of misformation. Moreover, errors of omission have numbers of error with the occurrence was 10 or 23.2 % errors in subject-verb agreement. Then, Errors of Addition have numbers of error was 7 errors. In addition,

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misordering was the lowest types of error found in students' writing with the occurrence 2 errors.

1. Identification and Description of Errors

Identification meant selecting the sentences which have an error in subject-verb agreement. Description indicated to categorizing the errors of sentences into type of errors based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982). In Surface Strategy Taxonomy, there were four errors consist of omission, addition, misformation, and misordering. The table 4.7 in the appendix below indicated both identification and description of type of errors done by third class students of Islamic Senior High School Nurul Iman Jambi City.

2. Explanation Types of error

There were 43 errors found in students' writing. From the table above, those errors were already classified into type of errors, which were omission, addition, misformation and also misordering. Below were the explanations about type of errors, those were:

a. Error of Omission

In the students writing of subject-verb agreement. Researcher found 5 students made the errors of omission. The table below displayed all of the errors:

Table 4.2
Errors of Omission

No.	Initial	Error Sentence	Correct Sentence
1	NE	Ø also keep advise me	She also keeps advising me
2	NE	Start from Ø appetizer, main course until the dessert	Starting to make appetizer, main menu and the dessert
3	MS	She is Ø Indonesian Singer and actress	She is an Indonesian Singer and actress

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4	MS	His name is Darmawan Ø working as an actor, dancer and producer	His name is Darmawan and he works as an actor, dancer and producer
5	SY	It Ø located at Lapangan	It is located at Lapangan
6	SY	The building height Ø around 132 meters	The building height is around 132 meters
7	PH	In Jambi, Ø can found many place for get cheap and healthy food	In Jambi, we can find many place to get cheap and healthy food
8	RAS	It Ø located in the bird head of the Papua Islands	It is located in the bird head of the Papua Islands
9	MH	I Ø born on 17 April 2003	I was born on 17th April 2003
10	MH	I have a father his name Ø Rofik	I have a father his name is Rofik

From the table above, 10 errors in omission were made by 5 students. From 10 errors of omission, 5 errors found in the use of “to be” (is, am, are, be). Another 5 errors found in the use of subject and verb (3 errors were from omission of subject, then, 2 errors was from omission of verb). They would be discussed further below:

Some of students made the errors in the use of linking verb “to be” (is, am, are, be). The students omitted the use of “to be” in their active and passive sentences. In active sentence, “to be” was used before an adjective or object, it usually called as nominal sentence. Besides, “to be” can be used as passive sentence if it was used before past participle. that should be reflected that the students made the errors in sentences, such as “*It Ø located at Lapangan*” instead of “*It is located at Lapangan*”, the sentence “*The building height Ø around 132 meters*” instead of “*The building height is around 132 meters*”, besides, the sentence “*It Ø located in the bird head of the Papua Islands*” instead of “*It is located in the bird head of the Papua Islands*”, and the sentence “*I Ø born on 06 October 2003 Saturday*” instead of “*I was born on 06 October 2003*”



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Saturday”, and also the sentence “I have a father his name Ø Rofik” instead of “I have a father his name is Rofik”.

Another error found in using subject and verb, as we knew that in sentence, there were subject and the verb, if one of them was omitted, it was not a correct sentence. So, the first one was omitted the subject in the sentence “In Jambi, Ø can found many place for get cheap and healthy food” it should be “In Jambi, we can find many place for get cheap and healthy food”, and the sentence “His name is Darmawan Ø working as an actor, dancer and producer” instead of “His name is Darmawan and he works as an actor, dancer and producer”, besides the sentence “She is Ø Indonesian Singer and actress” must be “She is an Indonesian Singer and actress”, the sentence “Start from Ø appetizer, main course until the dessert” instead of “Starting to make appetizer, main menu and the dessert”, and the last sentence “Ø also keep advise me” should be “She also keeps advising me”.

b. Errors of Addition

In this study, there were 5 errors found in Addition. All errors of Addition could be seen in the following table:

Table 4.3
Errors of Addition

No	Initial	Error Sentence	Correct Sentence
1	SY	They are* play with family	They play with family
2	PH	So, Jambinese people are* love rules	So, Jambinese people loves rule
3	RGS	Reading comics making* the thing	Reading comics make the thing
4	MH	So, my friends* look me	So, my friend look me
5	IW	The cat is a pet animal*	The cat is a pet



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1	MNE	I am* and my friends planned to jambi paradise on Sunday	I and my friends planned to jambi paradise on Sunday
2	AS	I'm* lived in Jambi	I lived in Jambi

From the errors in the table above, 4 of them were in Double Marking, and 3 errors were Simple Addition. Based on Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen 1982), errors of addition were divisible into 3 types, such as Double Marking, Regularization, and also Simple Addition.

In addition, four of the seven errors were in Double Marking, where students added a linking verb after the verb had been applied. Such as in the sentence: “*They are* play with family*” instead of “*They play with family*”, then the sentence “*So, Jambinese people are* love rules*” should be “*So, Jambinese people loves rule*”, sentence “*I am* and my friends planned to jambi paradise on Sunday*” instead of “*I and my friends planned to jambi paradise on Sunday*”, and the sentence “*I'm* lived in Jambi*” instead of “*I lived in Jambi*”

On the other hand, 3 of errors were in simple Addition, there was in adding –ing in main verb and adding –s in Singular Subject such as “*Reading comics making* the thing*” instead of “*Reading comics make the thing*”, the sentence “*So, my friends* look me*” it should be “*So, my friend look me*” and also the sentence “*The cat is a pet animal**” instead of “*The cat is a pet*”.

c. Errors of Misformation

In this investigation, 21 mistakes in Addition were discovered. In the table below, we can see all of the Addition errors:

Table 4.4
Errors of Misordering

No	Initial	Error Sentence	Correct Sentence
1	NE	She wear* a veil	She wears a veil
2	MS	Her eyes is* wide	Her eyes are wide



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3.	SY	For a long time, Monas be* the tallest building in Jakarta	For a long time, Monas is the tallest building in Jakarta
4.	SY	Monas builded* in Jakarta, the capital of Indonesia	Monas is built in Jakarta, the capital of Indonesia
5.	NE	I'm proud to have* a mother like her	I'm proud of having a mother like her
6.	NE	Her eyes is* brown	Her eyes are brown
7.	SY	If we have reach* to the top	If we have reached the top
8.	PH	Keris siginjai are* popular in Jambi cities	Keris siginjai is popular in Jambi city
9.	PH	In Jambi, rules is* everywhere	In Jambi, rules are everywhere
10.	MFS	When I release* my rabbit out of his cage	When I released my rabbit out of his cage
11.	RF	Im* favorite place is minimarket	My favorite place is minimarket
12.	HL	We sing* many song together	We sang many song together
13.	SM	I also really like* Japanese food	I also really liked Japanese food
14.	SN	I still feel* happy	I still felt happy
15.	SEF	I and my family going* to kampoeng radja	I and my family went to kampoeng radja
16.	RN	it is* my holiday	it was my holiday
17.	MNE	Then in there, me* and my friends played out bound together.	Then in there, I and my friends played out bound together.
18.	RN	I sweep* the house	I swept the house
19.	RN	then I take* a bath	then I took a bath



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20.	RN	After that I have* lunch with my mother	After that I had lunch with my mother
21.	RN	I take* a nap	I took a nap

From 21 errors in misformation, there were 13 errors found in using Verb in using some form of tense, 6 errors in the use of to be (is, am, are, was, were), 2 errors in subject. It would be discussed below:

The most error of misformation found in using Verb of some form tense. Such as in the sentence, “*She wear* a veil*” instead of “*She wears a veil*”, besides the sentence “*Monas builded* in Jakarta, the capital of Indonesia*” instead of “*Monas is built in Jakarta, the capital of Indonesia*”, and the sentence “*I’m proud to have* a mother like her*” instead of “*I’m proud of having a mother like her*”, then in the sentence “*If we have reach* to the top*” instead of “*If we have reached the top*”, and in the sentence “*When I release* my rabbit out of his cage*” instead of “*When I released my rabbit out of his cage*” and also “*We sing* many song together*” instead of “*We sang many song together*”.

In addition, the sentence “*I also really like* Japanese food*” instead of “*I also really liked Japanese food*”, the sentence “*I still feel* happy*” instead of “*I still felt happy*”, and the sentence “*I and my family going* to kampoeng radja*” instead of “*I and my family went to kampoeng radja*”, then the sentence “*I sweep* the house*” instead of “*I swept the house*”, besides the sentence “*then I take* a bath*” instead of “*then I took a bath*” and also sentence “*After that I have* lunch with my mother*” instead of “*After that I had lunch with my mother*”, and the last sentence “*I take* a nap*” it should be “*I took a nap*”.

Besides, 6 errors in the use of “to be” found in students’ writing. They were, “*Her eyes is* wide*” it should be “*Her eyes are wide*”, the sentence “*For a long time, Monas be* the tallest building in Jakarta*” instead of “*For a long time, Monas is the tallest building in Jakarta*”, and sentence “*Her eyes is* brown*” instead of “*Her eyes are brown*”, then sentence “*Keris siginjai are* popular in Jambi cities*” instead of



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“*Keris siginjai is popular in Jambi city*”, and also “*In Jambi, rules is* everywhere* ” instead of “*In Jambi, rules are everythig*”, and the last sentence “*it is* my holiday*” instead of “*it was my holiday*”.

Moreover, 2 errors found in using subject. The error in subject happened when the subject was not appropriate with the verb, the sentence: “*Im* favorite place is minimarket*” instead of “*my favorite place is minimarket*”, and in the sentence “*Then in there, me* and my friends played out bound together*” instead of “*Then in there, i and my friends played out bound together*”.

d. Errors of Misordering

The last error is Misordering. Misordering referred to wrong arrangement form of sentence. In this study, there were 2 errors found in errors of misordering. Here was the following table:

Table 4.5
Errors of Misordering

No	Initial	Error Sentence	Correct Sentence
1	IB	Borobudur is one of the greatest art works that <i>known ever*</i> since long time ago	Borobudur is one of the greatest art works that ever known since long time ago
2	KD	<i>Is score*</i> by putting the ball	Scoring is by putting the ball

There are two errors found in errors of misordering. In the first sentence, “*Borobudur is one of the greatest art works that known ever* since long time ago*” it should be “*Borobudur is one of the greatest art works that ever known since long time ago*”, and the sentence “*Is score* by putting the ball*”. The subject *Scoring* must be in the first of sentence. So, “*Scoring is by putting the ball*”.



B. Discussion

The result of this study showed that the third students of senior high school nurul iman jambi city made all types of errors based on surface strategy taxonomy. These are omission with the total numbers of error are 10, addition with the total numbers of error are 7, misformation with the total numbers of error are 21 and misordering with the total numbers of error are 2. Then, the total of errors made by students were 40.

As seen from the findings of this study, it was concluded that the type of subject-verb agreement errors in students' writing at third year students of Islamic Senior High School Nurul Iman Jambi City were:

Table 4.6

Frequency and Percentage of Errors

Type of Errors	Frequency	Percentage
Omission	10	25 %
Addition	7	17.5 %
Misformation	21	52.5 %
Misordering	2	5 %
Total	40	100 %

From the table above, those errors were already classified into type of errors, which were omission, addition, misformation and also misordering. Below were the explanations about type of errors, those were:

1. Errors of Omission

Errors of omission and addition turned into the secondly most type of errors with the occurrence was 10 errors in subject-verb agreement. Omission referred to any deletion of certain necessary items in sentences. While, addition meant presence of an

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item that must not appear in well-formed utterances. There was the research found in Ginanjar (2015). In his study, omission was the most frequency type of error with the occurrence 134 errors (50.56%). In gaining the data, the researcher set a test of writing an expository essay. He found that Noun/pronoun, tenses, and antecedent were three errors that caused its errors. Moreover, there was a journal that done by Mali and Yulia. In their study found that errors of omission also the secondly most type of errors that made by students with the occurrence 5 errors or 17,9 %. It happened because students absence of an item that actually must exist in a well-formed utterance. However, the students often had problem in using to be form and verb ending -s/-es. They omitted item in verb that should be applied in sentences. Omission error occurs because the student does not put or forget to omit the omission in their sentences.

2. Errors of Addition

Meanwhile, Addition error is the opposite of omission error. It occurs because the students added an item or some items that must not appear in the sentence. Based on analysis, addition error is signified by adding preposition, article, to be, apostrophe"s, subject, verb. According to Meilia as double marking. It is also supported by Baroqah (2019) classified the types of addition error and researcher found double marking and regularization errors in the analysis. For example in sentence; "*They are play with family*", it should be "*They play with family*". The students added linking verb while the verb had been applied. Meanwhile, the study was done by Ginanjar (2015) show that errors of addition have in the third rank with the occurrence 50 errors. Ellis and Barkhuizen (2005:61) state that errors of addition happened because the learners add unnecessary part of form that must not be appear in a well formed utterance.

3. Errors of Misformation

Based on the findings in the table above, misformation became the most error that made by students of Islamic senior high school Nurul Iman Jambi city with total



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of errors were 21 errors of misformation. Almost of the students used the wrong form of structure. It is similar with the study was conduct by Baroqah (2019) and Nurjannah (2017), where the result of those study showed the most errors that made by students was misformation, with the total number of errors were 40 errors and 15 errors. The frequent linguistic which related to the error was made by the student took on the use of singular/plural nouns, inappropriate use of verbs, and improper use of verbal and nominal sentences. In this study, error in misformation was made by students were also same as Baroqah (2019), the errors mostly dealt with improper form of singular/plural subject, inappropriate use of verbs, and also verbal and nominal sentences, were indicated by usage of wrong form of certain morphemes or structures (Dulay, 2013). For example in the sentence *She wear a veil*. It indicated that the students still confused in using verb ended with *-s* or *-es*. They had already learnt about subject-verb agreement in last semester, but to apply it into sentences sometimes there was still erroneous.

4. Errors of Misordering

In addition, misordering was most rarely type of error found in students' writing with the occurrence 2 errors. Misordering referred to wrong arrangement form of sentence, where the sentence has incorrect placement item like subject, preposition. It is similar lines with the finding of Baroqah (2019). Moreover, study done by Ginanjar (2015) also show that errors of misordering was type of errors that most rarely found in students writing with the occurrence 8 errors or 3.2 %. Misordering occurred when some of the parts supplied are correct, but they are ordered incorrectly in the sentence. (Dulay, 2013).

From all of the discussion above, it can be concluded that the third grade students in Islamic Senior High School NI Jambi City made all of types of error based on Surface strategy taxonomy. And the most errors made by students was misformation. It was caused that the students' oversight in using V ended with *-s* and *-es*. There was also improper usage of *to be*. While omission and addition turned into

the second most of errors and misordering in the last error that rarely students made, because the student make the sentence has incorrect placement item include subject, verb, preposition, article, etc.

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In this research, the researcher concluded some important information from students' writing error of subject-verb agreement at the third grade of Islamic senior High School Nurul Iman. Based on findings and discussion, it can be concluded that the students made all types of errors in term of Subject-Verb Agreement in their writing paragraph were misformation with the biggest number 21 errors, omission and addition with same number 10 errors, and misordering 2 errors. Moreover, the most type of errors that made by students in form of subject-verb agreement contributed by 25 students of third class was misformation with total numbers 21 errors.

B. Suggestion

The teacher have to selected effective strategies or how the way to make the students aware of the importance grammar in learning English language especially in writing skill. The teacher should find the best method based on condition of the students to teach English especially in teaching grammar. Since tenses and grammar are important for learning the language. In addition, the teacher can improve the skill in teaching grammar with the best strategy, method and media. So, the students can understand briefly.

The students should practice more to improve their writing, especially in using subject-verb agreement, and try to understand about form of sentence. The students can also look for other sources like book, dictionary, and also internet.

For the further researcher, the next researcher expects to improve the present research by observing more phenomena related to the use of subject-verb agreement. The future researcher can observe the use of subject-verb agreement in various texts and another level of students.



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Table 4.7

No.	Error Sentence	Types of Error
1	Ø also keep advise me	Omission
2	Start from Ø appetizer, main course until the dessert	Omission
3	She is Ø Indonesian Singer and actress	Omission
4	His name is Darmawan Ø working as an actor, dancer and producer	Omission
5	It Ø located at Lapangan	Omission
6	The building height Ø around 132 meters	Omission
7	In Jambi, Ø can found many place for get cheap and healthy food	Omission
8	It Ø located in the bird head of the Papua Islands	Omission
9	I Ø born on 17 April 2003	Omission
10	I have a father his name Ø Rofik	Omission
11	They are* play with family	Addition
12	So, Jambinese people are* love rules	Addition
13	Reading comics making* the thing	Addition
14	So, my friends* look me	Addition

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15	The cat is a pet animal*	Addition
16	I am* and my friends planned to jambi paradise on Sunday	Addition
17	Because I am* very tired	Addition
18	I am* very bored	Addition
19	I'm* lived in Jambi	Addition
20	I'm* very happy and we laugh together	Addition
21	She wear* a veil	Misformation
22	Her eyes is* wide	Misformation
23	For a long time, Monas be* the tallest building in Jakarta	Misformation
24	Monas builded* in Jakarta, the capital of Indonesia	Misformation
25	I'm proud to have* a mother like her	Misformation
26	Her eyes is* brown	Misformation
27	If we have reach* to the top	Misformation
28	Keris signjai are* popular in Jambi cities	Misformation
29	In Jambi, rules is* everywhere	Misformation
30	When I release* my rabbit out of his cage	Misformation
31	Im* favorite place is minimarket	Misformation
32	We sing* many song together	Misformation

33	I also really like* Japanese food	Misformation
34	I still feel* happy	Misformation
35	I and my family going* to kampoeng radja	Misformation
36	it is* my holiday	Misformation
37	Then in there, me* and my friends played out bound together.	Misformation
38	I sweep* the house	Misformation
39	then I take* a bath	Misformation
40	After that I have* lunch with my mother	Misformation
41	I take* a nap	Misformation
42	Borobudur is one of the greatest art works that <i>known ever*</i> since long time ago	Misordering
43	<i>Is score*</i> by putting the ball	Misordering

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APPENDIX 1 STUDENTS' WRITING

Name : Sukmayanti

Class : 12 Putri

Monumen Nasional

Monumen nasional is one of monument that has the value of history for Indonesia. It was built to commemorate the resistance and the Indonesian people's struggle for independence from Dutch colonial rule. Monumen Nasional is also called as "monas"

Monas is build in Jakarta, the capital of Indonesia. Construction began on August 17, 1961 by the president of Indonesia Ir. Soekarno and finish on July 12, 1975. It located at Lapangan Merdeka, center of Indonesia and open for public from 8 A.M until 3 P.M. It has a fire cruen coated by gold sheet at top building.



the building height around 132 meters (433 feet) and has white color. If we have reach the top, we can see almost the whole of Jakarta city and many beautiful view in there. and the most specially is, it can survive for many year. The people are play with family.

for a long time, Monas be the tallest building in Jakarta. But, there are much building as tall as Monas now, even taller than Monas. But, it does not change the popularity of Monas.

There are still many people come to Monas to watch and memories the history of Indonesian people's resistance against the invader.

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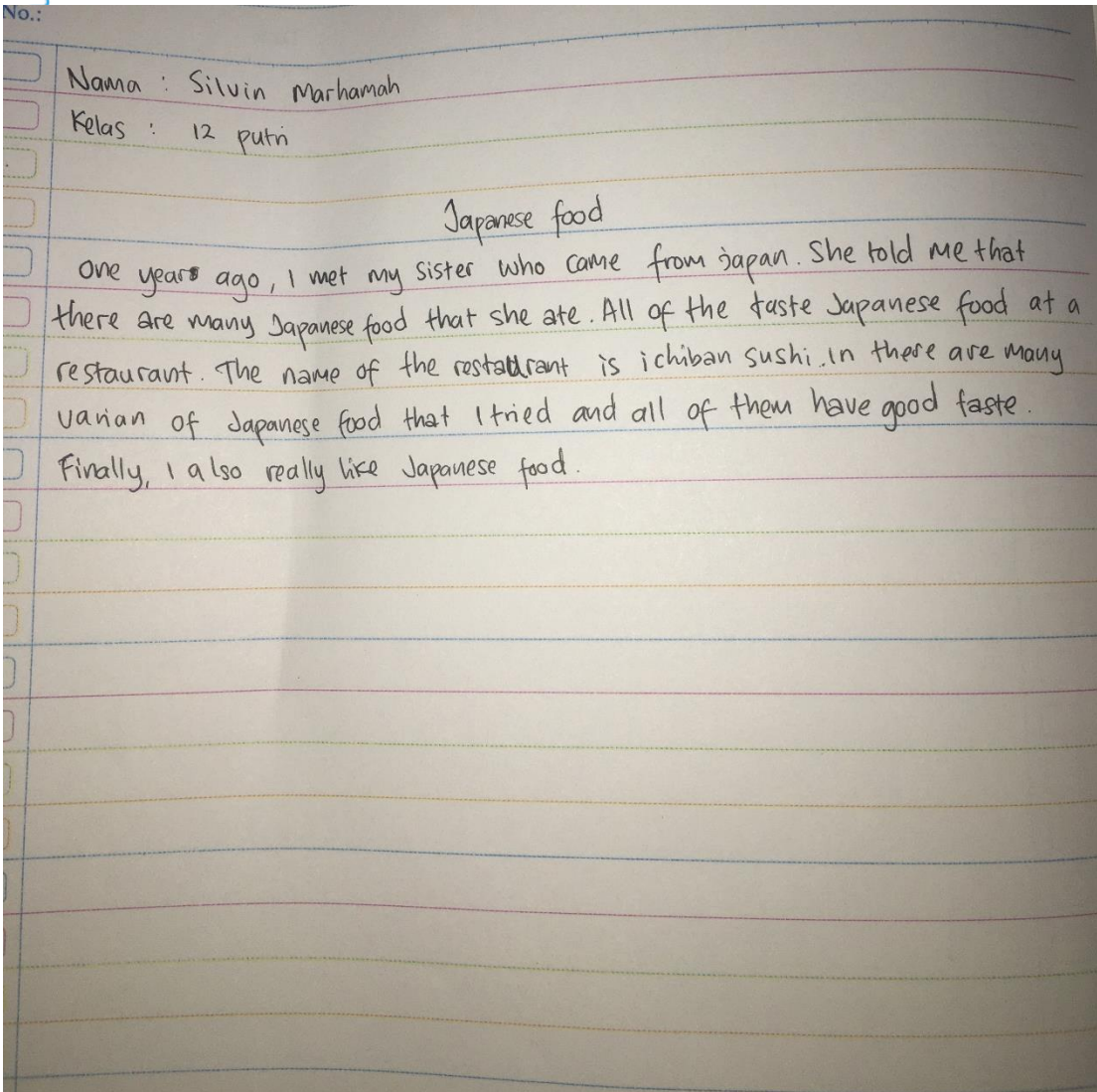
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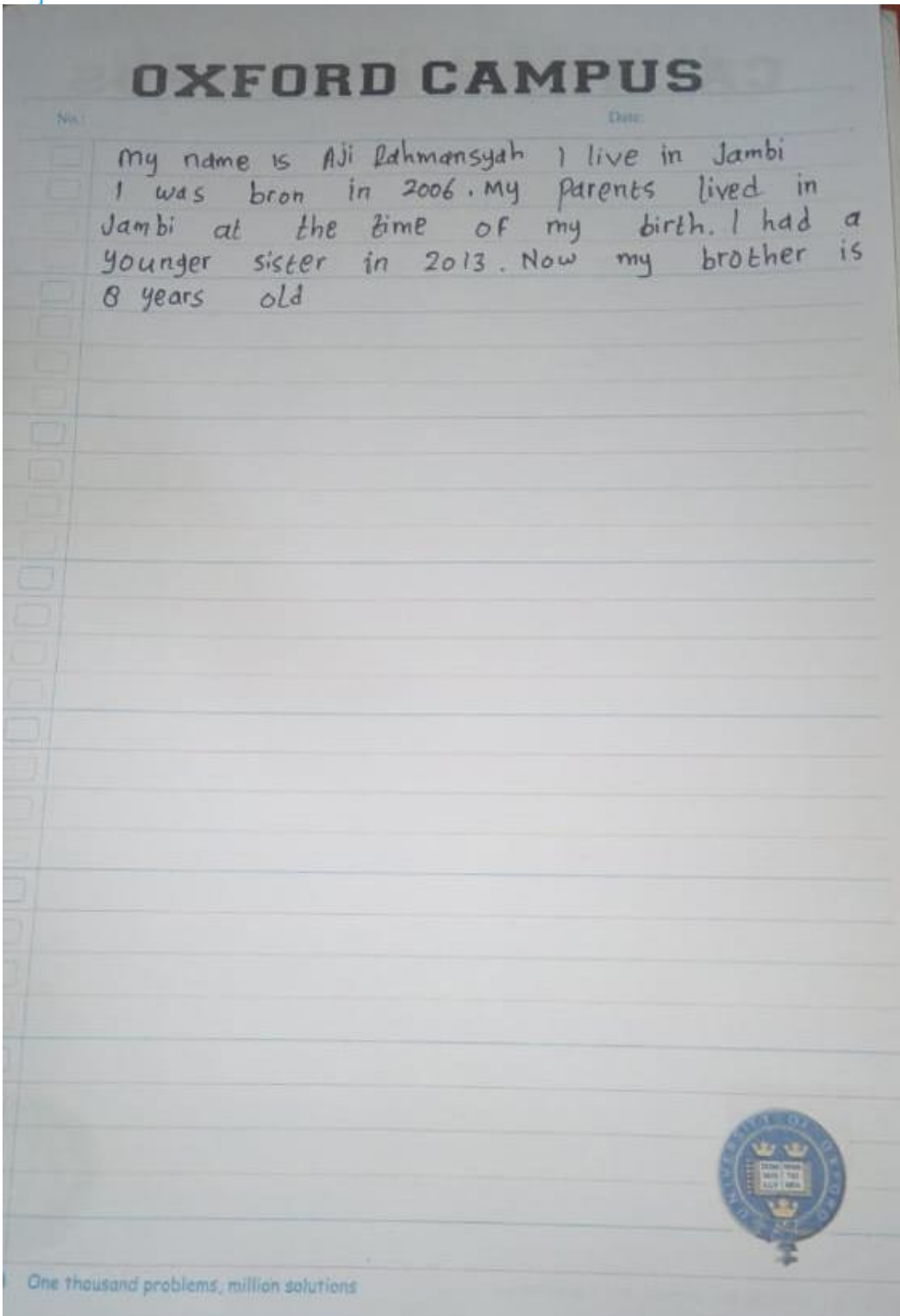
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DORREMON 

No. _____ Date: _____

Nama: Mira Novia Erdawati

Kelas: 12 Putri

I am and my friend's planned to Jambi Paradise on Sunday. I brought


some food and money after we arrived at the Kampeng Radja we bought

a ticket to enter there.

Then in there, me and my friend's played out bound together. As time

goes by day. In the afternoon we went to the ate together after that

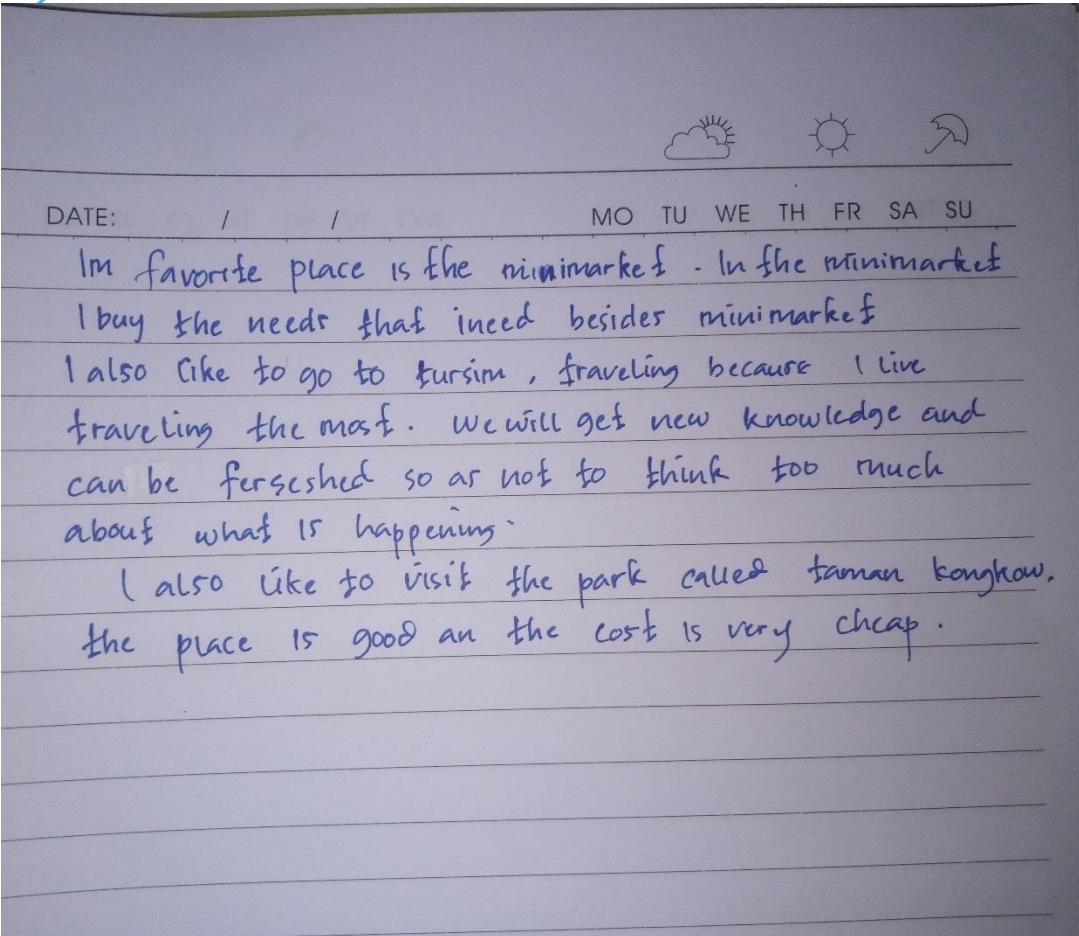
we returned to other's home.





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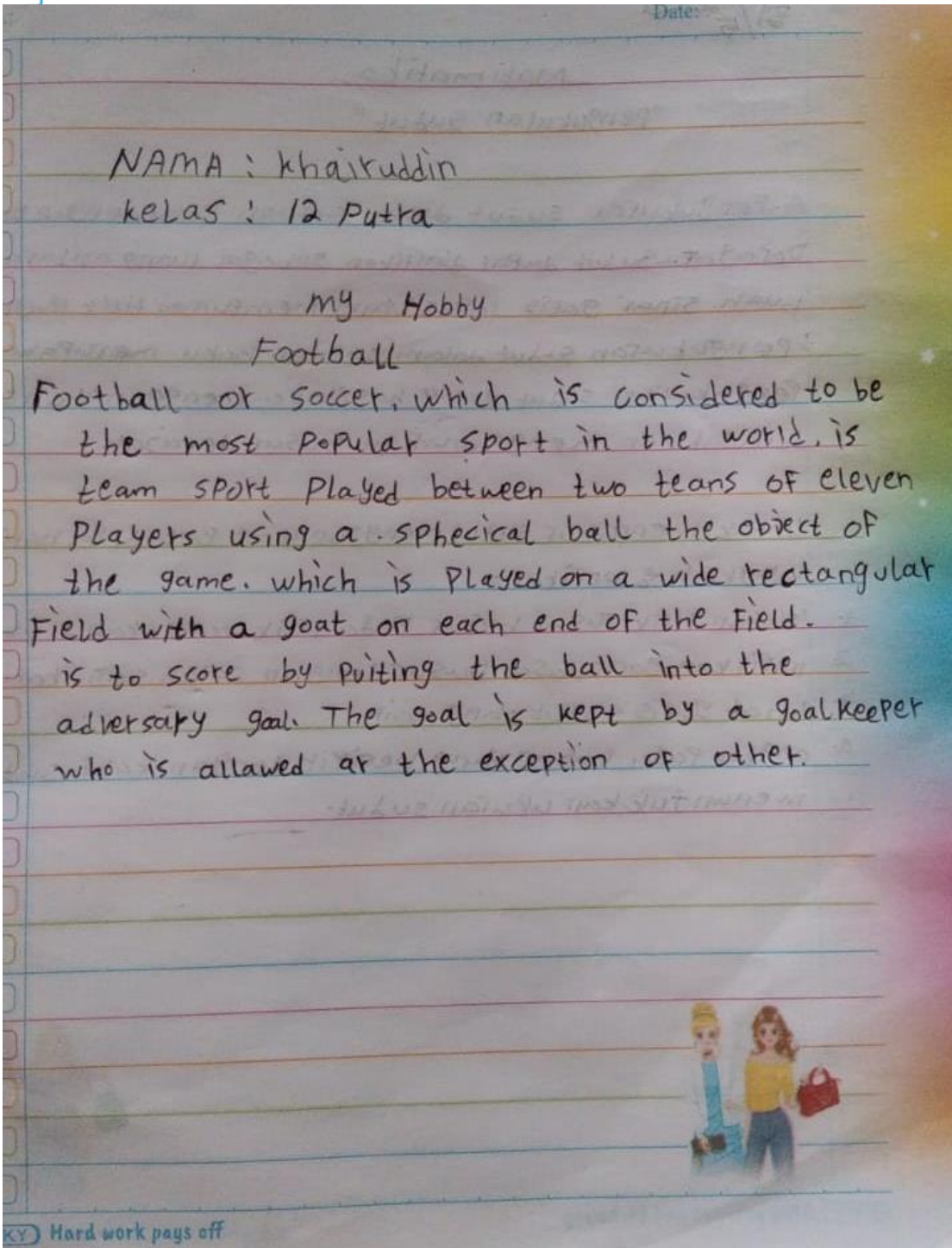
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Notes
Nama : Herlina
Kelas 12 Putri

I am Herlina, I like Play guitar last night
I Play guitar With my Sister. We Sing many song
together Which is laskar pelangi. I'm very happy
and We laugh together.
After that We dinner With my Parents

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Nama : Rafli Galan Saputra
Kelas : XII putra

My Hobby

My hobby is reading comics, I often read comics, every saturday night because of holidays. reading comics making is the thing like the most because it makes my days not boring. and fun for me.

many comics that I have read, the comics that like are comics whose stories are about adventures and challenges, most like reading comics doraemon add naruto, and other comics I also like to read about school children.

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Borobudur is one of historical buildings in Indonesia. It is considered to be the worlds largest building temple for its size (15129 m²) and height (34,5m). It is located in Magelang, Central Java. Borobudur is one of the greatest arts works that known ever since long time ago.

Abdiatun
XII putri



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2. Dilarang memba nyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunha Jambi

No.
Date

Nama : Siti Enida Fitriyanti
Kelas : 12 Putri

GOING TO KAMPUNG RAJA

Last week I and my family going to Kampung Radja. We arrived at Kampung Radja at 09.00 ~~am~~, we brought ticket and some food before that. We are playing out round and another. Time flies fast about 12.30 am, we are did zuhur prayer and lunch together. After that we had to go ~~to~~ back home.

No.

Date.

Nama = Siti Mardiana
Kelas = 12 Putri

Fishing with my Father

Four years ago, my father and I went fishing at the river I'm very excited. Arriving at the river, we looked a place to go fishing, which is under a rather large tree I was very happy because we got a lot of fish. But not long after it rained. We immediately took shelter under a large tree. But still our clothes were wet. Finally, we went home soaking wet but even if we get rained on, I still feel happy

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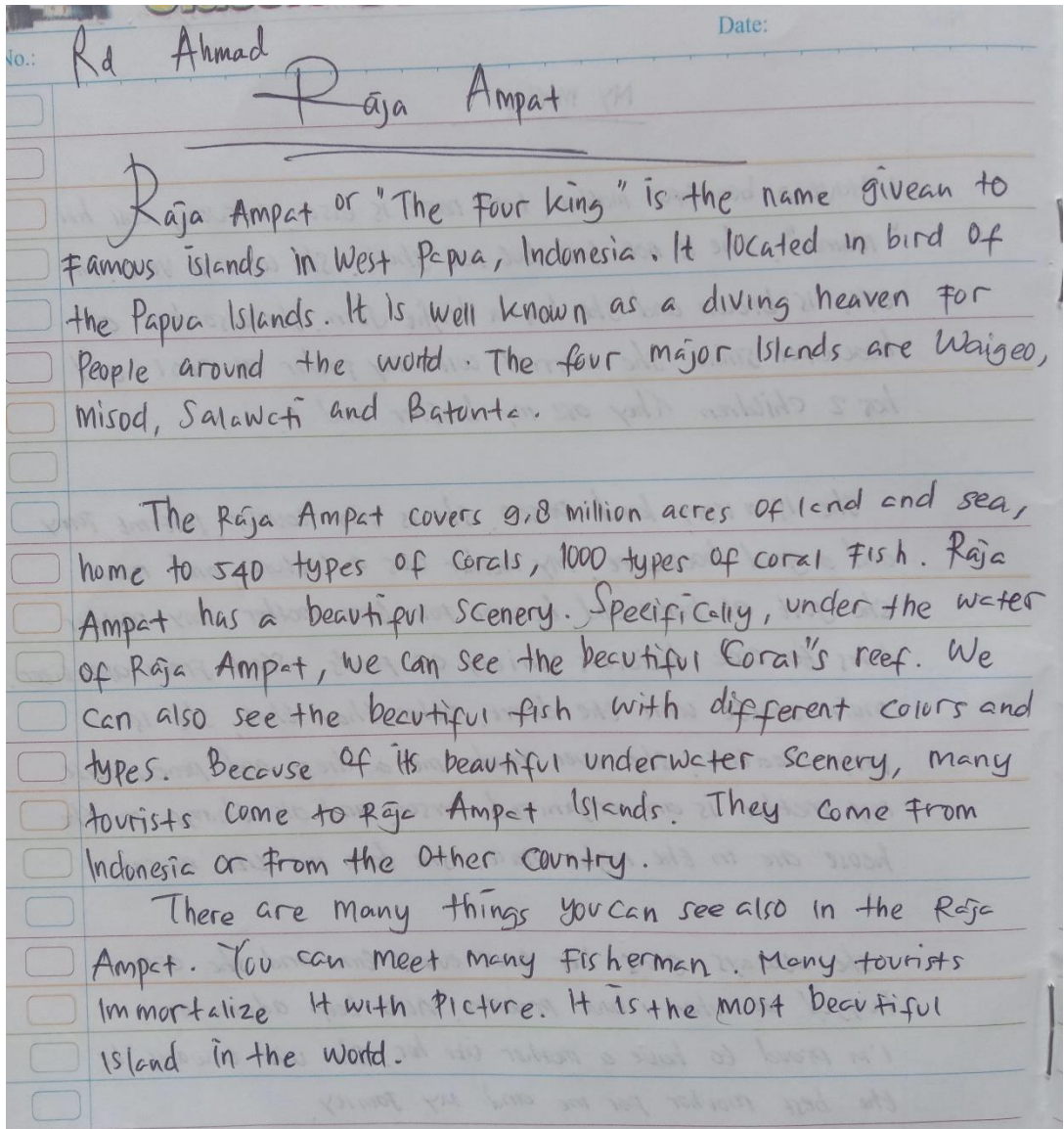
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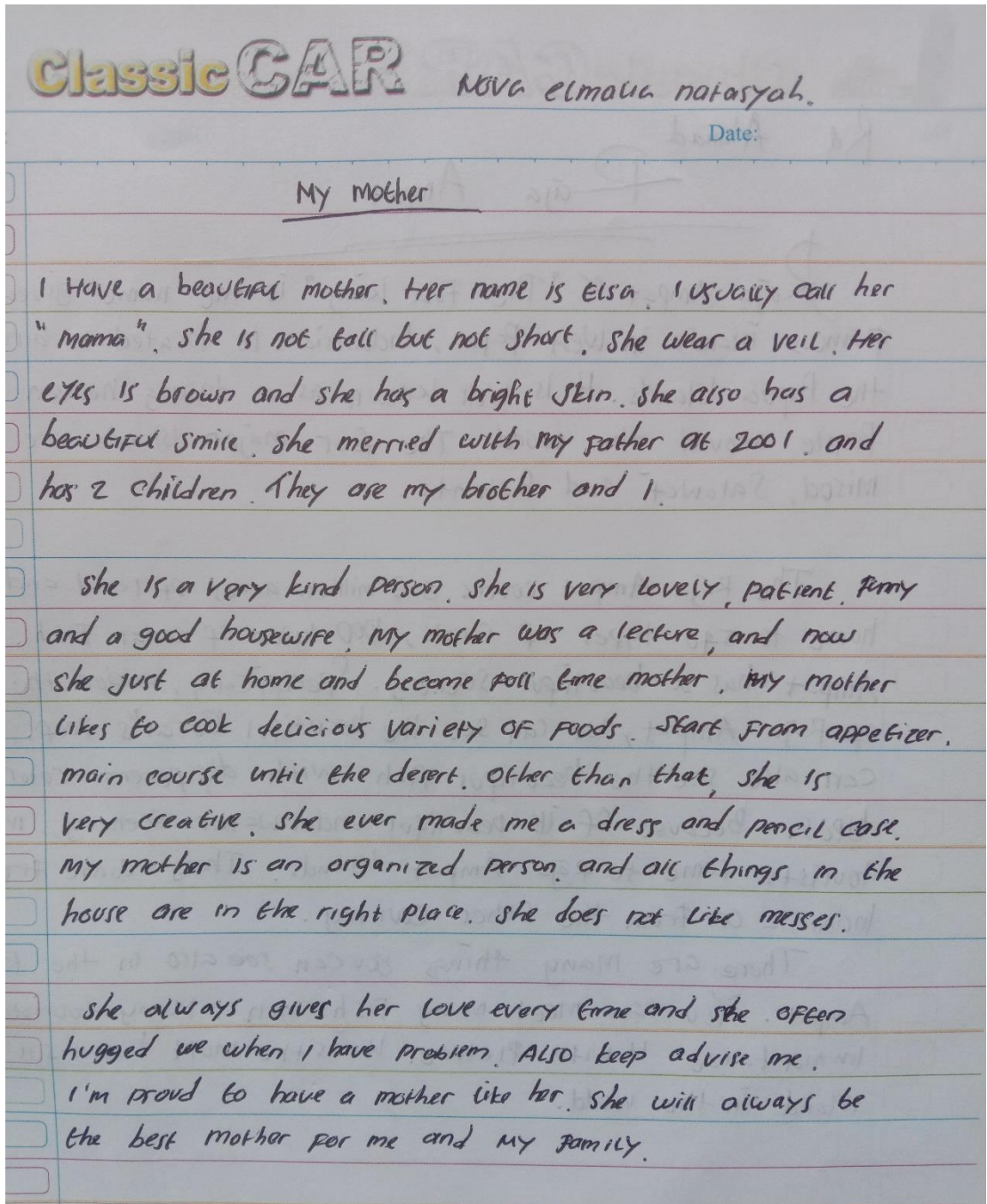
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JAMBI

Jambi is town centre in Jambi province; This city is in Jambi. The city is the largest Metropolitan area in the Sumatra.

There are 12 Million people living in Jambi. So, everything in Jambi seemed smallest in the Sumatra. "keris Singingai" are popular in Jambi cities. So, not Jambi only seemed smallest.

In Jambi, rules is everywhere. So, Jambiness people are love rules. It's clean everywhere. Everything in Jambi is so shiny. In Jambi, can found many place for get cheap and healthy food, but Jambi might be expensive. food in Jambi is like Tempoyak and pempek and other delicious food.

PUTRA HADAPI

12 PUTRA

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Classic CAR Muhammad Sholihini

No.: _____ Date: _____

AGNES MONICA

I Have an 1801. Her name is Agnes Monica. She is American singer and actress. She was born in Indonesia, JawaBa on June, 26 1988. Agnes's age is 34 years old. Her father's name is Iwan. He is an owner of a graphic design firm. And her mother's name Liani. Agnes has a half brother. His name is Darmawan, working as an actor, dancer and Producer.

Agnes is very Popular since she released her first Album "Pernikahan Gini in" 2013. Her vocal is powerful and amazing. On her performance, she always wears tiny mini costume. She is very famous with her pony tail hair.

Ariana is good looking. She is thin, her weight is 48 kilos. And she is not too high, her height is 155 centimeters. Agnes's skin color is brown. she also has a pointed nose, red lip and two dark brown eyes. Her eyes is wide. Agnes's hair is straight, the color is dark brown. she has an oval face.

Agnes has become hit maker since her first appearance on public. People may know well on her and Agnes is a cute & friendly girl.

I have a rabbit, His Fur is white and has black spots. he has Long ears and short tail. he also has cute red big eyes!
my rabbit Likes to eat Carrot and other vegetables.

When I Release my rabbit out of his cage. He used to jump everywhere and hard to catch.

So, I could ~~jump~~ just put him on his cage because I'm afraid that he might run away, I don't ~~wanna~~ wanna lost my rabbit because I love him very much.

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1. Diarang mei

a. Pengutipc

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi

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suatu masalah,

APPENDIX 2 CONSULTATION CARD



KEMENTERIAN AGAMA
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

CONSULTATION CARD OF THESIS

Kode Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Ziat Zamzami
 Student ID : 205172893
 Advisor II : Hilma Suryani, M.Pd
 Title : An Error Analysis of Subject-Verb Agreement On Students' Writing at Third Grade of Islamic Senior High School Nurul Iman Jambi City Tadris Bahasa Inggris
 Major : English Education Study Program

No	Date	Material Conultation	Signature
1	January 25, 2021	Submission Proposal	
2	Febuary 4, 2021	Revise Chapter I	
3	March 11, 2021	Revise Chapter II and III	
4	February 11, 2021	Revise Chapter III	
6	March 15, 2021	ACC to Seminar	
7	April 1st, 2021	Conducted Proposal Seminaar	
8	April 6, 2021	ACC to Riset	



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9	May 3, 2021	Revise Chapter III, IV and V	
10	May , 2021	ACC	

Jambi, 15 Juni 2021
Advisor I

Hilma Suryani, M.Pd
NIP. 198612262015032005

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
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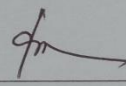
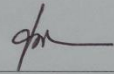
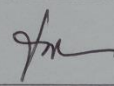
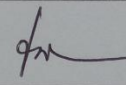

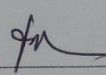



KEMENTERIAN AGAMA
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

CONSULTATION CARD OF THESIS

Kode Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	


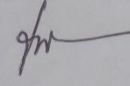
Name : Ziat Zamzami
 Student ID : 205172893
 Advisor II : Reni Andriani, M.Pd
 Title : An Error Analysis of Subject-Verb Agreement On Students' Writing at Third Grade of Islamic Senior High School Nurul Iman Jambi City Tadris Bahasa Inggris
 Major : English Education Study Program

No	Date	Material Concultation	Signature
1	January 25, 2021	Submission Proposal	
2	Febuary 4, 2021	Revise Chapter I	
3	March 11, 2021	Revise Chapter II and III	
4	February 11, 2021	Revise Chapter III	
6	March 15, 2021	ACC to Seminar	
7	April 1st, 2021	Conducted Proposal Seminaar	
8	April 6, 2021	ACC to Riset	

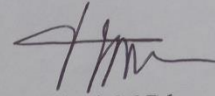


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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Surtha Jambi
2. Dilarang mempublikasikan sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Surtha Jambi

9	May 3, 2021	Revise Chapter III, IV and V	
10	May , 2021	ACC	

Jambi, 16 Juni 2021
Advisor II



Reni Andriani, M.Pd
NIDN.199005262020122017

APPENDIX 3 CURRICULUM VITAE



Name : Ziat Zamzami
 Date of Birth : Pematang Raman, 15 November 1999
 Address : Jl Jambi-Suak Kandis KM 53 Ds.
 Pematang Raman, RT 03
 Gender : Male
 E-mail : ziatzam@gmail.com
 Phone : 085273883401

Education Background

No.	Education	Graduate Year
1	SD NEGERI 21/IX Pematang Raman	2011
2	MTs Negeri Betung	2014
3	MAN 3 Kota Jambi	2017
4	S1 UIN STS Jambi	2021

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 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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