

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Chaer (2010:14) defines language as the ability of humans to communicate with one another through signs like words and gestures. Many people express their thoughts, feelings, behaviors, and life experiences through language. Many languages are spoken around the world, as well as in our country.

According to Devitt& Hanley (2006:1 as cited in Noermanzah (2017:2), a person's linguistic system determines how well-versed they are in a language. Speaking, listening, reading, and writing are the four language skills.

The above explanation reveals to the writer that language is a message that must be sent in the form of an expression and that it can occasionally be used as a tool for communication.

According to Dalman (2015:3), writing is a creative activity that is used to express ideas in written language to achieve objectives like telling, persuading, or entertaining.

According to SitiAnisatunNafiah (2018:93), writing is a process that can be carried out in several steps that combine to form a more comprehensive system. This process involves putting thoughts into comprehensive written language.

Assessing writing is important to measure students' writing ability. According to Uno and Koni (2012:2) assessment is a process to measure and not measure to get the characteristics of students in certain settings. Based on Brown (2004:243) there are five components to assess writing, namely; contents,

organization, vocabulary, grammar, and mechanics. This rating is used by the researcher to assess student's ability in writing narrative texts.

Based on Dulay et al (1982) there are several types of errors, namely communicative effect, comparative analysis, surface strategy, and category linguistics. The researcher focused on the surface strategy taxonomy which consists of omission, addition, misformation, and misordering

The researcher has observed the students of class XI IPA 1 SMA Singosari Delitua, and the researcher found that in some students there were errors in writing subject-verb agreement in writing narrative texts. The error found, namely Omission error are the omission of elements that should appear in an utterance, Addition error is a type of error that is characterized by the presence of items that do not have to appear in well – formed speech, Misformation error is an error in using the wrong form of a morpheme or structure, and Misordering error is an error in the arrangement of a morpheme or group of morphemes in a sentence.

In this research place, there are still many class XI-IPA SMA SingosariDelitua students who still have trouble with subject-verb agreement when writing narratives, and that is something that is taught in this research area. The standard of student writing success in English is low, and students struggle to understand the concept of subject-verb agreement.

Writing in English is one of the language skills that are a big impact on many things. Every speech, presentation, and class should surely include writing because it is crucial for performance and directly relates to ideas or concepts. It is commonly used in professional settings, academic contexts, and even political debates. However, if we write frequently, learning it is not as challenging as we

think. It is a skill that can be honed with practice; writing frequently is the best way to improve as a writer.

According to Patel and Jain (2010:11), English acts as a connecting language for people from different geographical areas and racial origins. Some students still struggle to master writing skills, even when it comes to simple types of writing like sentences and paragraphs and even narrative and descriptive text, even though English has been taught as a foreign language from early on in school until college. Grammar, punctuation, and spelling can seem to be the key obstacles for bad writers at lower levels, according to Saddler's research on the subject. If students can understand the grammar rules well, they won't have a lot of trouble writing.

According to Harmer (2003:142), relationships between units of meaning are frequently the only things that grammar is used for. Grammar is also the mental model of a language that its speakers produce. Different linguistics academics and schools have approached and characterized it in various ways. It illustrates how learning grammar is one of the most difficult aspects of learning English for students. They'll naturally find the rules perplexing and steer clear of language completely.

A grammatical sentence is one that complies with all grammatical requirements. Because different tenses follow different rules, for instance, the verb can be changed depending on the subject. Plural nouns are also sometimes used in words that don't usually end in "s." The conditions mentioned above can occasionally confound students. For instance, students frequently make the

mistake of writing he drink a cup of milk instead of he drinks a cup of milk when it comes to subject-verb agreement in basic sentences.

Concord is a term used to describe subject-verb agreement. It demonstrates how the subject and predicate are in agreement. However, compared to the verb or predicate forms, the subject form is more significant. To put it another way, the subject typically has an impact on the predicate form. In English, for instance, the suffix /-s/ is added to the verb to create a present positive phrase when the subject is the singular third person. My dog always growls at the mailman, so a solitary subject calls for a singular verb. (Singular verb plus singular subject). Basketballs roll across the floor; a solitary verb is required for a plural subject. (Plural verb + plural subject).

English writing includes a wide range of genres, including debate, spoof, report, explanation, exposition, procedure, report, descriptive, report, and report. The researcher chooses narrative text as a topic. An example of a narrative text tells a story using a sequence of related chronological occurrences. Four generic structures are used in narrative text. The purpose is to entertain the readers by telling a story that is tied to chronological occurrences.

Based on the background described above, the researcher was interested in examining students' use of the subject-verb agreement error in narrative writing. The researcher of this study used the surface strategy taxonomy as a guide. Consequently, the author conducted the study with the title "An Analysis of Subject-Verb Agreement Errors in Students' Narrative Writing Eleventh Grade at SMA Singosari Delitua.

1.2. The Problems of the Study

In the relation to the background of the study, the problem of this study is formulated as follows:

1. What types errors of subject- verb agreements are found in students' narrative writing?
2. What type of error is the dominant found in students' writing?

1.3. The Objective of the Study

The objective of this study is:

1. To find out the types of error of subject- verb agreement in narrative writing made by students in the eleventh grade of SMA Singosari Delitua.
2. To find out the most dominant error of subject-verb agreement made by students in the eleventh grade of SMA Singosari Delitua.

1.4. The Scope of the Study

Errors can be classified into several categories, including linguistic category, surface strategy, comparative analysis, and communicative effect. The Surface Strategy, which takes into account the different types of errors namely, errors of omission, addition, misformation, and misordering is the subject of research.

1.5. The Significances of the Study

1. Theoritically

As the information about students' error of using grammar in term of subject-verb agreement in writing narrative text that can be a consideration for theory development.

2. Practically

- 1) For students; as the consideration to improve their learning.
- 2) For teacher; as the consideration to improve the teaching process.
- 3) As the contribution both for the students and teachers to find the way in improving students' grammar and writing ability.
- 4) As the reference for the next research that can be consideration to find the way in reducing the errors in foreign language learners.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing research, it is essential to define all terms related to the study to have a clear understanding of the implementation in the field. The term may be used to communicate a certain idea that is only intended in a particular situation. In this study, the subject-verb agreement in students' narrative writing will be examined. While conducting her research, the author will define the terms that are essential to the objective of this study. The theories need to explain some of the terms or concepts utilized in the pertinent study. In this case, the author will specify the terms that are important to the study's objective.

2.2 Writing

One aspect of language ability is writing. In the teaching of languages, writing is a tool for communication as well as for having, organizing, and expressing ideas. According to Tarigan (2008:3–4), writing is a form of indirect communication as well as a creative and expressive activity. Additionally, writing involves systematically organizing thoughts and explicitly expressing them to make the reader grasp the message or concepts that are being expressed, hence the writer must have good writing skills.

The student can express his or her ideas and thoughts in writing by sending letters, messages, etc. For writing assistance, students even access dictionaries, word processing programs, grammar guides, and other reference materials.

According to Nudde et al (2010:2-3), Writing is a tool for critical thinking, reasoning, discovery, creation, and sharing of ideas and knowledge, and it enables authors to present such ideas, feelings, and cultural knowledge.

According to all of the experts' definitions, the writer has concluded that writing is the ability to communicate thoughts, feelings, and ideas in written language so that readers may comprehend the article's content.

2.2.1 The process of Writing

To produce the final written form, a writer must complete four stages of the writing process Harmer (2005:4). The following is the explanation:

1. Prewriting

If you are like many people, you may have difficulty starting to write, when you are sitting in a front blank sheet of paper or a blank computer screen. You might not be able to come up with an intriguing subject or a crucial point to make about your topic right once. Thus, you can start by writing a draft before you start writing.

2. Writing the first draft

When you begin writing your work in paragraph form when you are drafting it, this is the initial stage that is carried out.

3. Revising

Revision is a step in the creating process, like prewriting, outlining, and writing the first draft. Revising requires starting over while pulling from previously completed work to strengthen a paragraph or paper.

4. Editing and Proofreading

You are now prepared to edit, check for, and repair grammatical, punctuation, and spelling errors after revising your paper for content and style.

2.2.2 The Purposes of Writing

The following are in addition to writing, according to McMahan et al. in Sarinten (2010:63):

1. To amuse.

The readers are not necessarily made to laugh, but they are at least somewhat affected by other something very serious, even sad, and something funny.

2. To explain

Informative discourse refers to the dissemination of knowledge or information. The reader can understand the facts from writing. The example of writing are Novels, short stories, song lyrics, and poetry are all examples of imaginative writing.

3. To influence

This includes various sorts of essays, some newspaper and magazine articles, and advertising. An opinion may be included in this type of writing, but it can be logically supported by evidence and not just be an expression of the writer's views.

In conclusion, writing involves various processes, including entertaining, informing, and persuading readers. The purposes are in addition to expressing ideas, feelings, or thoughts in written symbols to be communicated.

2.3 Types of Writing

Text is one of the various types of writing. A significant linguistic unit called text can take the form of a word, phrase, paragraph, or even something larger than a paragraph. Text can sometimes refer to anything that can be read or analyzed. Halliday (2002:4, 6) claims that when text is used as a semantic choice in social circumstances, the semantic system is first described, paying special emphasis to the textual component and the corresponding structure-generating system and cohesive relations. A text has significance equally because of what it might have and because of what it might have been. Text can also be referred to as a genre in English. When we talk about genre, we are referring to the kind of literature that is centered on social interaction to serve human social goals.

According to Hyland (2003:15), the term "genre" is used to categorize writings and represents how authors frequently employ language to address recurrent situations. Each genre differs from the others in several ways. Each has a distinct purpose, and overall structure, and distinctive linguistic features. Members of a community can usually recognize similarities in the texts they frequently use and can draw on those experiences to read, understand, and perhaps even write them relatively easily.

According to Pardiyono in Hotri (2015:17), the many genres include recount, analytical exposition, explanation, report, hortatory exposition, review, discussion, news item, descriptive, spoof, process, story, and the concluding tale.

1. Recount

Recounts are written to provide a summary of an experience from a sequence of happenings. Recounts are specifically designed to provide

information about an event or to amuse a reader. The three parts of a recount are orientation, event, and reorientation.

2. Analytical Exposition

An exposition text called an analytical exposition explores the veracity of a fact drawn from a specific item. Written to inform the reader about instances or truths about the subject. The sole purpose of this article is to present the facts honestly, to persuade the reader to accept them as true, and to inform them of the truth regarding the reality of human life.

3. Explanation

Explanation is a written text in which the author describes a process that involves information about certain natural or socio cultural phenomena. Explanation containing two components, namely, the general statement and sequenced explanation.

4. Report

Report is a kind of text written with descriptive technique. This text describes an object to the reader. The length of the text depends on the details of the object describe.

5. Hortatory Exposition

Hortatory exposition is A written text that uses to persuade readers that something should or shouldn't happen. hortatory that includes three-part namely the thesis, an explanation of the problem, and a suggestion.

6. Review

A text called a review serves a social purpose by criticizing or rating an event for a broader audience. The review's three main components: an interpretive account, orientation, and evaluation..

7. Discussion

A discussion is a piece of English writing in which the author offers many viewpoints on a certain issue. The issue, argument, and conclusion make up the three components of the discussion..

8. News Item

There is no paragraph or essay in a news item. Instead, this is in line with any written English text that has one or more paragraphs and is intended to enlighten readers about noteworthy.

9. Descriptive

A Descriptive is a written English text where the author describes a person or his surroundings. It tells about objects, place or people, whether they are in the form of characteristics, appearance, and physical. It uses the simple present tense. Identification and description are components of description..

10. Spoof

Funny stories are common in English texts and are referred to as spoofs. This sort of text's communicative goal is to entertain the reader or communicate a message.

11. Procedure

Any English writing that outlines a process for doing anything is referred to as a procedure. This text typically starts with "How to." Example, Operation,

and Manufacturing The goal of a procedural text is to demonstrate how something is created, used, or carried out through a series of steps. A text called Procedure has four parts: objective, material, techniques, and reorientation.

12. Narrative

A narrative is writing intended to amuse, dealing in various ways with real or imagined experiences that occurred in the past. Simple past tense can be used. The elements of narrative namely the orientation, events, and resolve that make up a story.

13. Anecdote

Anecdotes are a subcategory of English narrative texts that recount bizarre or uncommon incidents using both factual and fictitious details.

2.4 Error Analysis

A Khansir (2012:1029) describes error analysis as a subset of linguistics analysis that is concerned with the error that students make. It involves a comparison of the target language's error and the target language itself. Error analysis, according to Emmaryana (2010; 5, is a process for identifying errors in speaking and writing. The study of error produced by students of second and foreign languages is known as error analysis.

Error analysis is a technique for identifying, categorizing, and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and results provided by linguistics, according to David Crystal (2003:105, as cited in S. Bagheri, P.H., 2012). Based on the information presented above, it can be inferred that error analysis is a

process used to identify and define the components of a good error in a student's speech or writing.

Error analysis is a process for locating and assessing errors. Because no two students will ever make the same error, teachers need to be able to identify mistakes. so that the teacher can modify the teaching strategy and provide feedback to the pupils.

2.4.1 Definition of Error

When we talk about errors, we're talking about kids' comprehension mistakes. As a result, the error that shows here doesn't occur because of technical considerations like a slip of the tongue; rather, it occurs because students failed to detect, understand, and be familiar with the linguistic pattern that was used. The students learn new grammar conventions, vocabulary rules, pronunciation guidelines, and other language rules that are distinct from those in their native tongue. According to Srinivas and Nemser in Soepriatmadji (2010:113), the error can also be a sign of a learner's development, an approximative system, a peculiar dialect, or an inter-language barrier.

Errors are thought to reflect, according to Crystal (2008:173). A learner's level of competence is contrasted with error, which are performance constraints that a learner would be able to fix.

Errors, in Dulay's view, represent the weaker aspect of a learner's speech or writing, according to Ester (2018: 10). These grammatical error are examples of conversation or composition that veers off the course of natural language performance when the speaker is still learning the target language. Without first

Making error that are caused by a lack of knowledge or skill in constructing the rules of the language system consistently, people cannot learn a language.

Additionally, according to Ellis (2003:18), mistakes are evidence of learners' knowledge gaps; error might happen when students are unsure of the right answers.

Based on the definitions given above, it can be said that a mistake is a noticeable departure from the grammar of a native speaker who is an adult and that this can reveal something about the interlanguage proficiency of the learner. In a way, error can be observed and can reveal a student's aptitude. Students may make error because they lack knowledge of what is proper.

2.4.2 Types of Error

It is essential to classify errors when examining them in order to make it easier to identify which categories they fall under. There are helpful and widely used basis for the descriptive classification of errors, according to Dulay et al. (1982). They are communicative effect, comparative analysis, surface strategy, and linguistic category.

1. Linguistic Category

Many errors taxonomies have been based on linguistic elements, yet they are still impacted by errors. According to either or both the language component and the specific linguistic ingredient the error affects, errors are categorized using these linguistics category taxonomies. Phonology pronunciation, syntax and morphology grammar, semantics and lexicon

meaning and vocabulary, and discourse style are all examples of language components. The components of each linguistic unit are included in the term constituents.

2. Surface Strategy

The following examples show how surface structure can change: Students may add unnecessary items or omit necessary ones; they may choose the misformed items or arrange them in misordering.

1) Omission

An item that must be in a well-formed utterance but is missing is known as an omission error. To put it another way, omission errors can happen when one or more sentence components are left out during sentence construction..

For example: My father Superhero

Should be: My father *is* superhero

The verb or "is" is omitted in the previous clause.

2) Error of addition

A well-formed utterance must not have an item that should not be present in addition to errors. Opposite of omission errors are addition errors. They were distinguished by the existence of a word that was not expected to be in a well-formed sentence. It implies that certain things already exist shouldn't be changed.

For example: He ~~was~~ wrote a report

Should be: He wrote a report

The auxiliary "was" is unneeded at the beginning of the phrase, thus we cannot use it..

There are three types of addition errors.:

(1) Double Markings

It is more realistic to say that many addition errors occur when certain essential linguistic constructs are not met..

For example: She doesn't knows my address

Should be: She doesn't know my address

(2) Regularizations

A rule often applies to a group of linguistic components, such as the primary verb group or the noun group. However, in the majority of languages, some members of a class are exceptions to the general rule of regular and irregular word forms. For instance, the verb talk becomes *spoke* rather than *speaks*, and the word *deer* is also deer in the plural rather than *deers*.

(3) Simple Addition

The "grab shoes" division of addition is errors. A simple addition error is one that does not involve double marking or regularization.

3. Misformation

The erroneous form of the morpheme or structure is used, which is a misformation error. However, in omission and misformation errors, the student supplies something, even though it is erroneous, but no item at all. For instance: A cat consumed a mouse. The learner provided a past tense marker, but it wasn't the appropriate one.

(1) Regularization error: using a regular verb marker (suffix-ed) Although it is an irregular verb with a significant shift from the present to the past verb.

(2) Archi-forms: selecting one item to represent others; using the item for all the sentences. All sentences are represented in the past tense using the auxiliary (was). In actuality, the sentence which uses the verb needs auxiliary "did" and not "was" is needed in the sentence.

(3) Alternating Form: an error where the used form is not accurately switched into the target language's form.

4. Misordering

When a morpheme or collection of morphemes is placed incorrectly in an utterance or when sentence parts are presented in the wrong order, this is known as a misordering error.

For example: *What you are doing?*

Should be: *What are you doing?*

2.4.3 Sources of Error

According to Richard in Ester (2018:10), there are two kinds of errors that might occur when learning a foreign language: interlingual and intralingual. Errors are deviations resulting from linguistic proficiency and are typically systemic.

1. Language Translation Interlingual transfer from the native language, or inference, is particularly susceptible during the early stages of learning a second language. The only prior linguistic system that learners can draw

from before becoming familiar with the second language's system is their original tongue..

2. Intra-lingual transfer errors are those that exhibit the typical learning characteristics, such as incorrect generalization, incomplete generalization of a rule, and failure to understand the circumstance in which the rule applies.

The researcher focused on the surface strategy taxonomy which consists of omission, addition, misformation, and misordering.

2.5 Narrative Text

Narrative text is a text which tells about past events with the purpose is to entertain the reader through a story. According to Pardiyono (2007:94) Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse or to give moral lesson to the readers. The kinds of narrative text are: myth, legend. Fable and folklore.

Narrative is powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspective in ways that are not possible in news reports and current affairs program (Knapp and Watkins 2005:220-221).

2.5.1. The Generic Structure of Narrative Text

In composing narrative text, there are three steps that should be contained in the text: those are orientation, complication, and resolution. Narrative text should

include at least an orientation section, complicating actions, and resolution that is required to bring the sequence to the end of the story.

Orientation, complication, and resolution are three text components of narrative that, according to Pardiyo (2006:165), have been arranged based on the rhetorical structure.

1. Orientation, which is the first part of the story or its introduction, tells the reader who is involved in the narrative, when it takes place, where it takes place, and what is happening.
2. Complication: In this stage, the author describes the conflict or issue that arises in the narrative.
3. Resolution, or how the characters resolve the conflict or cope with the issue, is how the story ends.

2.5.2. Language Features of Narrative

The narratives of a story are particular, distinct individuals with clear identities. According to Siahaan, S., and Shinoda, K. (2008:74), there are several typical language traits that are shared by narrative. They are:

1. Using an action verb's past tense. For example, purchase, consume, strike, arrive, etc.
2. The narrative's use of specific animals, objects, and nouns as personal pronouns. As an example, consider the queen, a powerful lion.
3. Modifying noun phrases with adjectives. Examples include the huge banner, two red apples, and others.
4. Using conjunction connectives and time to order events. Consider the words before, after, than, etc.

2.6 Grammar

The grammar of a language is the set of rules that control its structure, according to Coghill and Stacy (2003:26). Words are grouped into meaningful units according to grammar. A grammatical sentence is one that complies with all grammatical requirements. Because different tenses follow different rules, for instance, the verb can be changed depending on the subject. Plural nouns are also sometimes used in words that don't usually end in "s." The conditions mentioned above can occasionally confound students. For example, children often make mistakes with subject-verb agreement in basic sentences, such as writing "he drink a cup of milk" instead of "he drinks a cup of milk."

2.6.1. Subject-Verb Agreement

Concord is a term used to describe subject-verb agreement. The subject and the verb must cooperate, according to Sparks (2006:1), who claims that the term "subject-verb agreement" is just a fancy way of saying the same thing. Hardi et al (2014:19) When there is subject-verb agreement, the subject chooses the singular verb instead of the plural verb.

A singular subject is followed by a singular verb in a subject-verb agreement, whereas a plural subject is followed by a plural verb(Orlove,2004:271). The writer can infer from the aforementioned definitions that a subject-verb agreement is a union of the subject and the verb. The verb is singular if the subject is singular, and the verb is plural if the subject is plural.

2.6.2. The Rule of Subject Verb Agreement

There are a few common functions about subject verb agreement that apply to 20 kinds subject verb agreement. The majority of subject-verb agreement principles are simple, however there are some more nuanced rules for using singular and plural nouns in English grammar.

While grammar is not as static a science as is commonly believed, there are 20 rules of subject verb agreement that aim to objectify a portion of the English language form, according to Martin & Werm in Novella (2014:14).

1. The number of the subject and verbs must match. This fundamental principle serves as the framework for the idea.

When scared, the *cat growls*. When the *cats* are scared, they *growl*.

2. Don't get fooled by words that appear in between the subject and verb; they have no bearing on agreement.

The *dog* is normally pretty good, but right now he's gnawing on my shoes.

3. Agreement is typically unaffected by prepositional phrases between the subject and verb.

The *flower's* colors *are* lovely.

4. The subject will always come after the verb in phrases that begin with "there" or "here," thus it is important to accurately identify it.

In my class, there is a female student. The book you requested is here. In questions, subjects don't usually come before verbs. Before deciding on the proper verb form to utilize, make careful to correctly identify the subject.

Does she regularly attend classes? I left a key on the desk; where is it now?

5. When two subjects are connected by *and*, the verb form is usually plural.

Sinta and Nina will be attending a movie.

6. If the two subjects are the same item or person and are separated by *and*, the verb is singular.

A delicious dish is *spaghetti and meatballs*.

7. The verb is in the singular if one of the phrases *each*, *every*, or *no* comes before the subject.

Both *eating and smoking* are prohibited. Checking in is essential for every sibling.

8. The verb is singular if both subjects are singular and are related by the terms *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also*. The verb is plural if both of the subjects are plural and are related by the words *or*, *nor*, *neither/nor*, *either/or*, or *not only/but also*.

Christian or Jessica are to responsible for the mishap.

The animal shelter has both *dogs and cats* available.

9. 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 preposition phrase. In these sentences, the object of the preposition determines the form of the verb.

All of the bird is gone, all of the birds are gone

10. The singular verb form is usually used when discussing time or measurement units.

There is a ten-minute travel time.

11. Indefinite pronouns are frequently employed with singular verbs.

Everybody wants to comprehend.

12. Use the verb form of the subject that is closest to the verb if one subject is singular and the other is plural and the words are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also."

The lion or the bears have gotten out of the zoo. The lion and the bears are still inside the zoo.

13. When gerunds are the subject of a sentence, the verb's singular form is employed; however, when they are connected by "and," the verb's plural form is used.

It wasn't a good idea to stand in the water. My hobbies are playing the drums and swimming in the water.

14. Singular verbs are typically used with collective nouns like herd, flock, senate, class, multitude, etc.

The birds are moving south.

15. The singular verb is used for titles of books, films, novels, and other related works.

My all-time favorite movie is *Gone with the Wind*.

16. If there is a space between two infinitives and, then the verb should be pluralized.

My two favorite things to do in my spare time are run and read.

17. A few, many, several, both, all, and some are pronouns that always take the plural form.

Several must finish the race.

18. The verb is plural if the subjects are both singular and are joined by the terms **or, nor, neither/nor, either/or, and not only/but also**.

I received a gift from either my mother or my sisters.

19. The verb is solely affected by the subject, remember that last rule!

2.7. Previous Research

The author used an analysis of pertinent literature from another graduation paper as the guideline and made a comparison with this study. The first one is titled "An Analysis of Indonesian English Major Students' Subject Verb Agreement Ability as EFL Learners." Pandapatan conducted this research (2020). This study used a qualitative methodology, and its research design is descriptive. This study sought to determine the subject-verb agreement skills of Indonesian English major students who were also learning English as a foreign language, as well as the subject-verb agreements produced by the students in their questionnaires. An electronic questionnaire was used in this study to collect the research data. Through a questionnaire, the study analyzes the 70 UNTIRTA English major students. The researcher analyzed the Subject Verb Agreement Errors on Students Narrative Writing, the sample of 20 students XI IPA1 SMA Singosari Delitua, the instrument of written test, but Pandapatan Analyzed Subject Verb Agreement Ability as EFL learners, the sample of 70 UNIRTA English Major Students, and the instrument of questionnaire.

The following is an excerpt from Hidayatullah et al. (2017), English Education Study Program, Department of Language and Arts, Universitas Bengkulu, and is titled Subject Verb Agreement Errors Committed by English Education Students in the Sixth Semester. This study used a qualitative

methodology. He talked about that this study sought to identify subject-verb agreement errors produced by Universitas Bengkulu sixth-semester English Education students and to determine potential reasons for the errors. 65 Universitas Bengkulu English Education students in the sixth semester of the 2016–2017 academic year served as the study's sample population. Through the use of a semi-guided writing test, the data were gathered. After gathering the information from the students, the researcher examined each argumentative essay by reading or taking notes, outlining, categorizing, and evaluating each one. The researcher analyzed the Subject Verb Agreement Errors on Students Narrative Writing, the sample of 20 students XI IPA1 SMA Singosari Delitua, the instrument of written test, but Hidayatullah Analyzed Subject Verb Agreement Errors Committed by English Education Students in the Sixth Semester, the sample of 65 Universitas Bengkulu English Education students in the sixth semester of the 2016–2017 academic year, and the instrument of semi-guided writing test.

The third one is from Aiman's article from 2019 titled An Analysis on the Subject Verb Agreement Errors in Speaking Performance Made by Second Year Students of UNP's English Department. Qualitative research methods were used in the study. A writing test served as the research's main tool. The researcher used WhatsApp as part of an online process to gather the data. A class from the English department at the University of Negeri Padang (K1–18) served as the research sample. This study aims to identify transitivity system kinds of processes and the most prevalent transitivity system types as well as types of situations and the most prevalent types of circumstances in hortatory exposition. Text created by a

University of Negeri Padang third-year student in the English Education Program. Through a writing exercise on hortatory exposition, the data for this study were gathered. The researcher analyzed the Subject Verb Agreement Errors on Students Narrative Writing, the sample of 20 students XI IPA1 SMA Singosari Delitua, the instrument of written test, but Aiman's Analyzed Subject Verb Agreement Errors in Speaking Performance Made by Second Year Students of UNP's English Department, the sample of University of Negeri Padang third-year student in the English Education Program, and the instrument of writing exercise on hortatory exposition.

This has inspired researchers to do their research based on prior findings. The researcher is interested in examining the faults in subject-verb agreement that students make when writing, particularly in narrative texts. The study's title is "An Analysis of Subject-Verb Agreement Errors on Students' Narrative Writing in Eleventh Grade SMA," and the researcher is interested in conducting it in Delitua Singosari."

2.8. Conceptual Framework

English has various talents. The teaching and study of English aim to improve each of the skills. English language learners will experience various challenges, particularly with their writing abilities. Writing is a type of action that involves using words, phrases, and sentences to communicate ideas from the writer to the reader. There are many different sorts of written text. They are recount, report, discussion, exposition (both analytical and hortatory), explanation, spoof, process, and news item. The author selects a narrative for analysis.

Error analysis is a process for locating and assessing errors. The teacher must be able to analyze the blunders because no two students will ever make the same mistake. So that the teacher can modify the teaching strategy and provide feedback to the pupils.

A narrative text recounts historical events to enthrall the reader with a tale. Three generic structures are used in narrative literature. Orientation, Events, and Resolution are all present. The narrative text is written by the students. Then, the writer identified the students' errors on the paper. The error can be found in subject-verb agreement.

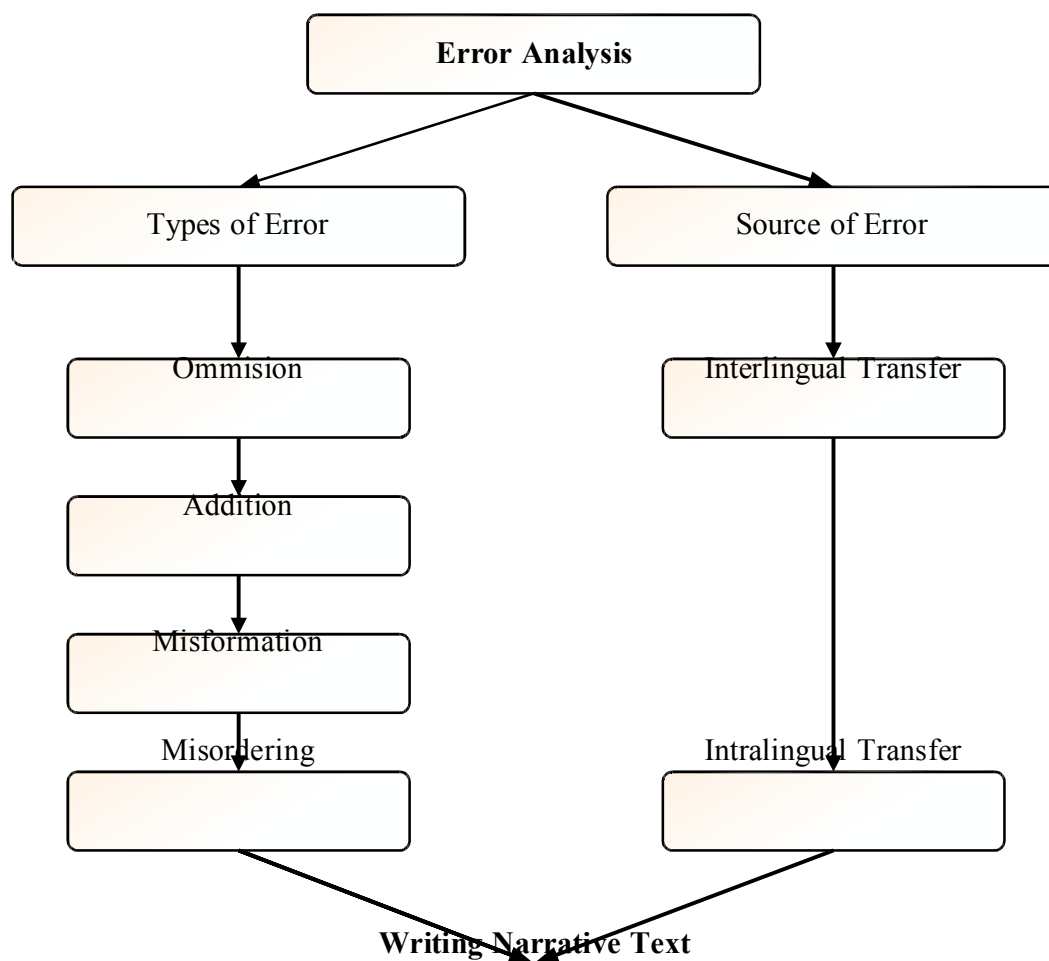


Figure 2.8.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used a qualitative research design for this study. The purpose of this study was to identify the kinds of subject-verb agreement errors in the eleventh-grade narrative writing of SMA Singosari Delitua students. The researcher then selected crucial lexicogrammatical elements for the study. Errors in the subject-verb agreement are the author's variable.

Qualitative research, according to Lichtman (2013:7), is a broad word. It is a method of knowing in which a researcher uses their eyes and ears as filters to collect, arrange, and evaluate data gathered from people. In-depth interviews and/or observations of people in social, internet, or natural situations are frequently used in this process. It can be compared with quantitative research, which largely depends on statistical analysis, cause and effect relationships, and hypothesis testing.

3.2 Subject of the Research

Suharsimi Arikonto (2016: 26) described the boundaries of research topics as objects, things, or people where data for the variable study is inherent, and that is the subject of the research. Research on subjects plays a crucial strategic part in one study because the information on the variables being studied is the subject of the research.

20 students of SMA Singosari Delitua's Class XI, IPA-1, who were in the eleventh grade served as the study's subjects. They were chosen by the researcher

because the researcher wanted to examine their incorrect subject-verb agreement in the narrative text.

3.3 Object of the Research

Research subjects are something that has a highly essential place in research, according to Arikunto (2007:152), and they must be arranged before researchers are ready to gather data. Research subjects might be persons, things, or inanimate objects. Thus, humans or anything related to human concerns serves as the majority of the research subjects.

The researcher's focus was a student's error. It was discovered in eleventh-grade students' papers on SMA Singosari Delitua. The researcher then categorized the errors. The most practical and popular bases for categorizing narrative flaws will be used. They are the categories for linguistics, surfaces, comparative taxonomy, and communication effects. The researcher here used terms like an omission, addition, misformation, and misordering from the surface taxonomy.

3.4. The Instrument of Collecting Data

The instrument is a group of instruments that researchers was employed to gather information for their investigation (Kristanto, 2018). The written test was an instrument for data acquisition in this research, The written test, which was administered in writing, the form for the test was the writing test. The narrative text is a test instrument used by the researcher to carry out this investigation. The researcher was asked to write to the students who describe the narrative text based on the subject established by the writer.

3.5. The Technique of Collecting Data

According to Christianingsih (2007:89), Research is the main instrument for collecting data in qualitative research. The most crucial stage of research is data collection procedures because gathering data is the major goal of this investigation.

Data collection techniques in this study was a narrative text writing test technique because the researcher collects research data by identifying narrative texts from the students. Here is how the researcher collected the data:

1. Collecting the students' narrative text writing.
2. After selecting a topic from the list, the students have 40 minutes to complete the test.
3. Review student writing to identify any mistakes they may have made.
4. Identifying each error in the student's writing text can help you spot their subject-verb agreement issues.
5. Classifying errors based on subject-verb agreement.

3.6. The Technique of Analyzing Data

According to Sugiyono (2018: 482), data analysis is the process of finding and compiling systematic data from interviews, field notes, and documentation. It involves how to organize data into categories, break them down into units, perform synthesis, arrange them into patterns, decide what will be studied and what is important, and draw conclusions that are simple for both the researcher and others to understand.

The qualitative method was used to analyze the research's data.

The method used to analyze the data:

1. Identified the document in the students.
2. Classified the students' errors based on the types of errors namely, error of omission, error of addition, error of misformation, and error of misordering.
3. Found the dominant types of errors done by the students by using the following formula based on Sudijono (2014:43): $X = \frac{f}{n} \times 100\%$

3.7. Data Triangulation

According to Moleong (2002: 178), the triangulation approach is a method of evaluating the reliability of the data that used objects outside the data to check and compare the data. According to Norman Denzin in Hales (2010:14) There are four fundamental types of triangulation:

1. Triangulation of data

The used of variety data sources including time, space, and persons in a research. Data triangulation is the process rechecked and compared information by researcher which obtained in different source. For example, it has been done by comparing observation data with interview data result, comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event.

2. Triangulation of investigators

The credibility of results can be greatly increased by the capacity to cross-verify findings between investigators without prior conversation or collaboration between them. Particularly crucial for reducing bias in data collection, reporting, and analysis is investigator triangulation.

3. Triangulation of Theory

Utilizing numerous theories to analyze a situation or event is known as theory triangulation. The goal is to examine a topic or event from various angles, using various filters and asking various questions. The different theories do not have to be similar or compatible, in fact, the more divergent they are, the more likely they are to identify the different issue.

4. The method of triangulation

The application of various approaches to investigate a situation or phenomenon is known as methodological triangulation. The goal is to lessen the shortcomings and biases that result from using a single method. This kind of triangulation methodology is comparable to the mixed-method approaches employed in social science research, in which the outcomes of one method are utilized to strengthen, support, and clarify the outcomes of another.

Based on explanation above to identify the inaccuracy in a student's eleventh-grade text writing, the researcher used data triangulation in this study using data from research documents.