

# CHAPTER 1

## INTRODUCTION

### **1.1 The Background of the Study**

Language is an expression of ideas which consist of sounds combined into word. Language can also be interpreted as a symbol and sound system generated by Human speech. Many people use language to express the feeling, opinion, behavior and experiences of their life. There are so many kinds of language in our country and also in the world.

English is a very famous in the world. English is an international language because English becomes the language Educational system, business, employment and language that used in the product. In Indonesia, English is as the foreign language. Learning English is not easy because people do not use it in their daily lives. Today, many foreigners are coming and we need to know about English. Considering that many people say that English is important because English is an international language where foreigner uses English to communicate to other people with other countries. Many students in Indonesia learn English from Kindergarten until university level and there is also an English course. In English there are four basic skills, such as writing, reading, speaking and listening. Reading and listening refer to the receptive skills, while speaking and writing refer to productive skills.

One of the English skills which are taught very difficult to study is writing. Writing is one of the four skills that is very important in English to be learned and trained. English writing is a subject that learns about how to express feeling, opinion, idea and information in written form. Writing consists of many words that become sentences or paragraphs. In writing, many students learn how to write words, phrases, clauses and sentences. When the students make a sentence

which must have a subject and a verb, then must express a complete thought, the subject of the sentence must agree with the verb in order to a correct sentence. If the students cannot distinguish what the pair of singular subject is and what the pair of plural object is, the problem is called subject verb agreement (SVA).

Subject verb agreement is sometime called Concord. It shows how the predicate agrees with its subject. However, the subject form has a more important role than verb or predicate. In other words, the predicate form is usually influenced by the subject as, in English, for example the addition of the suffix /-s/ to the verb to form a present positive sentence when the subject is the singular third person. A singular subject requires a singular verb: The *cat eats* fish. (Singular subject + singular verb). A plural subject requires a singular verb: The cats eat fish. (Plural subject + plural verb).

There are many genres in writing English such as narrative, recount, descriptive, hortatory exposition, procedure, discussion, report, analytical exposition, explanation, anecdote, review, spoof, and news item. The writer chose descriptive text as a topic. Descriptive text is a text that describe or explain person, thing and place. Descriptive text has three parts. There is social function, significant lexicogrammatical and generic structure. Writing descriptive text has to know about grammatical features.

Based on writer's experience when doing teaching practice program (PPL) at the eleventh grade on SMK Negeri 5 Medan, the writer found the problem when the students write the descriptive text. The students got low score. The writer found the following result.

**Table 1.1 The table of rubric Score**

No	Students' Initial	Total Error
1	MFR	6

2	FK	8
3	MBS	11
4	AP	11
5	GAS	13
6	BAS	7
7	AMT	16
8	MFR	13
9	MS	9
10	FS	5
11	CLS	8
12	GAS	7
13	RG	5
14	JS	7
15	NS	7
16	YS	8
17	IS	8
18	NRS	9
19	ND	6
20	MS	7
Total		171

Because of that, the writer conclude some of the students of the eleventh grade on SMK Negeri 5 Medan did not achieve to standard minimum score target yet, especially in developing descriptive paragraph. It because they are lacks of knowledge in subject verb agreement from descriptive text.

Based on the background of the study above, the writer is interested in analyzing the errors made by the students. Thus, this study is entitled **“An Analysis on The Subject Verb Agreement Error in Writing Paragraph Descriptive Text at The Eleventh Grade Students in SMK NEGERI 5 MEDAN”**.

## **1.2 The Problems of study**

Based on the background of the study above, the problems of this study are formulated as follows:

1. What types of errors are made by the students at the eleventh grade in SMK Negeri 5 Medan in subject verb agreement in writing paragraph descriptive text?
2. What are the dominant types of errors made by the students at the eleventh grade in SMK Negeri 5 Medan in subject verb agreement in writing paragraph descriptive text?

### **1.3 The Objectives of the Study**

The objectives of this study are:

1. To classify the types of errors made by the students at the eleventh grade in SMK Negeri 5 Medan in subject verb agreement in writing paragraph descriptive text.
2. To analyze the dominant types of errors made by the students at the eleventh grade in SMK Negeri 5 Medan in subject verb agreement in writing descriptive text.

### **1.4 The Scope of the Study**

In this research, the writer focuses the discussion only in the analysis of subject verb agreement errors which are found among the students in writing a descriptive text at the eleventh grade in SMK Negeri 5 Medan. The errors are taken by the students writing a descriptive text. Descriptive text has three parts, such as social function, generic structure, and lexicogrammatical features. The error that the writer wants to analyze is lexicogrammatical features, especially using simple present tense. The data was explained in the analysis. According to Dulay et al (1982:146), the most useful and commonly used as bases for the descriptive classification of errors is linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy. In this study, the writer chose the surface category taxonomy, such as omission, addition, misformation and misordering.

## **1.5 The Significances of the Study**

The Findings of this study are expected to be theoretically and practically significant and relevant for some matters.

Theoretically, the result of the study is expected to enrich the horizon of English teaching subject verb agreement. Then, it is written of the alternative analyzing the subject verb agreement errors in writing paragraph descriptive text.

Practically, the outcome of this research study is expected to give feedback for the writer, students, reader, and English teacher. For the writer, the result of this research can be useful as additional information and references to analyze the errors in writing especially in writing paragraph descriptive text. For the students, this research is expected the students to get more understanding in using subject verb agreement in writing paragraph descriptive text. It is also expected that they will find the correct about subject verb agreement in writing paragraph descriptive text. Then, for the reader, the result of this study is to increase knowledge to study about subject verb agreement in writing paragraph descriptive text and for English teacher; the result of this study is to help the English teacher in giving the material on English language especially related to the students writing skills about subject verb agreement (SVA).

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in the study and they need to be the theoretical explained in following parts, theoretical elaboration on the terms used will be presented.

#### **2.2 Error Analysis**

According to James (1998:1), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Moreover, James in Sawalmeh (2013:3) argues that error analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the error committed by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors. In language teaching and learning, it is the recognizing of the unacceptable forms produced by someone learning a language, especially a foreign language.

Error analysis is an activity to identify and evaluation of errors. Because every student will not make the same error and teacher has to be able to analyze the errors. So that teacher can change the method that will be applied in teaching and give feedback to the students.

##### **2.2.1 Definition of Error**

Error is a natural for students when learning about English as a foreign language. The students get some new rules of language such as vocabulary, grammatical pattern and pronunciation or many more which are different from their first language. According to Corder

(1982:36) errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners.

Meanwhile, Corder in Husein et al (2013:829) an error is a breach of the code. In applied linguistics the term error is taken to mean some idiosyncratic or non-native like piece of language reduced regularly and systematically by a foreign language learner. Errors are also ill-formed in terms of target language rules or overtly idiosyncratic. The writer can conclude that error is some systematic and consistency of the language rule where the students cannot repair it because they don't know whether they are right or wrong.

### **2.2.2 Types of Error**

According to Dulay et al (1982:146-163) there are most useful and commonly used bases for the descriptive classification of errors. They are linguistic category, surface strategy, comparative analysis, and communicative effect.

#### **1. Linguistics Category**

Many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

#### **2. Surface Strategy**

A surface strategy taxonomy highlights the ways surface structures are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.

##### **1) Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. In other words, the omission error happens when one or more elements of a sentence are omitted.

For example: *My mother beautiful*

Should be: *My mother is beautiful*

In the sentence above, the word verb (to be) "is" is omitted.

## 2) Error of addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. It means that some elements are presented that should not be added there.

For example: *She was wrote a letter*

Should be: *She wrote a letter*

We cannot use the auxiliary "was" in the initial of the sentence because the auxiliary "was" is unnecessary.

There are three types of addition errors:

### (1) Double Markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

For example: He doesn't knows my name

Should be: He doesn't know my name

### (2) Regularizations

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the



rule. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in the plural, not *sheeps*.

### (3) Simple Addition

Errors are the “grab bag” subcategory of addition. If an addition error is neither a double marking norregularization, it is called a simple addition.

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example: The dog *eated* the chicken. A past tense marker was supplied by the learner; it was just not the right one.

### 4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

For example: *What you are thinking about?*

Should be: *What are you thinking about?*

## 2.2.3 Sources of Error

According to Brown (2007:263) states that there are some factors that learners often make when learn foreign the language, such as:

### 1. Interlingual Transfer

The beginning stages of learning a second language are especially inerrable to interlingual transfer from the native language, or inference. These kinds of errors are influenced by the native languages which interfere with target language learning (Heydari, 2012:1585).

## 2. Intralingual Transfer

These types of errors are caused by the target language itself like: false analogy, misanalysis (learners form a wrong hypothesis), incomplete rule application, exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling) (Heydari, 2012:1585).

## 2.3 Writing

Writing is one of part language skills. Writing is a tool for communication in language teaching and to express information or ideas by written form. According to Byrne (2002:1) writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. Moreover, Weigle (2002:5) writing is seen not just as a standardized system of communication but also as an essential tool for learning.

Harmer (2004:31) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

By all definitions of the experts, the writer conclude that writing is system of communication in language teaching which is very important more than the production of graphic symbols.

### 2.3.1 The process of Writing

According to Langan (2009:17), there are some processes that can be the following steps:

1. Prewriting

If you are like many people, you may have trouble getting started writing. A mental block may develop when you sit down before a blank sheet of paper or a blank screen. You may not be able to think of an interesting topic or a point to make about your topic.

2. Writing the first draft

When you write a first draft, be prepared to put in additional thoughts and detail that did not emerge during prewriting. And don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do later" and press on to finish the paper.

3. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means that you rewrite a paragraph or paper, building upon what has already been done in order to make it stronger.

4. Editing and Proofreading

Editing and proofreading also benefit richly from word processing. Instead of crossing or whiting out mistake, or rewriting an entire paper to correct numerous errors, you can make all necessary changes within the most recent draft. If you find editing or proofreading on the screen hard on your eyes, print out a copy. Mark any corrections on that copy, and then transfer to the final draft. If the word-processing program you're using includes spelling and grammar checks, by all means use them.

### **2.3.2 The Purposes of Writing**

The purpose can be done by selecting right words and suitable sentences structure to convey the intended meaning. According to Grenville (2001:1-2) there are three purposes of writing: to entertain, to inform and to persuade.

1. To entertain

Think what it's like to be a reader-you can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve your emotions, too, by creating feeling of suspense. Writing that involves emotions can also be reflective and contemplative. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2. To inform

These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purposes-that's just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

These include advertisement, some newspaper and magazine articles, and some types of essay. This type of writing might include opinion, but as part of a logical case backed up with evidence, rather than just as an expression of feeling.

## **2.4 Paragraph**

Boardman (2008:3-9) the paragraph is the basic unit of academic writing in English. Students who want to study in a college or university need to learn how to write a paragraph

because all other types of academic writing, such as, essays, reports, compositions, and research papers, are based on the paragraph. Paragraph begins with a sentence that introduces the topic and main idea of the paragraph. It is called the topic sentence. The middle part of the paragraph is called the body, and it consists of sentences that explain, or support, the topic sentence. These sentences are called supporting sentence. The last sentence is called the concluding sentence, which ends the paragraph by reminding the reader of the main point of the paragraph.

Basic academic writing in English is linear in structure, that is, it has a beginning, middle, and an end, and it continues directly from one part to the next. The contents of a paragraph are as follows:

1. The topic sentence

A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea. The topic is the subject of your paragraph. The controlling idea limits the topic of your paragraph.

2. The body

Supporting sentence explain the topic sentence. Supporting sentences are much more specific than the topic sentence and the first sentence of the paragraph.

3. The concluding sentence

The concluding sentence of a paragraph is generally needed in a stand-alone paragraph. Usually, a concluding sentence is a restatement of the topic sentence. That is, it gives the same information as the topic sentence, but the information is expressed in a different way. Concluding sentences usually start with a transition, such as all in all, in conclusion, in short, or in summary. Not all concluding sentence need a transition.

## 2.5 Text

Text is a meaningful linguistic unit which can be a word, sentence, paragraph, or even the one which is bigger than a paragraph. Sometimes, a text can mean anything that we can read or analyze. In English, text is also known as genre. According to Pardiyono (2007:2) argues that genre can be defined as text which has a function as a frame of reference so that a text can be built effectively. There are 13 kinds of genre. These arose in social interaction to fulfill humans' social purposes.

### 1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another character(s).

### 2. Descriptive

Descriptive is the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, or an animal or a tree, or a house, or camping. It can be about any topic. Description is the text containing two components, namely, identification and description.

### 3. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components, namely, goal, material, methods, and reorientation by which a writer describes how something is accomplished through a sequence.

### 4. Recount

Recount is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specifically, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contains three components; they are orientation, events, and reorientation.

#### 5. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely, the general statement, and sequenced explanation.

#### 6. Analytical Exposition

Analytical Exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by proved it with some facts.

#### 7. Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades people that something should or should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

#### 8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue, it contains three components, and they are: issue, argument, and conclusion or recommendation.

#### 9. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described.

#### 10. Anecdote

Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Anecdote is a text containing five components; they are abstract, orientation, crisis, reaction, and coda.

#### 11. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and actions which happen in the past. It uses simple past tense. The elements of narrative are orientation, events, resolution and coda. But coda is optional.

#### 12. Review

Review is a written English text that the social function is to critique or evaluate an art work or event for a public audience. The elements of review are orientation, evaluation, interpretative recount, and evaluation.

#### 13. News Item

News Item is a neither a paragraph not an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are newsworthy or important.

### **2.5.1 Descriptive Text**



Descriptive text is one of the genres that describe someone or something. According to Knapp and Watkins (2005:97) describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. Whereas, according to Langan (2009:92) when you describe something or someone, you give your readers a picture in words. To make this “word picture” a vivid and real as possible, you must observe and record specific details that appeal to your readers’ senses (sight, hearing, taste, smell, and touch). More than any other type of writing, a descriptive paragraph needs sharp, colorful details.

### **2.5.2 The Parts of Descriptive Text**

According to Gerot and Wignell (1994:208-209) state that description is a text containing three parts component that should be understood as the following:

#### 1. Social Function

Social function of descriptive writing is to describe a particular person, place or thing.

#### 2. Generic Structure

The generic structures of descriptive text are:

1. Identification: identifies phenomenon to be described.
2. Description: describe parts, qualities, and characteristics.

#### 3. Significant Lexicogrammatical Features

1. Focus on specific participants.
2. Use of attribute and identifying processes.
3. Frequent use of epithets and classifiers in normal group.
4. Use of simple present.

### **2.5.3 Tense in Descriptive**

According to Kroeger (2005:147) the term tense is used only for time reference which is marked grammatically-that is, by purely grammatical elements such as affixes, auxiliaries, or particles.

Formula of verbal sentence:

Positive form (+) : Subject + present tense (V-1) + object/complement

Negative form (-) : Subject + do/does not V-1 + object/complement

Interrogative form (?) : Do/does + She/He/It/You/They/We + V-1 + object/complement

Example: (+) she cooks fried chicken in the kitchen.

(-) she does not cook fried chicken in the kitchen

(?) Does she cook fried chicken in the kitchen?

Formula of nominal sentence:

Positive form (+) She/He/It + is + noun/adjective/complement

I + am + noun/adjective/complement

You/They/We + are + noun/adjective/complement

Negative form (-) She/He/It + is + not + noun/adjective/complement

I + am + not + noun/adjective/complement

You/They/We + are + not + noun/adjective/complement

Interrogative form (?) is + she/he/it + noun/adjective/complement

Am + I + noun/adjective/complement

Are + you/they/we + noun/adjective/complement

Examples: (+) I am a student

(-) I am not a student

(?) Am I a student?

## 2.6 Subject -Verb Agreement

Subject verb agreement is sometime called Concord. According to Quirk et al (1985:755) the most important type of concord in English is concord of 3<sup>rd</sup> person number between subject and verb. The normally observed rule is very simple:

1. A singular subject requires a singular verb
2. A plural subject requires a plural verb

According to Frank (1972:9) the verb agrees with the subject in person (first, second, third) and in number (singular, plural). According to Warriner & Graham (1983:117) in Inriani (2016) all nouns and pronouns have number. They are singular in number if they refer to one thing. They are plural in number if they refer to more than one thing.

### 2.6.1 The Rule of Subject Verb Agreement

In general there some roles generally about subject verb-agreement that 20 of Subject Verb Agreement. According to Martin & Wern in Niazi (2014:22) while grammar is not as static a science as is typically assumed, there are 20 rules of subject verb agreement that attempt to objectify part of the English language form. Most of the concepts of subject verb agreement are straightforward, yet some aspects of singular and plural usage in English grammar are more complicated.

1. Subject and verbs must agree in number. This is the cornerstone rule that forms the background of the concept.

The *dog growls* when he is angry. The *dogs growl* when they are angry.

2. Don't get confused by the words that come between the subject and verb; they do not affect agreement.

The *dog*, who is chewing on my jeans, *is* usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The *colors* of the rainbow *are* beautiful.

4. When sentences start with “there” or “here” the subject will always be placed after the verb, so care needs to be taken to identify it correctly.

There *is* a problem with the balance sheet. Here *are* the papers you requested.

5. Subjects don’t always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Does *Lefty* usually *eat* grass? Where *are* the *pieces* of this puzzle?

6. If two subjects are joined by *and*, they typically require a plural verb form.

The cow and the pig *are jumping* over the moon.

7. The verb is singular if the two subjects separated by *and* refer to the same person or thing.

*Red beans and rice is* my mom’s favorite dish.

8. If one of the words *each*, *every*, or *no* comes before the subject, the verb is singular.

No *smoking or drinking is* allowed. Every *man and woman is* required to check in.

9. If the subjects are both singular and are connected by the words **or**, **nor**, **neither/nor**, **either/or**, and **not only/but also** the verb is singular.

*Jessica or Christian is* to blame for the accident.

10. The only time when the object of the preposition factors into the decision of plural or singular verb forms is when noun and pronoun subjects like *some*, *half*, *none*, *more*, *all*, etc. are followed by a prepositional phrase. In these sentences, the object of the preposition determines the form of the verb.

All of the *chicken* is gone. All of the *chickens* are gone

11. The singular verb form is usually used for units of measurement or time.

Four *quarts of oil was* required to get the car running.

12. If the subjects are both plural and are connected by the words *or, nor, neither/nor, either/or,* and *not only/but also,* the verb is plural.

Dogs and cats are both available at the pound.

13. If one subject is singular and one plural and the words are connected by the words *or, nor, neither/nor, either/or,* and *not only/but also,* you use the verb form of the subject that is nearest the verb.

Either the *bears* or the *lion has* escaped from the zoo. Neither the *lion* nor the *bearshave* escaped from the zoo.

14. Indefinite pronouns typically take singular verbs.

*Everybody wants* to be loved.

15. Except for the pronouns (few, many, several, both, all, some) that always take the plural form.

*Few were* left alive after the flood.

16. If two infinitives are separated by *and* they take the plural form of the verb.

*To walk and to chew gum requires* great skill.

17. When gerunds are used as the subject of a sentence, they take the singular verb form of the verb; but, when they are linked by *and,* they take the plural form.

*Standing* in the water *was* a bad idea. *Swimming* in the ocean and *playing drums are* my hobbies.

18. Collective nouns like herd, senate, class, crowd, etc. usually take a singular verb form.

The *herd* is stampeding.

19. Titles of books, movies, novels, etc. are treated as singular and take a singular verb.

*The Burbs is* a movie starring Tom Hanks.

20. Final Rule – Remember, only the subject affects the verb!

## **2.7 Previous Research**

The writer take the review of relate literature from other graduating paper as the principles and the comparison with this research. The first one is taken from Ribut Wahyudi, English department, Faculty of Humanities and culture, Maulana Malik Ibrahim State Islamic University, Indonesia (2012) entitled Error Analysis on Subject-Verb agreement: the case of a University student in Indonesia. He discussed that examining the error from the second language learner is important. The teacher can make use of it as a reflection of second language acquisition (SLA) research and classroom teaching practice. However, only few studies conducted in this area in Indonesia context. This research aims to analyze the error made by the first semester student of English department, Faculty of Humanities and Culture, Maulana Malik Ibrahim State Islamic University, Jawa Timur, Indonesia. The research focuses on the subject-verb agreement of the student's writing. The implications for SLA research and classroom teaching practice are given as well for second language teachers and researchers. The difference is the writer analyzesthe subject verb agreement error in writing paragraph descriptive text, but Wahyudi analyze the student's writing.

The second one is taken from Dr. Ghadah Al Murshidi (2014) entitled Subject-Verb Agreement Grammatical Errorsand Punctuation Errorsin Submissions of Male UAE University Students, stated that result of this research shows that English is a wide spread language across the world and is being taught commonly in many countries. Therefore, many EFL learners

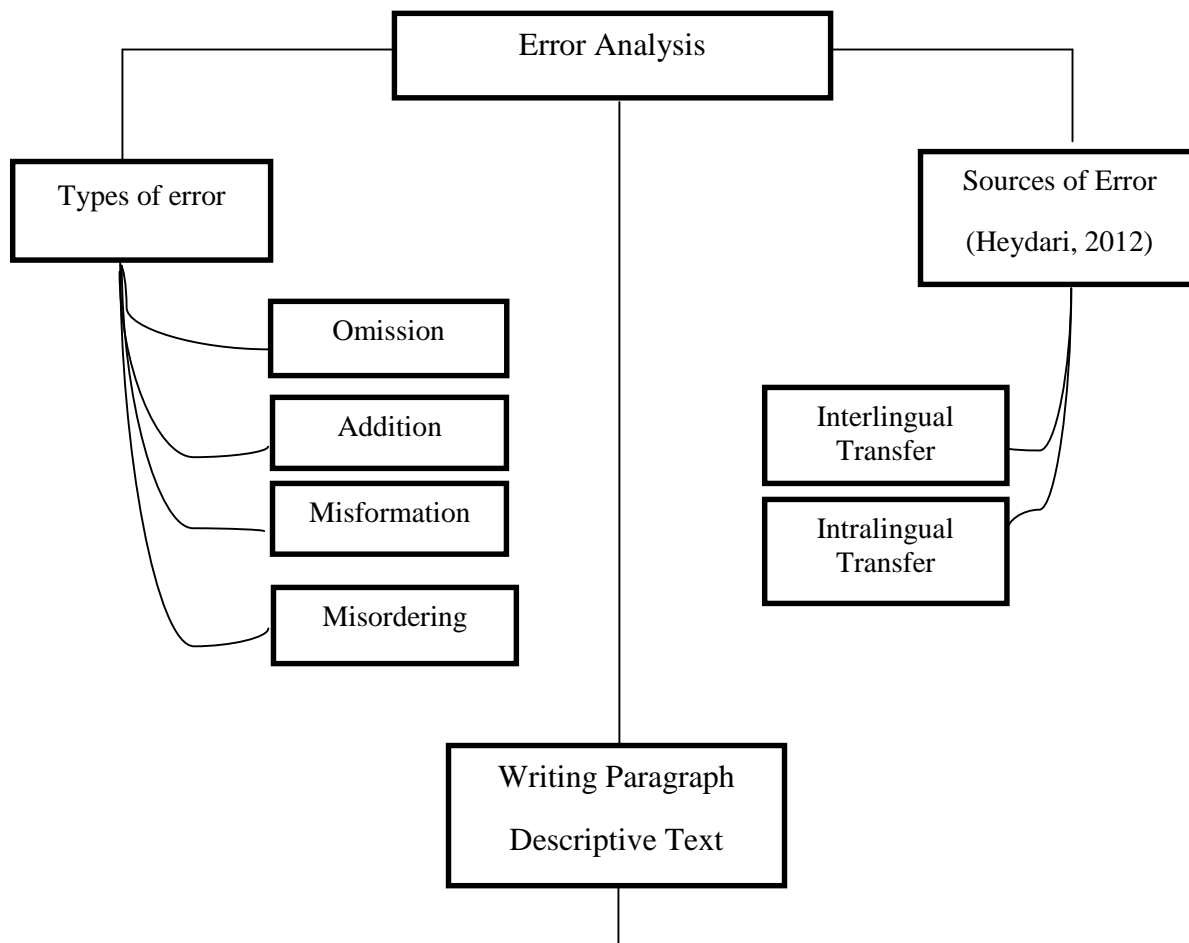
commit grammatical and punctuation errors repeatedly, and in this study it is attempted to analyze frequent grammatical error which is the subject-verb agreement and some punctuation errors. Such errors occur systematically, as observed in a total sample of 15 male students from different colleges in the United Arab Emirates University; the sample was asked to write a brief autobiography which was later on analyzed by the grammar being revised and the punctuation. The similarity between Wahyudi's research and the writer's research is using same subject verb agreement to analyze. The differences are the writer analyzes the subject verb agreement error in writing paragraph descriptive text, but Murshidi analyzes the grammatical error and punctuation error.

## **2.8 Conceptual Framework**

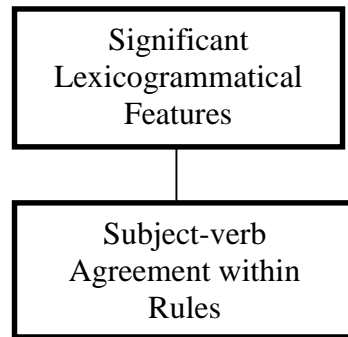
English has many skills, writing is one of skills. Writing is a kind of activity of expressing the ideas from the writer to the reader by arranging the words, phrases, and sentences. There are many types of text in writing. They are narrative, description, recount, report, discussion, explanation, analytical exposition, procedure, hortatory exposition, anecdote, review, spoof, and news item. The writer chooses descriptive to analyze.

Error analysis is an activity to identify and evaluation of errors. Because every student will not make the same error and teacher has to be able to analyze the errors. So that teacher can change the method that will be applied in teaching and give feedback to the students.

Descriptive text is a text that describe something or person, thing and place. Descriptive text has three parts. There is social function, significant lexicogrammatical and generic structure. The students write the descriptive text. Then, the writer identified the students' error on the paper. The error can be found in subject-verb agreement.







**Figure 2.8.1 Conceptual Framework of An Analysis on The Subject Verb Agreement Error in Writing Paragraph Descriptive Text at The Eleventh Grade Students in SMK Negeri 5 Medan (Novella Rosa Sundari:2018)**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this research, the writer uses a descriptive qualitative research design. The goal was to describe the types of subject-verb agreement errors on students' writing paragraph descriptive text at the eleventh Grade of SMK Negeri 5 Medan. Then, the writer chose significant lexicogrammatical features on the research. The variable of this writer is subject-verb agreement errors.

#### **3.2 Subject of the Research**

Subjects in this research were 20 students of grade eleventh in SMK Negeri 5 Medan, class XI TOKR 1. The writer chose them because she wanted to analyze their error in subject verb agreement from descriptive text.

### **3.3 Object of the Research**

The object on the research was students' error. It was found from paper of the students at the eleventh grade on SMK NEGERI 5 Medan. Then, the writer classified the errors. There were most useful and commonly use bases for descriptive classification of errors. They are linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy. Here, the writer chose the surface category taxonomy, such as omission, addiction, misformation and misordering.

### **3.4 The Instrument of Collecting Data**

Writing test was instrument of collecting data in this research. The form was used of the test was writing test. Descriptive text is a test instrument that used by the writer to conduct this research. The writer was asked the students to write the descriptive text based on the topic which was given by the writer.

### **3.5 The Technique of Collecting Data**

To collect the data, the writer took these following ways. Firstly, the writer asked the students to take a piece of paper. Then, the writer asked students to write a descriptive text about describing "My mother and my friend". The students choose one of topics given. The students were given 40 minutes to write the test. The writer collects the students' paper on writing descriptive text. Then, identified the errors in made by the students on writing descriptive text,

especially in lexicogrammatical features on use present tense. The last, the writer analyzed class XI TOKR 1 their errors in subject verb agreement from descriptive text.

### **3.6 The Technique of Analyzing Data**

The data of this research was analyzed by using descriptive qualitative technique. The techniques of analyzing the data were:

1. Identifying the data in the students' paper.
2. Classifying the students' errors based on the types of errors namely, error of omission, error of addition, error of misformation and error of misordering.
3. Finding the dominant types of errors did by the students by using the following formula

based on Sudijono (2014:43):

$$X = \frac{F}{N} \times 100\%$$

Where:

X = The Percentage types of error

F = Frequency types of error

N = Total Number of error

100% = Standard Percentage