

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of the Study

Language is a communication tool that is a means for delivering information to others. Language has a close relationship with people because they need language to interact with other people. People usually use the language to express their thoughts, feelings, ideas, and everything's they mean. By using language, people can also understand what other people say. It means language is very important for communication.

There are many languages in the world. One of them is English. English is international language. It is used as a means of communication in most of countries in the world. In Indonesia, English is a foreign language. So, it is not easy for Indonesian people to master English very well. Learning English is not easy; therefore, Indonesian learners are often confused to comprehend English because there are some differences between the English and Indonesian language systems. Besides, the Indonesian learners of English are influenced by Indonesian structure. Therefore, the learners have to be aware of that. Constructing English sentence needs some important rules, called grammar. The students who want to master English well should understand better the English grammar. In English there are four skills such as: listening, reading, speaking, writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English. Students who are learning English finds many difficulties, especially in writing skill.

Writing is one of the language skills which is the students can express their ideas in written form. In writing, students learn how to write words, phrases, clauses and sentences. It means that they have to be able to write correct sentences. When the students make a sentence which must have a subject and a verb, then the subject of the sentence must agree with the verb, so that become a correct sentence. Indonesia students are weak in writing English because the lack of mastery of grammar, especially in term of subject verb agreement rules. They have problem in subject verb agreement rules. Many students fail in composing the good writing because of errors in grammar.

Subject verb agreement refers to the fact that the subject and verb in a sentence must agree in number. According to Eastwood (1994: 191) Subject-verb agreement means choosing the correct singular or plural verb after the subject. Subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural) which is also called subject-verb concord. In other words, they both must be singular or they both must be plural. For instance, Subjects and verbs must agree with one another in number (singular or plural). Indonesia students are weak in writing English due to lack mastery of grammar, especially in subject verb agreement rules. They have problems in subject verb agreement rules because Indonesia language structure is different from English structure. Therefore, the students tend to make errors in writing of subject verb agreement.

Errors in identifying the subject lead to the verb errors. So, one needs to understand the singularity and plurality of subject, as well as how the subject arranged in words, and what must be done to the verb in relation to the subject to make a right sentence. It could be said, errors in subject-verb agreement can lead to misunderstanding. By analyzing errors, teacher know the students' misunderstanding so that they can effectively correct it by giving feedbacks so that the

students can profit by mistakes, and designing some effective ways in teaching to avoid misunderstanding in particular concepts of target language.

Based on writers' observation at the third grade students when PPL of SMPN 12 Medan. The writer found problem on students' sentence, many students write wrong sentence, the subject of the sentence did not agree with the verb. Error in grammar especially in subject verb agreement frequently happened even when the students write or speak simple sentence, example: "I always happy", it should be "I am always happy".

Therefore, since student's lacked knowledge in subject-verb agreement concept is a problem in their attempt to make a good writing, it deserve to be analyzed. By knowing the mistakes or errors, the writer can find specific problems or difficulties that do by students. 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 of Subject Verb Agreement Errors in Writing Analytical Exposition Text at Second Grade Students of SMAN 10 Medan"**.

## **1.2. The Problems of the Study**

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

1. What types of subject verb agreement errors made by second grade students of SMAN 10 Medan in writing an analytical exposition text?

2. How do the second grade students of SMAN 10 Medan make errors in writing an analytical exposition text?

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

The objectives of the study are presented as follows:

1. To find out what types of subject-verb agreement errors made by second grade students of SMAN 10 Medan in writing an analytical exposition text.
2. To find out how second grade students of SMAN 10 Medan make errors in writing an analytical exposition text.

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

This study would be focus on an analysis of subject verb agreement errors which are found among the students in writing an analytical exposition text at second grade of SMAN 10 Medan. Analytical exposition text has three parts, such as social function, generic structure and lexico grammatical features. The writer wants to analyze errors of lexico grammatical features, especially using present tense. The writer only focuses on analysis concerns with the types of subject verb agreement errors on writing an analytical exposition text. The writer only focuses on surface category. Surface category is divided into four parts, such as omission, addition, misformation and misordering.

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

The significances of the study are expected to be useful for:

1. Theoretically

- 1) The result of the study is expected to be useful to get a new perspective in writing an analytical exposition text.
- 2) To increase an understanding of subject verb agreement.
- 3) To realize errors in writing an analytical exposition text.

## 2. Practically

### 1) For the students

This research helps in realizing their errors in the subject-verb agreement and profiting by mistakes to overcome the said errors and reduce the errors made in the next semester.

### 2) For English teachers

This research knows the students' errors in comprehending the agreement between subject and verb so that they would make efforts in giving feedbacks and considering the students' lack of competence in applying any strategy or technique of teaching English.

### 3) For the readers

This research helps the readers increase references to study about subject verb agreement in writing analytical exposition text and to avoid errors in writing analytical exposition text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical Framework**

In conducting this research, the writer need some experts to explain some concept or terms applied in the research concern. In this study use some concern and terms to be clarified in order to have the same perspective of implementation in the research.

## **2.2. Error Analysis**

According to Corder (1981: 35), error analysis is part of the methodology of the psycholinguistic investigation of language learning. Analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English. However, error analysis does not provide a complete picture of how learners acquire language, because it describes learners' language purely as collection of errors.

According to Dulay et al (1982: 138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. People cannot learn language without first systematically committing errors. From definition above, the writer can conclude that error is something mistake made by students on language learning when speech or written form, in other words incorrect rule of language as partial knowledge and competence that is achieved in the process of language learning.

### **2.2.1. 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. Error Types Based on Linguistic 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 components and the particular linguistics constituent the error affects.

Language components include phonology (pronunciation), syntax, and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style) with the particular linguistic constituent the error affects include the elements that comprise each language component. For example of error based on linguistic category, “me forget it” The learner attempted to use of me as subject. It is included in syntax error in use of pronoun.

## 2. Surface Strategy Taxonomy

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.

There are four subtypes error based on surface strategy taxonomy:

### 1) Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: noun, adjectives, adverbs. For example: Mary president new company. The correct one is “Mary is the president of the new company”.

### 2) 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. There are three types of addition errors, such as:

a. Double marking

This addition error is described as the failure to delete certain items which are required in some linguistic constructions, but not in others. The learners who have acquired the tense form for both auxiliary and verb. For example: “we didn’t went there”. It is because two items rather than one are marked for the same feature (tense in the example above). It should be: “We went there”.

b. Regularization

A rule typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

c. Simple Addition

If an addition error is not a double marking or regularization, it is called simple addition. No particular features characterize simple addition other than those that characterize all addition errors. For example: The fishes doesn’t live in the water. The linguistic item added is the third person singular –s.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect. For example: "The girl shooted the boy". The learner supplies a past tense marker, but it is not the right one. It should be "the girl shot the boy".

#### 4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: He is teacher clever. It should be: He is clever teacher, because the sentence above, the rule of structure is not suitable.

### 3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structures of second language errors and certain other type constructions. This error is compare between the structure of target language errors and certain other types of construction. There are three types of errors they are:

#### 1) Development Errors

Development errors are errors similar to those made by children learning the target language as their first language.

#### 2) Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentences in the learners' native language.

### 3) Ambiguous Errors

Ambiguous errors are those that could be classified as equally well as developmental or interlingual. That is because these errors reflect the learners' native language structure and the same time, they are of the type found in the speech of children acquiring a first language.

### 4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Errors that affect the overall organization of the sentence hinder successful communication while errors that affect a single element of the sentence usually do not hinder communication. There are two types of errors:

#### 1) Global Errors

Global errors are errors that affect overall sentence organization significantly hinder communication.

#### 2) Local Errors

Local errors are errors that affect a single element (constituent) in a sentence do not usually hinder communication significantly.

### **2.2.2. Source of Errors**

In learning foreign language, learners often make several errors because of some factories. According to Brown (2007: 263), there are source of error, they are:

### 1. Interlingual Transfer

The beginning stages of learning a second language are especially inerable to interlingual transfer from the native language, or inference. Before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learners can draw.

### 2. Intralingual Transfer

Intralingual error are those which reflect the general characteristic role of learning, such as faulty generalization, incomplect generalization of rule an failure to learn condition under which role apply. Distinguishes intralingual errors into four types:

#### 1) Overgeneralization

Overgeneralization is where the leaners make error according to the leaners' experience of certain structures that are generalized in the target language. For example: The boy is plays piano. It should be: The boy plays piano.

#### 2) Ignorance of Rule Restriction

Ignorance of rule restriction is a failure to observe existing structures, the application of which cannot be applied in another context. For example: She bought a flower. It should be: She buys a flower.

#### 3) Incomplete Application of Rules

Incomplete application of rules is failure to observe structure whose deviancy represents the degree of development of rules required producing acceptable utterance. For example: He eat rice. It should be: He eats rice.

#### 4) False Concepts Hypothesized

False concept hypothesized is causes the error is result from faulty comprehension of distinction in the target language. For example: She go to campus yesterday. It should be: She went to campus yesterday.

### 3. Context of learning

Context of learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning. In the classroom context, frequently a teacher or textbooks can lead the learners to make errors because of misleading explanation from the teacher or faulty presentation of a structure or words in a textbook. In social context, untutored language acquisition can bring about certain dialect acquisition, which may become a source of error.

### 4. Communication Strategy

A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communication idea when precise linguistics forms are for some reasons not readily available to the learner at point in communication. Communication strategy actually

include processes of interlingual or intralingual transfer and context of learning. For example: a learner tries to get a message across to reader with their cognitive and personality style.

### 2.3. Subject Verb Agreement

According to Sparks (2006: 1) subject verb agreement is a fancy term for a simple idea: the subject and the verb must work together. According to Pyle (2001: 114) Subject and verb in a sentence must agree in person and number. It means that if the subject is singular, so the verb is singular and if the subject is plural, so the verb is plural.

#### 2.3.1. Rules of Subject Verb Agreement

According to Azar (2002: 84-92)

##### 1. Final –s or –es

1) Final –s or –es is added to a noun to make the plural noun. So that it requires a plural verb.

Example: **Friends are** important.

2) A final –s or –es is added to simple present verb when the subject is a singular noun. Example:

Mary, my father, the machine or a third person singular pronoun. Example: he, she, it. For example: **Mary works** in my company.

##### 2. Basic subject verb agreement

1) Two or more subjects connected by and require a plural verb. Example: **My brother and sister live** in Boston.

2) Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. Example: that book on political parties was interesting. The interrupting prepositional phrase on political parties and of instruction does not change the fact that the subject book must agree with the verb is and the subject sets must agree with verb need. Example: **My dogs**, as well as my cat, **like** cat food.

3) The subject and verb separated by an adjective clause.

A gerund use as the subject of the sentence requires a singular verb. Example: **Growing** flowers was her hobby.

3. Using expression of quantity

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

a. Some of + singular noun = singular verb.

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

b. Some of + plural noun = plural verb.

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

2) Exceptions: One of, each of, every one of take singular verb (plural noun needs singular verb.

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

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

e.g. **Every one of** my friends **was** here.

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

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

e.g. **None of** the boys **are** here. (informal)

4) The Number of and a number of

The number of is a subject. e.g. **The number of** students in the class **is** fifteen. A number of is an expression of quantity meaning “a lot of”. It is followed by a plural noun and a plural verb. e.g. **A number of** students **were** late for class.

4. Using there + be

In the structure there + be, there is called an “expletive”. It has no meaning as a vocabulary word. It introduces the idea that something exists in particular place. The subject follows be when there is used pattern: there + be + subject + expression of place. e.g. **There were** twenty **students** in my class.

Sometimes the expression of place is omitted when the meaning is clear. The implied expression of place is clearly in the world. e.g. **there are** seven continents.

5. Some irregularities

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

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

e.g. **Sears is** department store.



In the examples, if the noun changed to pronoun, the singular pronoun it is used (not a plural pronoun they) because the noun is singular. The United States and Sears are it.

2) Fields of study that ends –ios require singular verbs.

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

3) Certain illness that end in –s are singular: diabetes, measles, mumps, rabies, rickets, shingles. E.g. **Diabetes is** illness

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

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

e.g. **Ten dollar was** too much to pay.

e.g. **Five thousand miles was** too far to travel.

5) Arithmetic expression require singular verb

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

e.g. **one plus three is or equals** four.

e.g. **four times five equals** twenty.

6) Plural noun do not end –s (people, women, etc) require plural verb.

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

Exception: the word people has a final –s (peoples) only when it is used to refer to ethnic or national groups.

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

7) Some nouns of nationality that end in –sh, -ese, and –ch can mean either language or people. e.g. **English is** spoken in many countries.

8) A few adjectives can be preceded by the and used as a plural noun or without final –s to refer to people who have that quality. e.g. the elderly, the young, the living.

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

## **2.4. Writing**

Writing is an important activity in learning English. Writing is activity to convey something or express the idea, opinion, information, feelings in written form. According to Patel and Jain (2008:125) writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.

According to Heaton (1988:135) Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements.

Based on opinion above, it concludes that writing is important process of learning language and related with vocabulary, spelling, and sentence and also need mastery in grammatical and also conceptual.

### **2.4.1. Process of Writing**

According to Harmer (2004: 4-6) process of writing has four main elements, such as planning, drafting, editing, and final version.

#### **1. Planning**

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just as the shopping list writer has thought- at some level of consciousness- about what foods is needed before writing it on the piece of paper.

## 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

## 4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

## **2.5. Text**

According to Knapp and Watkins (2005:29) A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. In English there are many texts of writing, such as descriptive, recount, report, narrative, discussion, explanation, analytical exposition text, hortatory exposition, procedure, anecdote, news item, spoof.

### **2.5.1. Analytical Exposition Text**

According to Siahaan (2008:51) Analytical exposition text is an expository text. It is about the truth of fact of certain object. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it.

The generic structure of analytical exposition text:

1. Thesis (introduction): to introduce a topic and indicate the writer's position.
2. Argument (body): to restate the main arguments outline in the preview. Then it develops and support each point/argument.
3. Reiteration (conclusion): the last part and restatement of the writer's position.

According to Gerrot and Wignell (2001: 198) significant lexico grammatical features:

1. Focus on generic human and non-human participants.
2. Use of simple present tense.

3. Use of relational processes.
4. Use of internal conjunction to stage argument
5. Reasoning through causal conjunction or nominalization.

Example of Analytical Exposition Writing

### **Fast Food is not good**

Everyone should think twice before deciding to eat fast food. There are many health risks when it comes to eating food that's made within a matter of seconds.

The food is not properly taken care of, which leads all the way back to where the food is originally produced.

The health risks that come from eating so much fast food are life-threatening. Obesity can come from eating fast food that's bought often.

However, fast food is one of the easiest and cheapest ways of eating. It saves a lot of time and money, especially for people who are coming home from work. There are many health risks when it comes to eating food, so think twice before eating fast food.

## 2.6. Previous Research

In this study, the writer took three previous studies which are related to the present study. In this case the writer took previous research from journal “ *An Analysis of Students’ Ability In using Subject Verb Agreement*”. This research was conducted by Iwan Kurniawan (2016). This research was to describe the ability of students in using subject verb agreements of three tenses, namely: present tense, past tense, and present perfect tense. The result of the data analysis of the students’ ability in using of subject verb agreement of the eight grade students of SMP Islamiyah Kotaagung. It was found that the students’ ability in using subject verb agreement of the eighth grade students of SMP Islamiyah Kotaagung in the academic year of 2016/2017 had fair level by mean score 58.03.

The second researches from journal “ *An Analysis Of The Subject- Verb Agreement Errors In Writing Paragraph Made By The Second Semester Students of English Department*”. This research was conducted by Anita Thalib Mbau (2014). This research applied descriptive research. This research aimed at identifying the subject-verb agreement errors in students’ writing, finding out the subject-verb agreement errors mostly made by the students in their writing, and finding out the source of the errors. The data of research were collected through non-test and test instruments. Test instrument covers writing test. Non test instruments cover questionnaire and interview. The result of data analysis showed that error on the basic subject-verb agreement was 70.75%. This research found that there are six sources of errors due to the errors.

The last study is taken from journal “*An analysis Of the Use Subject Verb Agreement Sentences (A Study at Tenth Grade Students of SMA Pertiwi 2 Padang*” This research was

conducted by Lira Mahda (2016). This research explained how students put rules verb in a sentence with particular attention to the subject of the sentence. The research data obtained by providing multiple choice test with rules that are considered in subject verb agreement each sentence. The result of the test data analysis found that, the use subject verb agreement at tenth grade students in academic year 2015-2016 is fair. Data analysis showed more than 50% students are not able to use the corresponding verb available subject to a sentence. Analysis of the data shows that more than 40% students are able to choose the right verb for each subject are provided in the test item.

## **2.7. Conceptual Framework**

English has many skills all of the skills are to be improved in the process of teaching and learning English. Students who are learning English will find many difficulties, especially in writing skill. In writing, thinking is converted into written words that are arranged following the acceptable rules, such as grammatical structures, so that the readers can get the right meaning carried by the successive words. The quality of the writing can be examined and tested because it has the physical form and particular rules to determine whether the writing is right or wrong, appropriate or inappropriate, acceptable or unacceptable in adult grammar of the language.

Every writing has its own genre that specifies the purpose and characteristics. The analytical exposition is to argue something is the case. One of its grammatical patterns is the use of present is the use of present tense to show facts.

Analytical exposition text is an expository text. It is about the truth of fact of certain object. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it.

Error analysis

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graph TD; A[Error analysis] --> B[Types of error]; A --> C[Sources of error]; B --- B1[1. Omission]; B --- B2[2. Addition]; B --- B3[3. Misformation]; B --- B4[4. Misordering]; C --- C1[1. Interlingual]; C --- C2[2. Intralingual]; C --- C3[3. Context of Learning]; C --- C4[4. Communication Strategy];
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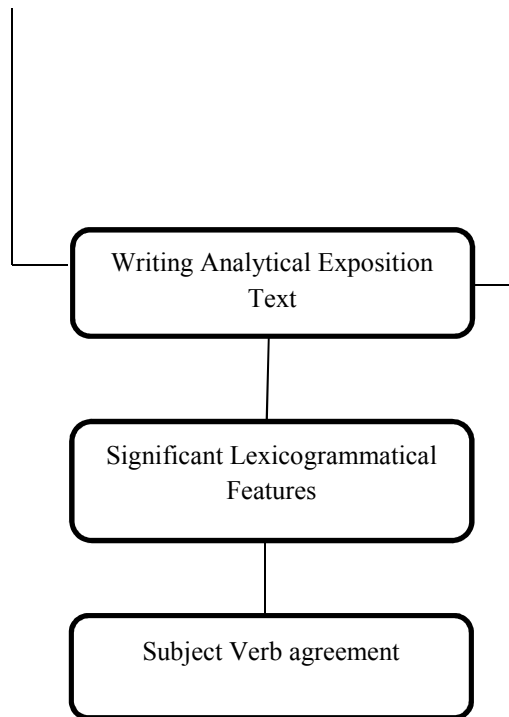
Types of error

1. Omission
2. Addition
3. Misformation
4. Misordering

Sources of error

1. Interlingual
2. Intralingual
3. Context of Learning
4. Communication Strategy





**Figure 2.1: Conceptual Framework of An Analysis of Subject Verb Agreement Errors in Writing Analytical Exposition Text at Second Grade Students of SMAN 10 Medan (Veronika Simorangkir 2019)**

### **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the writer describes the research methodology; it consisted of research design, subject of research, and object of research, techniques of collecting the data, and the technique of analyzing the data.

### **3.1. Research Design**

This research used descriptive qualitative. Descriptive qualitative refers to human phenomenon or behavior that happens naturally. The writer only reported what was happening as it was without giving any treatment that can influence the result to be analyzed. The goal was to describe types of subject verb agreement errors on students' writing analytical exposition text when write analytical exposition text at the second grade students of SMAN 10 MEDAN, then analyzed how the students made the errors on writing analytical exposition. Analytical exposition text has three parts, such as social function, generic structure, and significant lexico grammatical features on the research. The variable of this writer was subject verb agreement errors.

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

The subject of this research was the students of SMAN 10 Medan. The students were at the second grade of IPA 3. The class was 30 students. The writer took 5 students' paper to be analyzed.

### **3.3. Object of Research**

The object of this research was students' error on the paper. It was found from paper of the students at the second grade of SMAN 10 Medan. Then the writer classified the errors. There

are four types of errors such as: omission, addition, misformation, and misordering. And the writer analyzed source how the students made errors.

### **3.4. The Technique of Collecting Data**

To collect the data of first problem, firstly, the writer asked the students to write an analytical exposition text based on topic that writer provide to be chosen by students such as Save our animals, School, Are mobile phone necessary? The writer gave 40 minutes to write test. After time was over, the writer collected the students' paper on writing analytical exposition text.

Secondly, the writer identified the errors made by students on analytical exposition text, especially in lexico grammatical features on use present tense. Then the writer analyzed the students' errors made by students. To collect the data of second problem was same with the data of first problem. The writer found how the students made some errors, identified the students' paper and compared the errors based on theories that the writer applied.

### **3.5. The Technique of Analyzing Data**

After collecting the data, the writer should analyze to achieve the intended objective. The techniques that were used to analyze the data were error analysis.

Based on the descriptive method applied in this study, the writer analyzes the data of the study with the following steps:

1. The steps of solving problem 1:

- 1) Data collection

The writer collected the result of the students' paper writing analytical exposition text.

## 2) Identification

The writer finds out subject verb agreement errors in students' paper in writing analytical exposition text.

## 3) Classification

The writer classified data of the writing based on the category of errors. According to Dulay et al (1982: 154) based on surface strategy taxonomy (omission, addition, misformation, misordering).

## 2. The step of solving problem 2:

The writer analyzed source of how the students made errors from their paper based on source of errors according to Brown (2007:263) whether interlingual transfer, intralingual transfer, content of learning, or communication strategy.