

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Languages are used by people to communicate with others in social life. It is one of the universal systems in a culture that functions as a means of communication. Not only to communicate, but language also makes people to interact, to express ideas, feelings, and opinions.

There are many languages in this world, one of them is English. In this Era Revolution 4.0, English as one of the languages becomes an international language, which is used by people around the world. English is used by Indonesia with people from another country to communicate, to develop business, to study abroad, to build a good relationship, etc. Therefore the government of Indonesia takes English as the subject in the world of education from playgroups until the university level. Learning English as a foreign language is quite difficult because there are so many differences between English and Indonesian culture, it has a different system of language; it has different grammatical structures, differences in the meaning of words, and different sound system.

In learning English, it always relates to the four skills: listening, speaking, reading and writing. Choudhury, (2013:27) says writing is obviously the most difficult skill for second and foreign language learners to master. The main reason for this difficulties are the fact that writing a very complex process that is readable. Based on the explanation above and the writer experience the writer focus on writing skill. In writing skills, there are many kinds of text, namely: narrative text,

spoof text, report text, procedure text, etc. Writing is the written form which is the students can express their ideas. In writing text, students should be master to write words, phrases, clauses, and sentences. It means that they have to be able to write correct sentences. To write the correct sentences the students also should be able to have many vocabularies, but not only vocabulary the students must be able to mastery the grammar of the sentences because grammar is necessary to create meaningful and understandable sentences.

In fact, students from Indonesia lack of grammar, they say grammar is so difficult because in their mother tongue there are no differences between past, present, or future but in English it's different, that's why the students frequently make mistakes and even errors in learning English, especially when they try to arrange sentences or use tenses in writing. In learning English make a mistake is a common thing made by students. However, an error should not be tolerated because it may become a habit, which is why an error must be avoided.

Error analysis is the identification, description and explanation of errors that occur both in spoken and written form. Error analysis is one way to know what the students that misunderstanding in constructing the component of writing text. The errors made by students cannot be corrected by themselves that's why the writer examine all possible sources of errors to make the students know what their errors. It is a type of linguistic analysis that focuses on the errors made by students. From the explanation above the writer will focus on the errors especially in the subject-verb agreement in narrative text because when the students write a text which must have a subject and verb. In subject-verb agreement discuss choosing the same numbers, means when the subject is singular the verb must be singular

and when the subject is plural the verb must be plural so the subject must agree with the verb. In the narrative text, there is alternation from present to past verb so it is easier to be analyzed especially in terms of the verb.

This study will investigate the error usage subject-verb agreement in narrative text. The reasons for choosing the topic can be stated as follows: First, advanced students need to master subject-verb agreement to develop their skills of writing. Second, Subject-verb agreement is seen very simple, but actually, it takes high comprehension about grammar. Based on the writer's experience when had done teaching training, not all students can use a correct subject-verb agreement, especially in terms of expression of quantity. To produce the correct sentence with subject-verb agreement, we need to understand about tenses, the usage singular-plural, relative clause, etc. Therefore, subject-verb agreement is a complex problem that needs to be learned by students. Surely the students often use subject-verb agreement in writing text, but they don't know it is subject-verb agreement. In fact, the second-semester students have learned about the structure of sentences in sentence pattern, how to organize the word, phrase, clause, sentence, and text, properly the second-semester students should master because they are English department.

Based on the situation, the writer is interested in researching entitle “**An Error Analysis of Subject Verb Agreement in Writing by Second Semester English Department NHU Medan**”.

1.2 The Problems of the Study

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

1. What are the types of errors of subject-verb agreement in writing narrative text made by the second semester English department at students of Nommensen HKBP University Medan?
2. Which are the most frequent types of error of subject-verb agreement in writing narrative text made by the second semester English department at students of Nommensen HKBP University Medan?

1.3 The Objectives of the Study

The objectives of the study are presented as follows:

1. To find out what are types of error of subject-verb agreement in writing narrative text made by the second semester English department at students of HKBP University Medan.
2. To find out which are the most frequent types of error of subject-verb agreement in writing narrative text made by the second semester English department at students of Nommensen HKBP University Medan.

1.4 The Scope of the Study

In this study, the writer focused on an error analysis of using subject-verb agreement in schramper's rules, and there are five rules in his theories but the writer only focus on four rules namely: Basic subject-verb agreement, using the expression of quantity, using there+be, and some irregularities which is found among the students in writing text, but in writing text according to Pardiyono 2007:2 there are eleven types in writing but the writer only focus on narrative text

in the second semester Group C English department of Nommensen HKBP University. There are so many theories about error analysis and the writer using Dulay's theory in James' book 1998:102 to do this research. There are four types of error, namely: Linguistic Category, Surface Category, Comparative Taxonomy, and Communicative Effect Taxonomy. The writer only focuses on the Surface category with four types namely: Error of Omission, Error of Addition, Error of Misformation and Error of Misordering. It will be analyzed for 1 month.

1.5 The Significances of the study

The present study is purposed for giving both theoretical and practical contributions.

1. Theoretically

The result of the research will be a new perspective in teaching grammar especially in subject-verb agreement A new model for the other research.

2. Practically

(1) For learners

This research shows them some errors they made. Therefore they are interested to improve their interest in subject-verb agreement and be able to apply it appropriately.

(2) For the lecturer

This research shows some of the subject-verb agreement problems. Therefore lecturer can help their students to subject-verb agreement correctly.

(3) For other researchers

This research can be used as references in doing similar research in the same field in the future.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting the writer, theories are needed to explain some concepts applied in the research concerned. Some related theories are used for some basic theories to support the study. The concept will avoid possible misunderstanding between the writer and the reader. In this case, it is very important to list the following terms for the study.

According to Delahunty & Garvey, (2010:5), “Language is a code that systematically connects private thoughts with public expressions”. Moreover, Baugh & Cable,(2005:341) say language is the expression of the people who use it and should reflect the nature and the experience of the speakers. So, the writer concludes a language is a communication tool used by the speaker to giving information, ideas, opinion, the speaker’s feeling, etc. And also the speaker and the listener cannot read each others’ minds without language. Because, language is a complex, specialized skill that develops in the child spontaneously and reflects the nature and the experiences of the speaker.

According to Wierzbicka, (2006:3), “English is the language of international air traffic control and chief language of world publishing, science, and technology”. Baugh & Cable, (2005:1) state that the English language of today reflects many centuries of development. The political and social events that have in the course of English history so profoundly affected the English people in their national life have generally had a recognizable effect on their language. Based on the explanation above the writer make a conclusion that English as one

of the languages becomes an international language, which is used by people around the world. In this era revolution 4.0, English has an important role as a tool to communicate with others around the world to build a good relationship, to work together, to develop one country to others. English also has four skills, namely: Listening, Speaking, Reading, and Writing.

2.2 Writing

Writing is the activity in expressing the feeling, idea, and opinion in a text which can be used as a reminder to the next time with the written form. According to Leki (2001:199), English writing in both educational and professional settings is increasingly important in countries of non-native speakers of English. Moreover, Jhonson, (2008:203) says writing is having ideas, organizing ideas, and communicating ideas. In this sense, grammar, spelling, and punctuation are a means to an end, but they are not ends by themselves. Meanwhile, Manik & Sinurat, (2015:172) Say Writing is a process of putting thought, ideas, opinions, experiences, events, and histories such as writing letters, notes, shopping list, etc.

Based on the opinion above, the writer makes a conclusion writing is one of the English skills that important to mastery that skills. It can be the way of sharing information and knowledge that focused on the writing process without make an error so the message can deliver well.

2.2.1 Process of Writing

The writing process is the series of sequential steps a writer follows record experiences, observations, data, and research. According to Harmer, (2004:4-5) process writing is a way of looking at what people do when they compose the written text. It means there some steps in the writing process, they are:

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 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 food is needed before writing it on the piece of paper.

2. Drafting

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

3. Editing (reflecting and revising)

Editing involves correcting errors in grammar, spelling, and mechanics. Reflecting and revising are often helped by other readers (or editors) who comment and make a suggestion. It will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It is caused by things have changed in the editing process. The writer represents these aspects of the writing process in a different way, therefore, the process wheel below clearly shows the many directions that writers

can take either traveling backward or forwards around the rim or going up and down the spokes. Only when the final version really is the final version has the process reached its culmination.

2.2.2 The Importance of Writing

The reason for teaching writing to the students of English as a foreign language includes reinforcement, language development, learning style, and the most important writing as skill in its own right. Harmer, (2004: 79). According to Harmer, (2004:31-33). There are some importance of writing. Those are :

1. Writing encourages students to focus on accurate language use because they think as the writer, it may provoke well development as their problems which writing outs in their mind.
2. Writing is often used as a means of reinforcing language that has been thought. They use writing skills to make a note about what they have learnt while learning process happens.
3. Writing is frequently useful as preparation for some other activity.
4. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.
5. Writing is also used in questionnaire-type of activities. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

2.2.3 Types in Writing

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genres are classified according to the stages they move through to attain their purposes Knapp, Peter & Watkins,

(2005:258). Genre is used to refer to particular text types not to traditional varieties of literature.

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 11 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 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 characteristic(s). In spoof text, there are three generic structure, namely: Orientation, it is introduction of the participant of the story, where it happens and when it happens. Events, it is tells about the chronological of the story. Several events are explored in chronological way which able to arrange the story read nicely. Twist, it is unpredictable plot in the end of the story which amuse the reader.

2. Descriptive

Descriptive is the writer describes an object. In this text, the object can be a block of concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. In descriptive text there are two generic structure, namely: Identification, it is explain about the introduction of a person, place, animal, or object will be described. Description, it is contains a description of something such as animals, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

3. Procedure

The procedure is any written English text in which the writer describes how something is accomplished through a sequence of actions or steps. In procedure there are three generic structure, namely: Goal, it is explain about purpose of making or operating of something. Material, it is explain about ingredients that are used in making something. Methods, it is explain about the steps or sequences that must be done so that the objectives outlined in the goal to be achieved. Add the orientation by which a writer describes how something is accomplished through a sequence.

4. Recount

Recount is written out to make a report but an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specially, a recount is written out to inform an event or to entertain people. Structurally, In recount text there are three generic structure, namely: Orientation, it is about introduction the participants, place and time. It tells who was involved, what happened, where events took place, and when it happened. Events, it is describing series of event that happened in the past. Telling what happened and in what sequence. Re-orientation it is optional, it consists of closure of events/ending. It is starting personal comment of the writer to the story.

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. In explanation text there are two generic structure, namely: The

general statements it is starting the phenomenon issues which are to be explained.

Sequenced explanation it is starting a series of steps which explain the phenomena.

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. In analytical exposition text there are three generic structure, namely: Thesis it is introducing the topic and indicating the writer's point of view. Argument it is explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation. Reiteration it is restarting the writer's point of view/ to strengthen the thesis. It can use the following phrase to make conclusion in reiteration.

7. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should not be the case. It is also a text containing three generic structure, namely: The thesis, it is announcement of issue concern. Argument, it is a reason for concern, leading to recommendation., Recommendation, it is statement of what ought to happen.

8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion contains four generic structure, namely: Issue, it is starting the issue which is to discussed. Argument pro, it is presenting

the point in supporting the presented issue. Argument cons, it is presenting other points which disagree to the supporting point. Conclusion/ recommendation, it is stating the writer's recommendation of the discourse.

9. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The length of the text depends on the specific details of the object being described. There are two generic structures in report text, namely: General classification, it is starting classification of general aspects of things; animal, public place, plant, etc which will be discussed in general. Description, it tells what the phenomenon under discussion; in terms of parts, qualities, habits or behaviors.

10. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Anecdote is the tool of the writer to share with others an account of an unusual or amusing incident. Its purpose is to entertain the reader. Anecdote is a text containing five generic structures, namely: Abstract, it signals the retelling of an unusual or amusing incident. Orientation, it sets the scene. Crisis, it provides details of the unusual incident. Reaction, it is reaction to the crisis. Coda, it is reflection or evaluation of the incident.

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 different ways. It tells the stories, experiences, and actions which happen in the past. It uses simple past tense. The elements of narrative are orientation and coda. But coda is

optional. From the various kind of genre in writing, this study only focuses on narrative text.

2.3 Narrative Text

Narrative is one of the most common writing types. Narrative is a type of spoken or written text which tells a story. According to Manik & Sinurat, (2015:173) Narrative is a type of writing which tells an event or process chronologically in certain time that tells a story, whether true or fictional. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in different ways. Mostly narrative are imaginary stories but sometimes narrative can be factual too. Moreover, Sulisty (2013:171) says a narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too.

Narrative text is one of texts that should be mastered by senior high school students. Narrative text is a text that tells a story; the story may be true as in the writing of history, autobiography, or news reports, and the story may also be fictional as in a short story or novel. In learning narrative text, the students must know the structure of the text, plot of the story-when crisis arises and what the resolution is. In order to teaching the students about narrative text, the teacher must be focus on how to develop the text becoming a good sequence story.

Knapp, Peter & Watkins, (2005:220-221) defines, “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 perspectives in ways that are not possible in news reports and current affairs programs. Narrative is also a big or macro

genre in that it can easily accommodate one or more of the other genres and still remain dominant". A narrative is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). Narrative is a form of writing used to relate the events, stories are accidents. Its pattern though consists of following a sequence of action in time. In other words, narrative is a text which retells the story or previous experience. It is a text that focuses on a specific participant. It is a representation of a series of events connected in temporal and causal way.

Knapp, Peter & Watkins, (2005:225) say there are four generic structures in writing narrative text, it will be explained from the example below:

1. Orientation

A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and they only had a horse for riding, 2 sheep for wool, 1 pig and a bull and a cow for milk.

2. Problem

They were poor because their pig ate them out of house and home and he didn't share with the other animals. His name was Bob. 'You should go on a diet' said Clarabelle the horse. 'Oh be quiet, I'm not fat I've got big bones'. A few minutes later Bob was rolling around on the ground. 'I'm sick, I'm sick', he shouted. 'Help me, help me'. Mr and Mrs Smith ran down and called the vet. The vet came quickly and said quietly, 'If he eats like he has been eating he'll surely die'. 'Oh', groaned the pig.

3. Resolution

Clarabelle overheard and said to the other animals, 'Our friend is dying, we've got to help him'. 'Yeh' said the other animals 'lets go'. They went up to Bob and said, 'We are going to get you in shape'. First they told him to eat only half of the food in the trof. Then they made him run up and down the hill and made him swim in the duck pond. He did this every day for three long weeks and he got better and he thanked Clarabelle and Bob was never greedy again.

In orientation it is explain about the opening paragraph where the characters of the story are introduced. (person, time, and place). In problem it is explain where the problems in the story developed. In resolution it is explain where the problems in the story is solved.

2.4 Error Analysis

Error is natural part of language learning. It is impossible that learners' never make any errors in language learning. According to Andrian, (2015:513) There is something wrong in the language performance and the making of errors is unavoidable in the learning process. Besides, the making of errors is one part of learning and no one can learn without making them. Errors can occur in phonological, Grammatical, and Semantic Level. Actually, the learner's errors do always have feedback for themselves. In learners' error, the teacher will also know in which part of the subject matter that most students make errors and most students do not. The teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis. James, (1998:1) states error is like wise unique to humans, who are not only sapiens and loquens, but also homo

errans. From that explanations, the writer states that errors are the human natural part and every people defenetely ever make some errors.

Error analysis is the identification, description and explanation of errors that occur both in spoken and written form. According to Brown (2000:218) error analysis is the fact that learners do the errors, and that these errors can be observed, analyzed, and classified, to reveal something of the system operating within the learner, led to a surge of study of learners' errors. Kharmilah & Narius, (2019:328) state error analysis is an activity to identify, classify and interpret 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 in writing English sentences. Error analysis is used to show students' problem. Moreover, it gives information to teacher about the process of acquiring a foreign language made by students. Firstly, errors can tell the teacher about the progress of learner and how far the learner can apply the teachers' method. Secondly, they tell the researcher how actually language is learned, therefore researchers through errors discover strategies applied in acquiring a language. The last, errors can serve as good feedback to learners for self-adjustment, hence they will not make the same errors again. From the definition above, it can be concluded that errors occur when the learners speak or write. An occuring of those areas are caused by the learners still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that the learners were adopting. Futhermore, the result of error analysis will inform teacher some problems faced by students.

2.4.1 Error vs Mistake

In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between "error" and "mistake". According to Botley, (2015:86) Errors are systematic and indicative of incorrect knowledge of the target language. Mistakes, on the other hand, are reflective of Chomsky's 'Performance' – unsystematic slips where a learner knows the correct grammatical system but for some reason fails to use it properly. Meanwhile, Brown (2000:226) says a mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected.

Mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learners of English who ask "Does John can sing?" are in all likelihood reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner's competence in the target language.

For the explanation above the writer concluded mistake refers to a performance error in that it is a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. An error occurs because the learner doesn't know what is correct, even the learner has learnt about the language, they don't understand about the form. Meanwhile, mistakes occur because the learner is unable to perform what they know, sometimes the learner forgets about the form of the language then they make a mistake.

2.4.2 Types of Error

People cannot learn language without first systematically committing errors. According to James, (1998:102), it will be useful to look at the types of criteria people use for describing and classifying errors. Errors are the flawed side of learner speech or writing. According to Dulay, Burt and Krashen (in James, 1998:104) suggest that there are four kinds descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

2.4.2.1. Linguistic Category Taxonomy

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 or 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).

2.4.2.2 Surface Strategy Taxonomy

Surface strategy taxonomy is as a classification of language errors based on how the surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. There are four types of surface strategy taxonomy, they are:

1. Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The students omit the item that should appear in the good utterance. The omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes carry the bulk of the referential meaning of the sentence: nouns, verbs, adjectives, adverbs. Omit content morphemes are typically made by the learner in the early stage. Grammatical morphemes are little words that have a minor play in sentences like a noun and verb inflections, articles, auxiliaries, and preposition.

For example: He live in Jakarta two years ago.

Should be: He lived in Jakarta two years ago.

2. Error of Addition

Additional errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a wellformed utterance. In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary elements.

Additional errors usually occur in the later stages of the second language acquisition, when the learner has already acquired some target language rules.

For example: The books is in the bag .

Should be: the book is in the bag.

There are three types of addition errors, they are:

1. Double Marking

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.

Example : He didn't went there

Should be : He didn't go there

2. Regularization

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

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 additions. If an addition error is neither a double marking nor regularization, it is called simple addition.

4. Error of Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Different from omission where the items are not supplied at all, in error of selection, the student supplies something even though that is incorrect.

There are three types of misformation errors:

1. Regularization errors

The regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *readed* for *read*.

For example : *We was a teachers.*

Should be : *We were a teachers.*

2. Archi-forms

It is the form selected by the learner. A learner may temporarily select just one of the English demonstrative such as, “*this*”, “*that*”, “*these*” and “*those*” to point out an object that should be in singular but the learner uses it in plural and vice versa, as in *that cats* or *that dogs*.

For example: *My father had bought that books last night.*

Should be : *My father had bought those books last night.*

3. Alternating Forms

As the learner’s vocabulary grows, the use of archi-form often gives way to the apparently free alternation of various members of class with each other. For example, in the case of pronouns, a learner alternates the use of *he* for *she*, *they* for *it*; in the case of tense, the learner use perfect form for the past, etc.

For example: *Sam had already left when me got to the cafeteria.*

Should be : *Sam had already left when I got to the cafeteria.*

4. Error of Misordering

Errors of ordering where the elements presented are correct but wrongly sequenced. Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

For example: In the library I will see you

Should be: I will see you in the library

2.4.2.3 Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of language learning errors and certain other types of constructions. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors. If one were to use a comparative taxonomy to classify the errors of a student's learning English, one might compare to the structure of the student's errors to that of errors reported for children. There are three types of errors according to Dulay, Burt and Krashen (in James, 1998:104) 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' na-

tive language structure and at the same time, they are of the type found in the speech of children acquiring a first language.

2.4.2.4 Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their on the listener or reader. It focuses on distinguish between errors that seem to cause miscommunication. 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. This taxonomy classifies errors into global errors and local errors.

2.4.3 The Causes of Errors

Brown (2000:224) says that the cause of errors can be divided into 2 categories, they are:

1. Interlingual Transfer

Richards 1992 in Erdogan (2005:265) conveys that an interlingual error is as the result of language transfer, which is caused by the learners' first language. However, this should not be confused with behaviouristic approach of language transfer. Interlingual transfer that is error influenced by the learners' mother tongue. A different class of error is represented by sentences

2. Intralingual Transfer

Richards 1992 in Erdogan (2005:266) conveys that an 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).

2.5 Grammar

As the students of English Department, grammar must be an important part of them to learn all basic skills in English but not all of them are very good in English grammar. According to Greenbaum & Nelson, (2002:1) grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other. Meanwhile, Richards and Schmidt (2010: 251-252) say grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. The next definition, grammar is a set of rules or principles of the working of a language, its system or structure (Brinton, 2000: 8). Moreover, in McGraw-Hill, (2009) will discuss about parts of speech, parts of sentence, and subject-verb agreement.

2.5.1 Parts of Speech

In part of speech will discuss about: first noun, noun divided into five, namely: singular noun and plural noun, collective noun, common noun and proper noun, concrete noun and abstract noun, and the last possessive noun. Second pronoun, pronoun takes the place of a noun, a group of words acting as a noun, or another pronoun. Pronoun also divided into four, namely: personal pronoun (first person, second person, and third person), reflexive pronoun (intensive pronoun and demonstrative pronoun), (interrogative pronoun, relative pronoun and indefinite pronoun), and the last antecedent of a pronoun. Third verbs, verb is a word that expresses action or a state of being and is necessary to make a statement.

There are many kinds of verb, namely: action verb, transitive verb, intransitive verb, linking verb. Fourth adjectives, an adjective modifies a noun or pronoun by giving a descriptive or specific detail. A proper adjective is formed from a proper noun and begins with a capital letter. An adjective used as an object complement follows and describes a direct object. Fifth prepositions, conjunctions, and interjections. A preposition shows the relationship of a noun or a pronoun to some other word. A conjunction is a word that joins single words or groups of words. A coordinating conjunction joins words or groups of words that have equal grammatical weight. Correlative conjunctions work in pairs to join words and groups of words of equal weight. A subordinating conjunction joins two clauses in such a way as to make one grammatically dependent on the other. A conjunctive adverb clarifies a relationship. An interjection is an unrelated word or phrase that expresses emotion or exclamation.

2.5.2 Parts of the Subject

In part of subject will discuss about: first, subjects and predicates. The simple subject is the key noun or pronoun that tells what the sentence is about. A compound subject is made up of two or more simple subjects that are joined by a conjunction and have the same verb. The simple predicate is the verb or verb phrase that expresses the essential thought about the subject of the sentence. A compound predicate is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject. The complete subject consists of the simple subject and all the words that modify it. The complete predicate consists of the simple predicate and all the words that modify it or complete its meaning. Usually the subject comes before the predicate in a sentence. In inverted sen-

tences, all or part of the predicate precedes the subject. Second complements, a complement is a word or a group of words that complete the meaning of the verb. There are four kinds of complements: direct objects, indirect objects, object complements, and subject complements. A direct object answers what? or whom? after an action verb. An indirect object receives what the direct object names. A subject complement follows a subject and a linking verb and identifies or describes the subject. A predicate nominative is a noun or pronoun that follows a linking verb and further identifies the subject. A predicate adjective follows a linking verb and further describes the subject. An object complement describes or renames a direct object.

2.5.3 Subject-Verb Agreement

Subject verb agreement is a verb must agree with its subject in person and number. There are many rules of subject verb agreement, that's why the writer focus on subject-verb agreement in learning grammar. And subject-verb agreement looks like a simple thing but when the students don't mastery in grammar it is hard for them.

2.6 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. Meanwhile, Eastwood (2002) in Yustisia says in English grammar, 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. In the topic of

subject-verb agreement, the subject must agree with the verb. A singular subject is followed by a singular verb, and a plural subject takes a plural verb. This rule only applies in the simple present tense. On the other hand, in the simple past tense, the main verbs, 'was' and 'were' need reconsideration. This is the general rule for subject-verb agreement, which is also represented by its sub-rules. As a result, based on the observation, it is obvious that students made mistakes in both general and sub-general rules of subject verb agreement in their writing. (Surina & Kamaruzaman, 2009, p. 190). For instance, Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; vice versa.

2.6.1. Rules of Subject Verb Agreement

According to Schramper, (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 used as the subject of the sentence requires a singular verb. Example: Growing flowers was her hobby.

3. Using the expression of quantity

1) In the 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 a 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.

According to McGraw-Hill, (2009:8):

1. Subject-verb agreement is a verb must agree with its subject in person and number. Example:

Doli **runs**. (singular)

Doli and Abay **run**. (plural)

He **is** singing. (singular)

They **are** singing. (plural)

2. In inverted sentences the subject follows the verb. The sentence may begin with a prepositional phrase, the words there or here, or the verb form of do. Example:

Out of the bushes **sprang** the leopard.

There **is** never enough time.

Do those pigs **eat** leftover food?

3. Do not mistake a word in a prepositional phrase for the subject. Example:

The **boss** of the employees **works** very hard.

(The verb works tells the action of the boss.)

4. Make the verb in a sentence agree with the subject, not with the predicate nominative. Example:

Her problem **was** the twins.

The twins **were** her problem.

5. A title is always singular, even if nouns in the title are plural. Example:

The War of the Worlds was a radio broadcast that caused widespread panic.

6. Subjects combined with and or both use plural verbs unless the parts are of a whole unit. When compound subjects are joined with or or nor, the verb agrees with the subject listed last. Example:

Chocolate, strawberry, and vanilla are common ice cream flavors. **Pea-**
nut butter and jelly is a good snack. **Nei-**
ther books nor a briefcase is needed.

7. Use a singular verb if the compound subject is preceded by the words many a, every, or each. Example:

Every **dog and cat** needs to be cared for. Many a **young man** has stood here.

8. A subject remains singular or plural regardless of any intervening expressions. Example:

Gloria, as well as the rest of her family, **was** late.

The **players**, accompanied by the coach, **enter** the field.

9. A verb must agree in number with an indefinite pronoun subject. Always singular: *each, either, neither, one, everyone, everybody, everything, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, and something.*

Always plural: *several, few, both, and many.* Either singular or plural: *some, all, any, most, and none.* Example:

Is any of the lemonade left?

Are any of the biscuits burnt?

10. When the subject of an adjective clause is a relative pronoun, the verb in the clause must agree with the antecedent of the relative pronoun. Example:

He is one of the singers who dance. (The antecedent of who is singers, plural: singers dance.)

2.7 Previous Research

The writer takes three previous researches that related to this research, all of them will be explained in the following:

The first was written by, Ghadah Al Murshidi (2014) entitled *Subject-Verb Agreement Grammatical Errors and Punctuation Errors in Submissions of Male UAE University Students*, stated that the result of this research shows that English is a widespread 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 errors which are 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 Murshidi's research and the writer's research is using the 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.

The second was written by, Norhalimah (2016) entitled *The Subject-verb Agreement Problems in Writing at The Eight Graders of MTs AN-Nur Palangka Raya* , stated that result of this research shows what are students' problems in using Subject-Verb Agreement in Writing at VIII Grade of MTs AN-NUR Palangka Raya and the reason of the students gets problems in using Subject-Verb Agreement in Writing at VII Grade of MTs AN-NUR Palangka Raya.

The similarity between Norhalimah's research and the writer's research is about subject-verb agreement. The differences are the writer analyzes the subject-verb agreement error in narrative text, but Norhalima's research analyzes subject-verb agreement problems in writing especially in descriptive text. And also the writer's research and Norhalima's research have different samples.

The third was written by, Ferri Susanto (2010) *The Mastery of Subject-Verb Agreement in Descriptive Text Written by The Eighth-Grade Students of SMP Negeri 4 Cepiring in The Academic Year of 2009/2010*, stated that result of this research the students mastery in using subject-verb agreement in writing descriptive text and describes how well the students master to use subject-verb agreement in writing descriptive text and based on the mastery level stated by curriculum 2004, the score 63,75 represents average mastery about subject-verb agreement of the eighth-grade students of SMP N 4 Cepiring. It means that the students' level in mastering subject-verb agreement belonged to the average level.

The similarity between Susanto's research and the writer's research is about the subject-verb agreement and writing text. The differences are the writer analyzes the subject-verb agreement error in narrative text, but Susanto's research

analyzes the students' mastery of using subject-verb agreement in writing descriptive text and how well the students' mastery. And also different sample makes different data.

2.8 Conceptual Framework

As mention before this research study conducted the rules Subject-Verb Agreement based on the Schramper. This research study will conducted all the types of error analysis according to James especially types of surface strategy taxonomy. This study will analyze the Error in using subject verb agreement in writing narrative text. Following the literal review and conceptual framework, the analysis carried in this study is constructed in the figure below

:

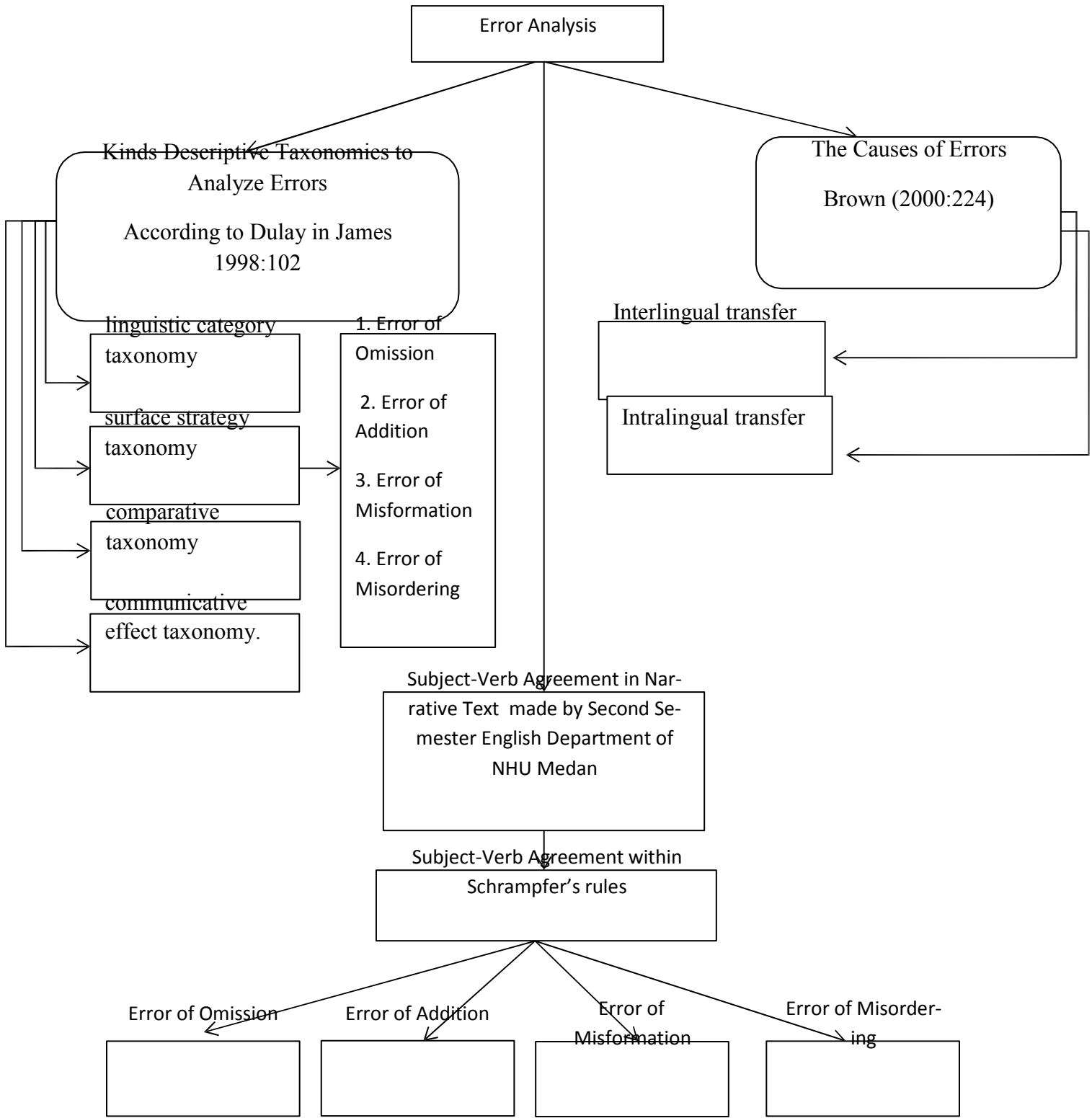


Figure 2.8.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the writer used a descriptive qualitative research design. Lambert and Lambert (2012:255) say there are a number of researchers who believe and support the fact that “qualitative descriptive” is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.

Therefore, this research described the observed phenomena in the form of words. In general, the aim of this research was to describe the reality behind phenomenon deeply and descriptively. Whereas, in calculating the data, this study employed inferential statistics; it was a kind of quantitative data analysis which one of the purposes was to find out the data’s frequencies (Cohen, Manion & Morrison, 2007:503). The goal described the types of subject-verb agreement errors on students’ writing narrative text by second semester English Department at Nommensen HKBP University. Then, the writer chosen significant lexicogrammatical features on the research. The variable of this writer was subject verb agreement errors in writing narrative text.

3.2 Subject of the Research

The subject of the research was given test to the English students. The subject in this research was 10 students of second semester group c English Department in Nommensen HKBP University. The writer chosen them because she want to analyzed their error in subject-tverb agreement from narrative text.

3.3 Object of the Research

The object on the research was students' error. It was found from paper of the second semester students English Department at Nommensen HKBP University Medan. Then, the writer classified the errors. The most useful and commonly used bases for descriptive classification of errors. They are linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy. In this research, the writer chosen 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 used of the test is writing test. Narrative text was a test instrument that used by the writer to conduct this research. The writer asked the students to write the narrative text base on their experience.

3.5 The Technique of Collecting Data

To collecting 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 narrative text. The students chosen what they want to write. The students given 40 minutes to write the test. The writer collected the students' paper

on writing narrative text. After that, the writer underlined the students' writing that is wrong, give the students' writing back to them and asking them to correct their writing, to determine the error or mistake (if they can correct their writing, it is mistake, and if they can not correct their writing it is error). The writer collected again their writing and checking the students' correction. Then, identify the errors in made by the students on writing narrative text, especially in lexicogrammatical features on use past tenses. The writer analyzed group c in their errors in subject verb agreement from Narrative text. The last, the writer analyzed what dominant type of error made by them.

3.6 The Technique of Analyzing Data

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

1. Identifying the data in the students' paper and classifying the students' errors based on the types of errors namely, error of omission, error of addiction, error of misformation and error of misordering.
2. Finding the high frequent types of errors do 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

$N = \text{Total Number of error}$

$100\% = \text{Standard Percentage}$