

CHAPTER I

INTRODUCTION

A. Background of the Study

People assume that language plays important role in the human's life for interaction. Without language, people cannot communicate with each other intensively. So, it is important to learn language.

Nowadays, English is used as the international language all over world. In fact, English is also used in major fields for instance, business, economy, education, technology, art, and so forth. Everyone may conclude that people can't speak or interact with one nation only, since every country has different language. In this case, people have to master English in order to communicate internationally.

Because English is an international language, learning English now is a must for some people. In Indonesia, English is chosen as the first foreign language to be taught. It began to be learned by the students since they were in Kindergarten school. English has also been taught as a compulsory subject in junior high school and senior high school.

One of the materials of English teaching is structure. It is very important to teach structure, since language without structure will be chaotic. Structure covers the study of how words, phrases, and sentences are formed. A structure of a language is a

description of how word, phrases, and sentences are formed in the relevant language (Radford, 1998: 261). Grammar consists of two fundamental ingredients – syntax and morphology – and together they help us to identify a grammatical form, which serves to enhance and sharpen the expression of meaning. Radford (1998: 1) states that morphology is the study of how morphemes are combined together to form words. Syntax is concerned with the ways in which words can be combined together to form phrases and sentences.

English as a language has sentences as the central point. It means that the sentences and the basic sentences patterns are the core of the skills. So, it can be said that success in learning English is affected by the ability in understanding the basic sentence patterns. Study of grammar (syntax and morphology) reveals as structure and regularity which lies at the basis of language and enables us to talk of the language system (Batsbone, 1995: 4). Dealing with the structure, students usually have difficulty in understanding it because the structure of Indonesia and English is different. Wilkin (1974: 204) states that it is this that probably accounts for anyone who has taught English to pupil from differing backgrounds has found that there are many aspects of the structure of English which are almost universally difficult for learners of English as a second language. However, the students have to master English structure well. Without mastering English structure, the students will have many difficulties in learning English.

One of the structure problem faced by the students is applying correct grammatical rules of subject-verb agreement. Matthews (1996: 246) says that agreement (or concord) is usually described as a relation between words that share a morphosyntactic feature. The basic problem of learning subject-verb agreement is that the students have many kinds of rules in determining the verb which follows its subject.

The students' difficulties are shown by the errors they make. An error that students make is not bad. It is understandable that making error is an inevitable part of learning process. Norrish states that probably most of teachers regard mistakes as undesirable, a sign of failure either on the students' part to pay attention or to listen properly or else on the teacher's part to make his meaning clear or to give the students sufficient time to 'practice' what they have been taught (1998: 1). But error can be an indicator of the learners' stage in their target language development and from errors; one can determine learners' level of mastery of the language system. Brown (1987: 204) states that human learning is fundamentally a process that involves the making of mistakes, misjudgments, miscalculations, and erroneous assumptions from an important aspect of virtually any skill or acquiring information.

The students tend to make errors in grammar. The writer's interest here is students' ability in using subject-verb agreement in correct grammatical rules. This study is to describe the error, made by students of SMP Negeri 10 Surakarta in 2009/2010 academic year. The result of the analysis gives some contribution in

attempting to reduce the difficulties faced by the students in learning English. From those errors itself, teachers might recognize how far their goal in teaching has been achieved and students might use their errors as their device in order to learn more to gain their own improvements.

B. Problem Identification

Based on the background of the study, there are many problems arising. The writer tries to identify some of them as follows:

1. Do the students know about grammatical agreement?
2. Do the students find some difficulties in using agreement?
3. Do the students make errors in using subject-verb agreement?
4. Why do the students make errors?

C. Limitation of the Problem

Limitation of the problem is intended to establish the limit of the problems that are going to be observed. In order to focus the research and to reach the expected aims, the writer limits the study as follows:

1. The writer would like limit to analysis of the students' error in using agreement, especially on the subject-verb agreement.
2. The research is the kind of descriptive study.

3. The research will be carried out in the second grade class of SMP Negeri 10 Surakarta in the 2009/2010 academic year.

D. Problem Statement

Based on the problem limitation above, the writer formulates the problems as follows:

1. What types of errors are made by the second year students of SMP Negeri 10 Surakarta in 2009/2010 academic year in using subject verb-agreement?
2. How is the percentage of error made by the second year students of SMP 10 Surakarta in 2009/2010 academic year?
3. What are the causes of error made by the second year students of SMP 10 Surakarta in 2009/2010 academic year?

E. The Aim of the Study

There are three aims of the study why the writer chose the topic, as follows:

1. There are many problem faced by the students in studying structure. The writer would like to know and describe the types of students' error in using subject-verb agreement, specifically the second grade students of SMP Negeri 10 Surakarta.

2. The writer would like to know the percentage of students' error in using subject-verb agreement made by the second grade students of SMP Negeri 10 Surakarta.
3. The writer would like to get description the cause of error made by the students of SMP 10 Surakarta in 2009/2010 academic year.

F. The Benefit of the Study

The study is intended to meet several benefits for teachers, students and other researchers. They are as follow:

1. The result of the study will be one consideration for the teacher to emphasize the instruction to the students on how to understand the structure especially the subject-verb agreement.
2. The students may know the description of the students' error in using subject-verb agreement. It is also useful for students to avoid creating same errors.
3. The result of the study might be useful for other researcher to study other topics that deal with grammatical agreement.

G. Clarification of the Key Term

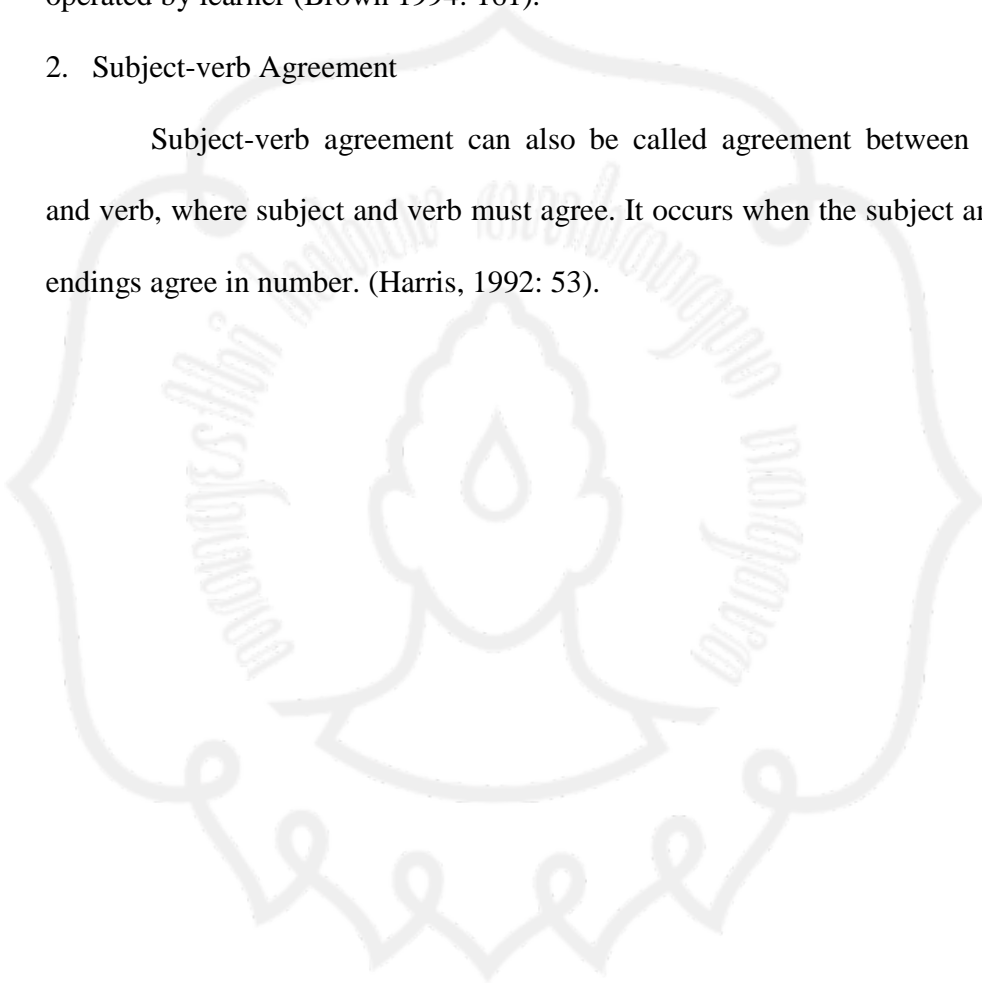
The following terms can be clarified as follows:

1. An Error Analysis

An error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner (Brown 1994: 161).

2. Subject-verb Agreement

Subject-verb agreement can also be called agreement between subject and verb, where subject and verb must agree. It occurs when the subject and verb endings agree in number. (Harris, 1992: 53).



CHAPTER II

REVIEW OF RELATED THEORIES

A. Agreement

1. Definition of Agreement

According to Radford in his book “Syntax”, the definition of agreement is two words (or expression) which said to agree in respect of some grammatical feature(s) if they have value for the relevant feature(s) (Radford, 1998: 253). Matthews (1996: 246) says that agreement (or concord) is usually described as a relation between words that share a morphosyntactic feature. Moreover, Hurford (1995: 15) defines agreement is the relationship between one word, sentence or phrase and some other word, whereby the form of one word is dictated by the other word.

From some definition above, it can be concluded that agreement is the relationship between one word to another word in a phrase or sentence and their forms have the same value in number, gender, person and case. It can also be said that when two words “agree” with each other grammatically, they have the same number. Both words are plural or both are singular.

2. Types of Agreement

According to Hurford (1995: 15) agreement can be classified into:

a. Agreement between subject and verb

The verb has to agree with a subject.

b. Agreement between demonstratives and nouns

A demonstrative has to agree in number with its nouns. So with a plural noun such as books, it has to use a plural *these* or *those*.

Hodges and Whitten (1984:66) classify agreement into:

a. Agreement between subject-verb

b. Agreement between pronoun and antecedent

Hurford (1995: 16) says that agreement can involve factors such as:

a. Number (e.g. singular/plural)

b. Gender (e.g. masculine/neuter)

c. Person (e.g. 1st/2nd/3rd)

d. Case (e.g. nominative/accusative/dative/and so on)

Because there are two classification of agreement, the writer would like to limit the study on “subject-verb agreement”. Subject-verb agreement can also be called agreement between subject and verb, where subject and verb must agree. For example, *Marry eats a lot*. From the sentence above, *Marry* is a 3rd person singular subject, and the verb *eats* has the –s suffix ending. That is, the verb agrees with its subject.

3. Rules in Subject-Verb Agreement

Every sentence in English can be divided into two parts; the subject and the predicate. The subject is a person, place or thing about which a statement is made. The predicate is the statement, and it always contains the verb. Subject and verb of sentence must agree in number, where agreement in number is the matching of singulars with singulars and plural with plurals (Maurer, 2000: 174).

Harris (1992: 53-58) classified the type of subject-verb agreement into:

a. Singular

Singular nouns take verbs with singular endings.

Example: I chew

Water drips

Plural nouns take verbs with plural endings.

Example: We know

You read.

b. Buried Subjects

Disregard prepositional phrases; words used as modifiers: *who*, *which*, and *that* clauses; and other surrounding words.

Example: Almost **all** of Art's many friends who showed up at the party last night at Andy's **brought** gifts.

c. Compound Subjects

Subjects joined by *and* take a plural verb (X and Y = more than one, plural)

Example: **A car and a bike** are my means of transportation.

d. Either/Or Subjects

When the subject words are joined by *either...or*, *neither...nor*, or *not only...but* the verb agrees with the closest subject words.

Example: Either Alice or her **children** are....

Neither the choir nor the **director** is

e. Clauses and Phrases as Subject

When a whole clause or phrase is subject, use a singular verb.

Example: **What I want to know** is why I can't try the test.

f. Indefinites as Subjects

When indefinite words with the singular meanings such as *each*, *every*, and *any* are the subject word or when they precede the subject word, they take a singular verb.

Example: **Each** has her own preference.

All he wants is to be left alone.

g. Collective Nouns as Subjects

When a collective noun is the subject and refers to the group acting as a whole group or single unit the verb is singular.

Example: Our **family** has just bought a new car.

h. Amounts as Subject

When the subject names an amount, the verb is singular.

Example: Twenty-five cents is...

Four bushels is

i. Plural Words as Singular Units

Some words that have an –s plural ending, such as *civics*, *news* and *economics*, are thought of as a single unit and take singular verb.

Example: Physics is....

Mathematics is

j. Words as Plural Subjects

Some words, such as those in the following list, are treated as plural and take a plural verb, even though they refer to one thing.

Example: Jeans are

Pants are

k. Titles, Company Names, and Words as Subjects

For titles of written works, names of companies, and words used as terms, use singular verbs.

Example: *All of the King's Men* is the book assigned for this week.

l. Linking Verbs

Linking verbs agree with the subject rather than the word that follows.

Example: Her **problem** is frequent injuries.

m. There Is, There Are, and It

The verb depends on the complement that follows the verb.

Example: **There is** an excellent old movie on TV tonight

n. Who, Which, and That as Subjects

When *who*, *which*, and *that* are used as a subject, the verb agrees with the previous word they refer to.

Example: They are the **students who** study hard.

o. One of Who, Which, or That

In the phrase one of those who, it is necessary to decide whether the *who*, *which*, or *that* refers only to the one or the whole group.

Example: Rena is **one** of those shoppers who only buy things on sale.

According to Hodges and Whitten (1984: 68-73) classified subject-verb agreement into:

- a. Do not be misled by nouns or pronouns intervening between the subject and the verb or by subjects and verbs with endings difficult to pronounce.

Example: The **repetition** of the drumbeats **helps** to stir emotions.

Scientist sift the facts.

- b. Subjects joined by and are usually plural

Example: My **parents** and my **uncle do not understand** this.

Building a good marriage and **building a good log fire** are the similar in my ways.

- c. Singular subjects joined by *or*, *either... or*, or *neither...nor* usually take a singular verb.

Example: Paula or her secretary **answers** the phone on Saturday.

Neither criticism nor praise **affects** them.

- d. Do not let inverted word order (verb + subject) or the structure there + verb + subject cause you to make a mistake in agreement.

Example: Hardest hit by the high temperature and drought were American **farmers**.

Neither **do vegetarians** eat only vegetables.

- e. A relative pronoun (*who*, *which*, *that*) used as subject has the same number as its antecedent.

Example: It is the **pharmacist who** often **suggests** a new brand.

Tonsillitis is among those **diseases that are** curable.

- f. When used as subjects, such words as *each*, *either*, *neither*, *one*, *everybody*, and *anyone* regularly take singular verbs.

Example: **Neither likes** the friends of the other.

Each of them **does have** political ambitions.

- g. Collective nouns (and phrases denoting a fixed quantity) take a singular verb when they refer to the group as a unit and take a plural verb when they refer to individuals or parts of the group.

Singular (regarded as a unit)

Example: **My family has** its traditions.

The number is very small.

Plural (regarded as individuals or parts)

Example: **A number were** absent.

The majority of us are for it.

- h. A linking verb agrees with its subject, not with its complement (predicate noun).

Example: His **problem is** frequent headaches.

Frequent **headaches are** his problem.

- i. Nouns plural in form but singular in meaning usually take singular verbs.
in all doubtful cases, consult a good dictionary.

Example: News **is traveling** faster than ever before.

Physics **has fascinated** my roommate for months.

- j. The title of a single work or a word spoken of as a word, even when plural in form, takes a singular verb.

Example: Romeo and Juliet never **grows** old.

In short, subject-verb agreement occurs when the subject and verb endings agree in number. Subjects and verbs must agree in number, which means that a singular subject requires a singular verb whereas a plural subject requires a plural verb.

Example:

I am here.

You are here.

He is here.

We are here.

Four sentences above are examples of subject-verb agreement in general. From those examples, the subject is underlined once and predicate is underlined twice. The subject in first and the third sentence is singular which agrees with 'be'. From the second and the fourth sentence, the subject is plural and the verb 'are' agrees with the subject.

Because there are many rules in subject-verb agreement, the writer would like limit the rule in this study on:

a. Singular and plural subject

The subject for every sentence is either singular or plural and that determines the ending of the verb (Harris, 1992: 53).

(1) Singular

Singular nouns, pronouns, and nouns that can not be counted (such as *news*, *time*, and *happiness*) all take verbs with singular endings.

Example: I chew.

Water drips.

Time flies.

(2) Plural

Plural nouns take verbs with plural endings.

Example: We know.

You read.

They stretch.

The stamps stick.

b. Subjects joined by *and*

When subjects joined by *and* are usually plural. (Hodges and Whitten, 1984: 68)

Example: My parents *and* my uncle do not understand it.

The band *and* the team were leading the parade.

The cat *and* the dog each has their own toys.

From the examples above, the verbs refer to the subject. A subject with two or more parts is said to be compound. Two or more singular (or plural) subjects joined by *and* act as a *plural compound subject* and take a *plural verb*

(singular + singular = plural). It will be a plural verb because two or more words can be compounded or linked by joining them with words *and*; my parents and my uncle, the band and the team, the dog and the cat.

c. Singular subject joined by *or*, *either...or*, or *neither...nor*

Singular subject joined by *or*, *either...or*, or *neither...nor* usually take a singular verb (Hodges and Whitten, 1984: 68). *Or* and *nor* as joiners word somewhat different from *and*. While the word *and* seems to add things together, *or* and *nor* do not. Two or more singular subjects joined by *or* (or *nor*) act as a *singular compound subject* and, therefore, take a singular verb to agree. If subjects are joined by *or* or *nor*, the verb should agree with the closer subject. When singular and plural subjects are connected by *either/or* or *neither/nor*, use a plural verb.

Example: Paula or her secretary answers the phone.

Either the mayor or the governor is the keynote speaker.

Neither the boy nor the girl is to blame for the accident.

Either the director or the actors are at fault.

Neither she nor I am going to the festival.

From the sentences above, the subject becomes a singular because two person or two things are related by *or*, *either...or*, or *neither...nor*, so their verb agree with the subject. When the meaning felt to be plural, occasionally uses the plural verb. From the two last sentences, if one subject is singular and

one plural, the verb usually agrees with the closest subject. The word 'the actors' is the closest subject with the 'be'.

- d. A relative pronoun (*who, which, that*) used as subject.

A relative pronoun (*who, which, that*) used as subject has the same number as its antecedent (Hodges and Whitten, 1984: 70). The relative pronouns (*who, whom, which, and that*) are either *singular or plural*, depending on the words they refer to. Sometimes the pronouns *who, that, or which* are the subject of a verb in the middle of the sentence. The pronouns *who, that, and which* become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb.

Example: It is the pharmacist *who* often suggests a new brand.

Tonsillitis is among those diseases *that* are curable.

Salma is the scientist *who* writes the reports.

He is one of the men *who* does the work.

From the sentence above, there are one singular antecedent and one plural antecedent: pharmacist and diseases. Then, there are two relative pronouns which refer the two antecedents: *who* (refers the pharmacist), *that* (refer those diseases). The relative pronouns are used as a subject, the verb agrees with the previous word they refer to (the antecedent). From the third sentence, the word in front of *who* is *scientist*, which is singular. Therefore,

use the singular verb *writes* from the last sentence, the word in front of *who* is *men*, which is plural. Therefore, use the plural verb *do*.

- e. When a sentence used words such as *each*, *either*, *neither*, *one*, *everybody*, and *anyone* as a subject, it regularly takes singular verb (Hodges and Whitten, 1984: 71).

Example: *Neither* *likes* the friends of the other.

Each of them *does* have political ambitions.

Everybody in the office *has* tickets.

From the sentences above, the verbs: *likes*, *does* and *has* refer to the subject, because the subjects used words: *neither*, *each* and *everybody*. It will take a singular and the context generally determines the choices of the verb.

- f. Collective nouns (and phrases denoting a fixed quantity) take a singular verb when they refer to the group as a unit and take a plural when they refer to individuals or parts of the group (Hodges and Whitten, 1984: 71). Words such as *glasses*, *pants*, *pliers*, and *scissors* are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).

Example:

Singular *My family* *has* its tradition.

The number *is* very small.

A billion of dollars *is* a lot of money.

Plural A number were absent.

The committee is unhappy with each other's decisions.

My glasses were on the bed.

From the sentence above, there are three singular subjects: my family, the number and a billion of money and also there are three plural subjects: a number, the majority of us, and my glasses. It will be a singular verb when the subject is group as a unit; and the verb will be plural when it refers to individuals or part of the group as its subject.

- g. A linking verbs agrees with its subject, not with its predicate noun (Hodges and Whitten, 1984: 68).

Example: His chief support is his brother and sister.

His brother and sister are his chief support.

From the sentences above, there is one singular verb: is which refer to the subject: his chief support; and one plural verb: are which agree with its subject: his brother and sister. A linking verb agrees with the subject rather than the word that follows (the complement).

- h. Using *there + be*

The verb depends on the complement that follows the verb (Azar, 1989: 220).

Example: There is a book on the shelf.

There are some books on the self.

In the structure there+be, called expletive. The singular verb is used after *there* when the subject is singular, and the plural verb is used after *there* when there are two subjects or plural subject. The verb agrees with the subject rather than the word that follows (the complement).

i. Make inverted verbs agree

In English, sometimes the subject comes after the verb. This can occur after question words, after place expressions, and after negative expressions.

Example: Where are you going?

Around the corner is Sam's house.

Never has Mr. Jones taken a vacation.

In the first example, the subject and verb that follow are inverted. The subject in the first sentence is plural you which agrees with the *be* are. In the second example the prepositional phrase of place *around the corner* causes the subject house to come after the verb is. In the third sentence, the negative word *never* causes the subject Mr. Jones to come after the helping verb has.

j. Some irregularities

Some words that have –s plural ending are thought of as a single unit and take a singular verb. (Azar, 1989: 222)

Example:

Singular The news is interesting

The United States is big.

Plural Those people are from Canada.

The police have been called.

From the sentences above, the verb is singular; it is because the subject is singular, so the verb refers to its subject. Sometimes a noun that ends in –s is singular. The plural verbs: are and have refer to their subjects: people and police. People and police do not end in –s but they are plural nouns and take plural verbs, since those are thought of a single unit.

B. Error Analysis

1. Definition of Errors

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects can cause the learners of English as a foreign language make errors. Learners produce errors because they have not understood the target language system toughly. Learners cannot self-correct an error because it is a product reflection of his or her current stage of second language development, or underlying competence (Corder in Ellis, 1994: 51). According to Richard, a learner's error, then provide evidence of the system of language that he is using (i.e. has learned) at a particular point in the course and it must be repeated that he is using some system, although it is not yet the right system (1997: 25).

Corder says that errors are a result of partial knowledge because the teaching-learning process extends over time (1973:). Ellis states that error can be identified as a deviation from the norms of target language (1994: 51).

From the explanation above, it can be concluded that an error is a failure dealing with the learners' competence. This happens when the learners don't understand the languages system. They are usually unable to recognize their errors or even to correct them.

2. Mistake and Error

In error analysis, it is necessary to differentiate between error and mistake, technically two very different phenomena. It is aimed at analyzing the learner language in a proper perspective.

Ellis states that mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows (1997: 17). Bartram and Walton states that mistake, which is wrong language which a native speaker would not usually produce, that is, something that only learners of the language produce (1994: 21).

Besides that, Corder (1967) quoting from Ellis (1994: 51) states that a mistake occurs when the learners fail to perform their competence. Brown (1994: 205) states that 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.

Richards, et al. (1985: 95) state that mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance. Norrish (1983: 8) says that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong.

Such mistake must be carefully distinguished from error. Ellis (1997: 17) notes that error reflects gaps in a learner's knowledge; they occur because the learner does not know what is correct. Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrongs' (Norrish, 1987: 7).

Brown states that an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (1994: 205).

Referring to the definitions above, it can be concluded that mistake differs from error. A mistake is an error performance that is slip of the tongue or pen which are not the result of the lack of competence. It is made by a learner because he does not apply the rule (s) that he actually knows, while error is a failure caused by the learner's competence.

3. Sources of Error

The errors that learner make can be influenced by a variety of factors. Here is a further explanation of errors sources dealing with linguistic factors.

a. Interlingual Transfer

Brown (1994: 213) states that beginning stages of learning second language are characterized by a good deal of interlingual transfer from the native language/or/interference. In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. In other words, interlingual refers to the interference of nature language (mother tongue) of the learners.

b. Intralingual Transfer

One of the major contributions of error analysis is its recognition of source of errors that extend beyond just interlingual error in learning a second language (Brown, 1994: 214). Intralingual transfer reflects the general characteristics of rule learning such as the negative transfer of items within the target language, or, put another way, incorrect generalization of rules within the target language.

Richards (1997: 174-181) distinguishes intralingual transfer into (a) overgeneralization; (b) ignorance of rule restriction; (c) incomplete application of rules; and (d) false concepts hypothesized. To make it clear, the four classifications above are explained briefly below.

b. 1. Overgeneralization

Overgeneralization is associated with the redundancy reduction. It may occur, for instance, with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner. It generally involves the creation of one deviant structure in place of two regular structures.

b. 2. Ignorance of rule restriction

Closely related to the generalization of deviant structures is failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply.

b. 3. Incomplete Application of rules

The occurrence of structure whose deviancy represents the degree of development of the rules required to produce acceptable utterances. In other words, incomplete application of rules involves a failure to learn the more complex types of structure because the learner finds he/she can achieve effective communication by using relatively simple rules.

b. 4. False concepts hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. It refers to errors derived from faulty understanding of target language distinctions.

c. Context of Learning

“Context” refers to classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning (Brown, 1994: 215).

Norrish states that sometimes the students do not realize what the reasons are (1994: 21). An attempt has been made to describe at least some of the many possible causes of language learner’s errors. According to Norrish, the causes of errors can be classified into:

a. Carelessness

They admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or s presentation style do not suit him.

b. First language interference

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called mother tongue interference. The notion of mother tongue interference as main contributor to error in learners’ use the foreign language is related strongly to this particular view of how human beings learn a language.

c. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word (Norrish, 1994: 21-24).

4. Classification of Errors

Errors can be classified to some observed features of the errors without reference to their underlying causes or sources. Dulay says that the most useful and commonly used bases for the descriptive classifications of errors are linguistic categories, surface strategist comparative analysis and communicative effect (1982: 146).

a. Linguistic category

Many errors taxonomy has been based on the linguistic item which is affected by an error. These linguistic taxonomies classify error according to either or both the language component or the particular linguistic constituent of error affect. Language components include phonology (pronunciation), syntax, and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style)

b. Surface strategy

Surface strategy taxonomy emphasizes the ways surface structures which are procedures. Analyzing errors from a surface strategy perspective concerned

with identifying cognitive processes that underlie the learner's reconstruction of the new language.

c. Comparative taxonomy

The classification of errors in comparative taxonomy is based on comparison between the structure of second language error and certain other types of construction. In the research literature, second language errors have most frequently been compared to errors made by children learning the target language at their first language and two equivalent phrases or sentences in the learners' mother tongue

d. Communicative effect taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not.

In this study the writer uses surface strategy taxonomy to classify the types of errors. Based on surface strategy taxonomy error can be classified as follow:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. Content words include nouns,

verbs, adjective, and adverbs. While the grammatical morphemes include nouns, and verb inflection, articles, verb auxiliaries and preposition.

Example: Marry president new company.

In that sentence, the speaker omitted the grammatical + noun phrase. The well formed sentence is *Marry is the president of the new company.*

2. Additions

Additions errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well formed utterance. Dulay (1980: 156) says that addition errors usually occur in the later stages of second language acquisition or when the learner has acquired some target language rules. There are three types of addition of errors. Those are double marking, regularization, and simple addition of errors.

a. Double markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics construction.

Example: He doesn't knows my name.

Here, the marker for tenses is doubled (both of them are simple present tense).

b. Regularization

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

Example: *Mrs. Anne has eated.*

Here, the users do not understand yet that these are irregular verbs that make the different marker for the past form. The well-formed sentence is *Mrs. Anne has eaten.*

c. Simple Addition

It is addition error that is double marking or regularization. No particular features characterize all addition errors, that is the use of an item should not appear in well-formed utterances.

Example: *The fishes doesn't live in the water.*

Here, the student makes a wrong sentence. He adds "does" for fishes. The well-formed sentence is *The fishes don't live in the water.*

3. Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure. In misformation errors, the learners supply something that is incorrect. There are three types of misinformation namely:

a. 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*.

b. Archi-forms

It is the form selected by the learner. A learner may temporally 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*.

c. 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.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme on utterance. This type of errors can be caused by the word-for-word translation of native language surface structure.

Example: *I don’t know what is that.*

Here, the learner misorders the word “is” and the well-formed sentence is *I don't know what that is.*

C. The Definition of Error Analysis

Richards (1985: 96) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

Another assumption of error analysis is from Brown (1980:166). He defines error analysis as the processes to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

From two definitions above, it can be concluded that error analysis is an activity to identify, classify, and interpret or describe the errors made by someone/learners in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone/learners in speaking or in writing English sentences. It is one of the first method used to investigate learner language.

D. The Procedures of Error Analysis

Corder in Ellis (1994: 48) suggests the procedures/steps in error analysis research as follow:

a. Collection of a sample of learner language

It is deciding what samples of learners' language to use for the analysis and how to collect these samples.

b. Identification of error

A corpus of learner language has been collected, they have to be identified. It is also necessary to decide, therefore, what constitutes an error and to establish a procedure for recognizing one.

c. Description of error

It involves a comparison of the learner's idiosyncratic utterance with a reconstruction of those utterances in the target language. It needs attention to the surface properties of the students' utterances.

d. Explanation of error

It is concerned with establishing the source of the error, i.e. accounting for why it is made.

e. Evaluation of error

Error evaluation involves a consideration of the effect that errors have on the person(s) addressed. It also involves assessing the seriousness of each

error in order to take principled teaching decisions. Error evaluation is necessary because its purpose is pedagogic.

E. The Significance of Error Analysis

Although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. Brown states "A learner's errors.... are significant in (that) they provide to researcher evidence of how language is learned acquired, what strategies or procedures the learner is employing in the discovery of language (1994: 205). He also states that error analysis can keep us to closely focus on specific languages rather than viewing universals aspects of language (1994: 207).

Corder in Richards (1997: 25) says the significance of error analysis in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal of learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.

In summary, for teachers, error analysis is required to evaluate themselves whether they are successful or not in teaching and also to find out the

sources of errors and take pedagogical precautions towards them whereas for learners, error analysis is needed to show them in what aspect in material which are difficult for them.



CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

Method is the way to do something. Research is an effort to find out, develop, and test the truth knowledge, which is done by using scientific methods (Hadi, 1983: 4). According to Ary, et al, in Furchan, research methodology is generally strategies used in a research in collecting and analyzing data to answer the problem faced (Furchan, 1982: 50).

There are several kinds of research method which can be used in carrying out of research. They are historical, descriptive, causal comparative and experimental method (Sumanto, 1995: 7-9). Each method is used according to the aim of the study. This study takes forms of the quantitative study. The method that is used is descriptive method. Descriptive method is a procedure of solving problem by describing the condition of the objects of the study at present moment based on the appearing facts (Nawawi, 1996: 73). The purpose of the descriptive method is to make a description or a picture of the facts, characteristics, and phenomena systematically, factually, and accurately (Nazir, 1988: 63). Thus, the aim of the study is not to find answer for certain hypothesis. Rather, it tries to describe and present the

data which will get from the students to know the students' errors in using subject-verb agreement.

B. Place and Time of the Research

The research will be carried out for the second grade students of SMP Negeri 10 Surakarta on Thursday, October 1st, 2009.

C. The Subject of the Research

1. Population

A population is the group to which the results of the study are intended to apply (Fraenkael and Wallen, 2000: 103). In this study, the population is the second grade students of SMP Negeri 10 Surakarta in 2009/2010 academic year. The total number of the population is 240 students divided into six classes.

2. Sample

Sample is taken as part of the whole population from which the writer takes the data. Sample is a part of whole population that will be searched (Suharsimi, 2006: 131). The sample is intended to represent the population, since the generalization of the research result will be applied in the population. In this study, the sample is 39 out of second grade of SMP Negeri 10 Surakarta in 2009/2010 academic year.

3. Sampling

One of the most important steps in the research is to select the sample who will participate as a part of study. The technique used for getting sample is called sampling (Hadi, 1983: 82). Sampling refers to the process of selecting these individuals (Fraenkael and Wallen, 2000: 103).

The technique used in this study is simple random sampling. A simple random sampling is one which each and every member of the population has an equal and independent chance of being selected (Fraenkael and Wallen, 2000: 106). The reason for using this kind of technique is that the technique is very likely to produce representative sample (Fraenkael and Wallen, 2000: 108). This technique enables each individual to have an equal chance of being selected as sample member. It is hoped that the weakness of the sample can be minimized.

In this study the writer uses simple random sampling with cluster technique. The stages are as follows:

1. Making the list of individuals.
2. Writing down each student number on a small piece of paper.
3. Enrolling the papers.
4. Putting the rolled paper in a container.

As the result of using the procedure above, class VIII E is chosen as the sample. There are 39 students in the class, and all of them are taken as the simple of this research.

D. The Technique of Collecting Data

There are several techniques to collect the data. An instrument is needed in a research to collect the data. An instrument is a device to measure knowledge, skill feeling, ability, or behavior of an individual or a group (Sumanto, 1995: 57). There are some kinds of instrument. They are test, interview, document, observation, and experiment.

In this study, the researcher will use a test technique as the instrument for collecting the data. A test is a systematic procedure for observing one's behavior and describing it with the aid of numerical device or category system (Syakur, 1999: 5). The test is divided into two types. Gronlund (1981: 135) mentions that the items used in classroom test are typically divided into general categories: (1) the objective item, which is highly structured and requires the pupils to supply a word or two, or to select the correct answer from among a limited number of alternatives, and (2) the essay question, which permits the pupils to select, organize and present the answer in essay form".

The test types which will be used in this study are an essay test. It is used for knowing how far students' error in using subject-verb agreement according to the correct grammatical rules. Before doing the test, the writer uses readability to measure the appropriateness of the instrument.

Readability is the combination of structural and lexical difficulty. This combination of difficulty should be at the right level for the students, but assessing

the right level is not straightforward (Nuttal, 1982: 25). In this study, the writer measures reliability of the instrument by asking some members of population to justify whether or not the instruction is clear, and whether or not the items of the instrument are easily understood and at their level. And the result is that they can understand the instruction easily and the items are not difficult to do. It means that the items in the instrument are at their level and readable.

E. The Technique Analyzing Data

The collected data will be analyzed by using descriptive statistic method. Walpole (1995: 2) says that descriptive statistic method gives the information about the data. In this research, the writer uses the procedures for analyzing the data as follows:

1. Collecting the data
2. Identifying errors from the students' answer sheet
3. Classifying errors on each type
4. Describing the frequency of the errors
5. Analyzing errors based on the source of errors

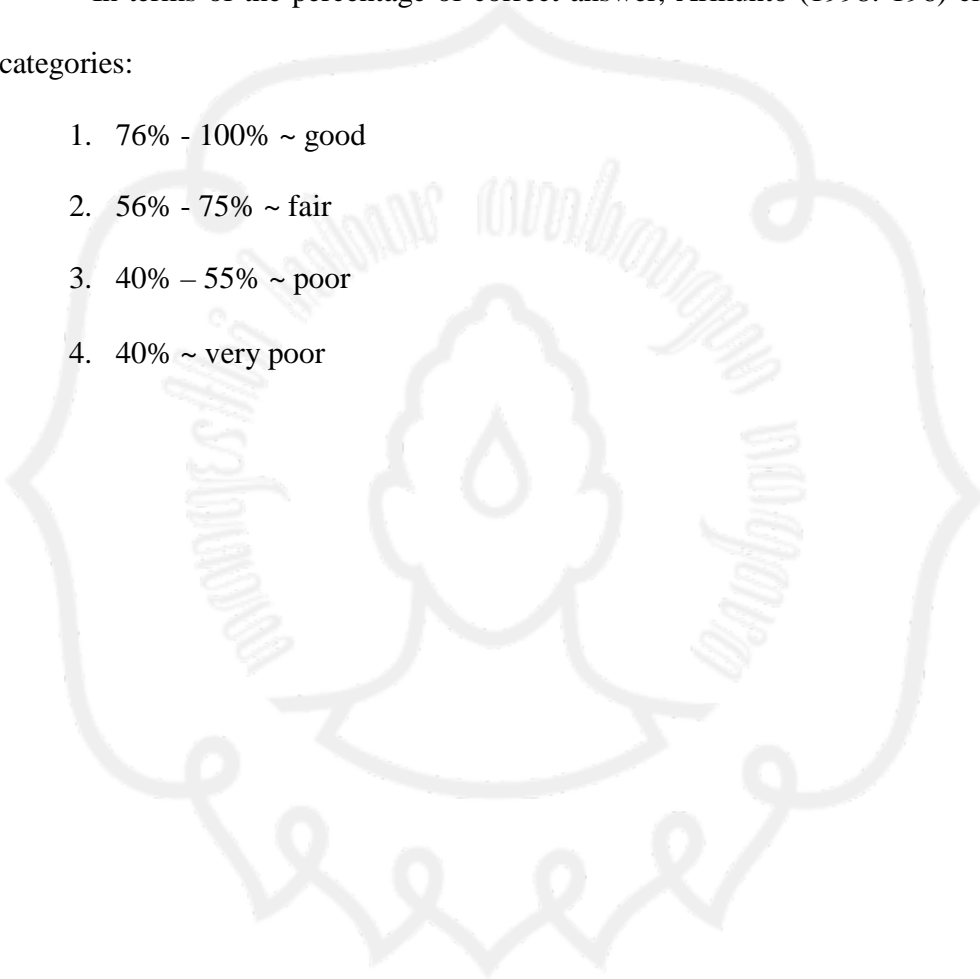
In analyzing the data, the writer uses a percentage correction technique by using the formula as follows:

$$\text{Error percentage} = \frac{\text{the number of error}}{\text{total number of error}} \times 100 \%$$

The errors which have been calculated are, then, analyzed or identified into surface strategy taxonomy which is divided into omission, addition, misformation, and misordering.

In terms of the percentage of correct answer, Arikunto (1998: 196) classifies categories:

1. 76% - 100% ~ good
2. 56% - 75% ~ fair
3. 40% - 55% ~ poor
4. 40% ~ very poor



CHAPTER IV

RESULT OF THE STUDY

Based on the research conducted on 1st October 2009 at SMP Negeri 10 Surakarta, the writer got the data needed to be analyzed in this chapter. The data were collected from the sample by means of a test. There were 30 items of essay test.

As stated in technique of analyzing data in chapter III, the procedural steps used by the writer after collecting the data are identifying the students' errors, classifying the errors, analyzing errors based on the source of errors, and describing the errors based on type of errors. To get a clear description, the writer then discusses them as follows:

A. Identifying the Errors

After collecting the data, the writer identified all errors from the students' answer sheets. Before identifying the errors made by the students, the writer distinguished between errors and mistakes on the students' answer sheet. As stated in chapter II, errors are generally caused by *competence factor*. It means that learners in this respect do not really understand yet the system of language they are learning. Errors usually occur systematically and they may last long if they are not corrected. Meanwhile mistakes are generally caused by performance factor. Actually students

have already known the system of language, but because they do not focus their attention, they forget to apply such structure.

The way the writer used in distinguishing the mistakes and errors on the students' answers sheet was by asking the students to look into their answers and giving fifteen minutes to check their answers correct or incorrect before collecting their answer sheet. If they can correct their wrong answers, it means that they just make mistakes, instead of errors. Otherwise, they make errors if they cannot correct their wrong answer. In fact, the writer found that some students made errors because they were not able to correct their first answer. It means that they made errors.

From the identification of the errors, the writer finds that none of the students could answer the whole items correctly. They tend to make errors. Based on the error types explained in chapter II, there are four categories of errors, namely linguistics category, surface strategy, comparative analysis, and communicative effect. In this study the writer just uses the second category, surface strategy which is divided into four types; addition, omission, misformation, and misordering. From the students' answers, it can be seen that most of the students make one, two or three types of errors in each item.

Further, the students tend to make the same errors. For example, in this study most of students made misformation errors.

B. Classifying the Errors

In this research, the writer found 689 errors. Based on the surface strategy taxonomy, the students' errors can be classified into omission, addition, misinformation, and misordering.

1. Omission errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. In omission error, the students tend to omit an item in a well-formed sentence. Here, the writer uses the symbols "St" for the student number that makes error. In omission errors, the students tend to omit an item in a well-formed sentence. The number of omission errors is 100 errors or 14.51% of the total number of errors. The examples of this sub-type of errors are presented below:

a) Omission of *suffix -s/-es*

Item number 23

St (08): *The temperature **differ** greatly from season to season*

The sentence above is not well-formed sentence. The word (*differ*) is as a verb. As stated in rules of subject-verb agreement, singular nouns that can not be counted all take verbs with singular endings. In this case, the student omits –s on the verb.

The well-formed of the sentence above is *The temperature **differs** greatly from season to season.*

b) Omission of *Be*

Item number 7

St (22) : *Short stories my favorite reading matter.*

The sentence above is not well-formed sentence, because the student omits auxiliary verb. That sentence should have an auxiliary verb. Because the subjects and verbs must agree in number, so the plural subject in the sentence above requires a plural verb.

The well-formed sentence is *Short stories **are** my favorite reading matter.*

c) Omission of *Do*

Item number 1

St (18) : *Leon and Jane often together.*

The sentence above is not well-formed sentence. It does not have a verb. The student does not know if every sentence has a verb. Because the subject is plural, the verb also should plural, jog.

The well-formed of the sentence above is *Leon and Jane often jog together.*

2. Addition

Additions errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well formed utterance. In

addition error, the students tend to add an item that should not appear in a well-formed sentence. The number of addition error is 77 errors or 11.18% of the total number of errors. The examples of this sub-type are as follows:

a) The addition of suffix *-s/-es*

Item number 3

St (27) : *Everybody in the class **haves** books.*

The sentence above is not well-formed sentence. According to Hodges and Whitten, when a sentence used words such as *each, either, neither, one, everybody, and anyone* as a subject, it regularly takes singular verb (1984: 71). The word (*haves*) is incorrect. It should be (*has*). Although the verb must be added by *-s* or *-es*, the rule in adding them are different. For example, verb is added by *-es* if the verb is ending in *o, x, ce, ze, dge*, and sibilant cluster. But, the sentence above is incorrect.

The well-formed sentence is *Everybody in the class **has** books.*

b) The addition of *Be*

Item number 9

St (27) : *I do not want to go, neither **are does** Tom.*

The sentence above is not well-formed sentence, because it has two auxiliaries. As we know, in a sentence just has one verb. So, this is as addition error because the auxiliary is produced twice, (*are*) and (*does*).

The well-formed sentence is *I do not want to go, neither **does** Tom.*

c) Addition of *not*

Item number 18

St (33): *My parents and my uncle **don't not** understand this.*

The sentence is correct. Because two or more subjects are connected by *and*, and use a plural verb. But that is not well-formed sentence, because there are double (*not*) in that sentence above. The well-formed sentence is

*My parents and my uncle **do not** understand this*

d) Addition of suffix *-ing*

Item number 1

St (09): *Leon and Jane often **joging** together.*

The sentence above is not well-formed sentence, because the verb (*jogging*) is incorrect. It should be plural verb without suffix *-ing* (*jog*).

The well formed sentence is *Leon and Jane often **jog** together.*

e) Addition of *to*

Item number 9

St (08): *I do not want to go, neither **to does** Tom.*

The sentence above is not well-formed, since its verb adds to (*to does*). It should be a singular verb without addition of (*to*).

The well-formed sentence is *I do not want to go, neither **does** Tom.*

3. Misformation

Misformation errors are characterized by the use of the incorrect form of the morpheme or structure. In omission errors, the learners supply something that is incorrect. In this case; the students tend to use the wrong forms of the verbs. The number of misformation is 508 errors or 73.73% of the total number of errors. Errors of misformation in this study are listed below:

- a. Misformation of singular and plural subject
- b. Misformation of subject joined by *and*
- c. Misformation of singular subject joined by *or*, *either...or*, or *neither...nor*
- d. Misformation of relative pronoun (*who*, *which*, *that*) used as a subject.
- e. Misformation of a sentence used words such as *each*, *either*, *neither*, *one*, *everybody*, and *anyone* as a subject
- f. Misformation of collective nouns (and phrases denoting a fixed quantity)
- g. Misformation of a linking verb
- h. Misformation of using *there + be*
- i. Misformation of inverted verb
- j. Misformation of some irregularities

The examples of this type of errors are presented below:

- a. Misformation of singular and plural subject

From the rules of subject-verb agreement, subjects and verbs must agree in number, which means that a singular subject requires a singular verb whereas a plural subject requires a plural verb.

1) Item number 9

St (01) : *Short stories is my favorite reading matter.*

The type of misformation error is characterized by improper use of *be*. The auxiliary verb (*is*) is incorrect. It should be (*are*). Because the subjects and verbs must agree in number, which means that a plural subject requires a plural verb. The subject of sentence above is plural, so the verb must be plural too.

The well-formed sentence that is *Short stories **are** my favorite reading matter.*

2) Item number 21

St (26) : *Many Indonesians **does not know** the four seasons.*

The type of misformation error is characterized by improper use of verb. The verb (*does not*) is incorrect. Because the subject of sentence above (*many Indonesians*) is plural, so the verb must be plural.

In well-formed sentence it should be *Many Indonesians **do not know** the four seasons.*

3) Item number 27

St (26) : *The green leaves **is changing** to yellow, red, and brown.*

The sentence above is not well-formed sentence. The type of misformation error is characterized by improper use of verb. Since the verb must agree in number and the subject of that sentence is plural, the verb (*is changing*) is incorrect. It should be (*change*).

The well-formed sentence is *The green leaves **change** to yellow, red, and brown.*

b. Misformation of subject joined by *and*

A subject with two or more parts is said to be compound. If the parts are connected by *and*, the subject is always plural.

1) Items number 1

St (33) : *Leon and Jane often **jogs** together.*

The type of misformation error is characterized by improper use of verb. In the sentence above, two singular subjects joined by *and* act as a *plural compound subject* and should take a *plural verb* (singular + singular = plural). The verb (*jogs*) is incorrect, and the well-formed sentence is *Leon and Jane often **jog** together.*

2) Item number 5

St (25) : *A car and a bike **is** my means of transportation.*

The type of misformation error is characterized by improper use of auxiliary verb. The auxiliary verb (*is*) is incorrect. It should be (*are*). Because two singular subjects in sentence above are connected by *and*, the auxiliary verb must be in plural.

The well-formed sentence is *A car and a bike **are** my means of transportation.*

c. Misformation of singular subject joined by *or*, *either...or*, or *neither...nor*

Singular subject joined by (*or*) usually take a singular verb. Two or more singular subjects joined by *or* (or *nor*) act as a *singular compound subject* and, therefore, take a singular verb to agree. If subjects are joined by *neither... nor* or *either or*, the verb should agree with the closer subject.

1) Item number 8

St (25) : *Either the actors or the director **are** at fault.*

The type of misformation error is characterized by improper use of auxiliary verb. Since two subject joined by *either...or* and the closer subject is singular, so the verb should be singular.

The well-formed sentence is *Either the actors or the director **is** at fault.*

2) Item number 25

St (09) : *Its temperature or heat **are** almost the same as that of our dry season.*

In the rules of subject-verb agreement, if the individual parts of the compound subject are joined by *or*, use the verb form (singular or plural) which will agree with the subject closer to the verb. The sentence above is not well-formed sentence because the closer subject to the verb *heat* is singular, so the verb must be singular.

The well-formed sentence is *Its temperature or heat **is** almost the same as that of our dry season.*

d. Misformation of relative pronoun (*who, which, that*) used as a subject.

A relative pronoun (*who, which, that*) used as subject has the same number as its antecedent. The relative pronouns (*who, whom, which, and that*) are either *singular or plural*, depending on the previous words they refer to.

1) Item number 4

St (09) : *Big Dog is an animal which **are** very intelligent.*

The sentence above is incorrect on the auxiliary verb. The be (*are*) is incorrect. In that sentence, the word (*who*) is the subject of a dependent clause, it takes the place of *animal* (a *singular* form), the auxiliary verb should be singular (*is*).

The well-formed sentence is *Big dog is an animal which is very intelligent.*

2) Item number 13

St (25) : *It is the pharmacist who often **suggesting** a new brand.*

The sentence above is incorrect in verb (*suggesting*). It can be seen that there are a singular antecedent (*pharmacist*) and a relative pronoun *who* which refers the antecedent pharmacist. The verb should be singular (*suggests*).

The well-formed sentence is *It is the pharmacist who often **suggests** a new brand.*

- e. Misformation of a sentence using words such as *each, either, neither, one, everybody*, and *anyone* as a subject.

When a sentence uses words such as *each, either, neither, one, everybody*, and *anyone* as a subject, it regularly takes singular verb.

1) Item number 3

St (39) : *Everybody in the class **have** books.*

The sentence above is incorrect in verb (*have*). As stated in chapter II that when a sentence uses word (*everybody*) as a subject, it regularly takes a singular verb. The correct verb of sentence above should be (*has*).

The well formed sentence is *Everybody in the class **has** books.*

2) Item number 6

St (18) : *Each of boys **are playing** some game well.*

The sentence above is not well-formed sentence because its verb is plural (*are playing*). Since that sentence uses word (*each*) as a subject, the verb must be singular (*plays*).

The well-formed sentence is *Each of boys **plays** some game well.*

3) Item number 17

St (25) : *Neither **like** the friends of the other.*

This sentence is incorrect on the verb. The verb (*like*) is incorrect. It should be (*likes*). Because this sentence uses word *neither* as a subject, the verb must in singular.

The well formed sentence is *Neither **likes** the friends of the other.*

f. Misformation of collective nouns (and phrases denoting a fixed quantity)

Collective nouns (and phrases denoting a fixed quantity) take a singular verb when they refer to the group as a unit and take a plural when they refer to individuals or parts of the group.

1) Item number 22

St (08) : *Our class **sing** very well.*

This sentence is incorrect on the verb (*sing*). If the object of the preposition is singular, it should be a singular verb.

The well-formed sentence is *Our class **sings** very well.*

2) Item number 15

St (22) : *All of the pies **was** gone.*

The sentence above is not well-formed sentence because the verb takes singular (*was*). In this sentence, if the object of the preposition is plural, use a plural verb.

The well formed sentence is *All of the pies **are** gone.*

g. Misformation of a linking verb

A linking verb agrees with its subject, not with its predicate noun.

1) Item number 10

St (26) : *His chief support **are** his brother and his sister.*

This type of misformation error is characterized by the improper use of auxiliary verb. From the sentences above, a linking verb which is as a subject is singular (*his chief support*), so the verb must agree with its subject. The verb should be (*is*).

The well-formed sentence is *His chief support **is** his brother and his sister.*

2) Item number 16

St (09) : *His problem **are** frequent headache.*

This type of misformation error is characterized by the improper use of auxiliary verb. The auxiliary verb (*are*) is incorrect. The verb must

agree with its subject not with the predicate noun. Since the subject is singular (*his problem*), the auxiliary verb should be in singular (*is*).

The well-formed sentence is *His problem is frequent headache*.

h. Misformation of using *there + be*

The verb depends on the complement that follows the verb.

1) Item number 2

St (29) : *There is some books on the self.*

This sentence is incorrect on the *be*. In this sentence, the verb depends on the complement that follows the verb. Because the complement that follows the verb is plural (*some books*), the be must be plural. It should be (*are*).

The well-formed sentence is *There are some books on the self.*

2) Item number 19

St (27) : *In Indonesia, there is only two seasons, the dry and the wet season.*

This sentence is not well-formed sentence because the be is incorrect. It should be plural (*are*) because its subject which comes after be is plural.

The well-formed sentence is *In Indonesia, there are only two seasons, the dry and the wet season.*

i. Misformation of inverted verb

1) Item number 9

St (39) : *I do not want to go, neither **do** Tom.*

In this sentence, the verb *do* is incorrect. It should agree with complement after its verb. The complement in this sentence is singular (*Tom*), so the verb before the complement should follow it.

The well-formed sentence is *I do not want to go, neither **does** Tom.*

2) Item number 14

St (01) : *In the closet **is** the clothes that you want.*

This sentence uses incorrect be (*is*). Because the subject in this sentence (*the clothes*) is plural, the be should be plural.

The well-formed sentence is *In the closet **are** the clothes that you want.*

j. Misformation of some irregularities

1) Item number 23

St (39) : *the temperature **has differed** greatly from season to season.*

This misformation of error is characterized by the improper verb. The student uses incorrect form of structure. The student tends to use present perfect tense (*has differed*), while the sentence is present tense.

The verb should be (*differs*).

The well-formed sentence is *The temperature **differs** greatly from season to season.*

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in utterance. The number of misordering error is 4 errors or 0.58% of the total number of the errors. The examples of this type of errors are presented below:

a) Item number 11

St (08) : *What the homework **is**?*

The sentence above is not well-formed sentence because of incorrect placement of the verb. Although the auxiliary verb (*is*) is correct, since the subject (*the homework*) is singular, the placement of verb (*is*) is incorrect.

The well-form sentence is *What **is** the homework?*

b) Item number 19

St (08) : *There **are** my new dresses in your bag?*

In the sentence above, the word (*there*) is not as a subject. The verb depends on the complement that follows the verb. The subject from that sentence is (*my new dresses*). So, the auxiliary (*are*) is correct. But, that sentence is not well-formed sentence because the placement of verb (*are*) is incorrect for an interrogative sentence.

The well-formed sentence is ***Are** there my new dresses in your bag?*

C. Describing the Frequency of Errors

After identifying and classifying students' errors, the next step is describing the frequency of errors based on the result of computation. As stated in chapter III, the formula used as follow:

$$\text{Error percentage} = \frac{\text{the number of error}}{\text{total number of error}} \times 100 \%$$

As stated at the previous page that the errors are classified into four types namely, omission, addition, misformation, and misordering. The distribution of errors in each category of errors and also percentage will be described in the following table:

Table 1: The Frequency of Errors Based on the Types of Errors

No	Types of Errors	Number of Error	Frequency of Error
1.	Omission	100	14.51%
2.	Addition	77	11.18%
3.	Misformation	508	73.73%
4.	Misordering	4	0.58%
	Total	689	100%

From the table above it can be seen that the misformation error has the highest number of errors. There are 508 numbers of errors or 73.73% of the total errors. The

lowest error is misordering error, that is 4 errors or 0.58% of the total number of errors.

The sequence of those types is as follows:

Table 2: The Rank of Errors Based on the Types of Errors

No	Types of Errors	Number of Error	Frequency of Error
1.	Misformation	508	73.73%
2.	Omission	100	14.51%
3.	Addition	77	11.18%
4.	Misordering	4	0.58%
	Total	689	100%

The distribution of error in every type of omission errors and also percentage can be described at the table below:

Table 3: The Frequency of Omission Errors

No	Omission Errors	Number of Error	Frequency of Error
1.	Omission of Do	14	2.03%
2.	Omission of Be	3	0.43%
3	Omission of suffix <i>-s /-es</i>	83	12.05%
	Total	100	14.51%

The table above indicates that there are three sub-types of omission errors. The number of omission errors is 100 errors or 14.51% of the total errors. The highest

number of omission error is omission error of suffix –s/-es, that is 83 errors or 12.05% of the total errors. While, the lowest omission is omission of be, that is 3 errors or 0.43% of the total errors.

The following table is the sequence of frequency of omission types.

Table 4: The Rank of Omission Errors

No	Omission Errors	Number of Error	Frequency of Error
1.	Omission of suffix –s /-es	83	12.05%
2.	Omission of Do	14	2.03%
3	Omission of Be	3	0.43%
	Total	100	14.51%

The distribution of error in every type of addition errors and also percentage can be described at the table below:

Table 5: The Frequency of Addition Errors

No	Types of Addition Errors	Number of Error	Frequency of Error
1.	Addition of not	3	0.44%
2.	Addition of suffix –s/-es	44	6.39%
3.	Addition of to	6	0.87%
4.	Addition of be	1	0.14%
5.	Addition of –ing	23	3.34%

	Total	77	11.18%
--	-------	----	--------

The table above shows that there are five types of addition error. The number of addition error is 77 errors or 11.18% of the total errors. The highest number of addition error is addition error of suffix –s/-es, that is 44 errors or 6.39% of the total errors. The lowest number is addition of be, that is 1 error or 0.14% of the total errors. The sequence of those types is as follow:

Table 6: The Rank of Addition Errors

No	Types of Addition Errors	Number of Error	Frequency of Error
1.	Addition of suffix –s/-es	44	6.39%
2.	Addition of –ing	23	3.34%
3.	Addition of to	6	0.87%
4.	Addition of not	3	0.44%
5.	Addition of be	1	0.14%
	Total	77	11.18%

The distribution of error in every type of misformation errors and also percentage can be described at the table below:

Table 7: The Frequency of Misformation Errors

No	Types of Misformation Errors	Number of Error	Frequency of Error
1.	Misformation of singular and plural	49	7.11%

	subject		
2.	Misformation of subject joined by <i>and</i>	38	5.52%
3	Misformation of singular subject joined by <i>or, either...or, or neither...nor</i>	96	13.93%
4.	Misformation of relative pronoun (<i>who, which, that</i>) used as a subject	8	1.16%
5.	Misformation of a sentence used words such as <i>each, either, neither, one, everybody, and anyone</i> as a subject	68	9.87%
6.	Misformation of collective nouns (and phrases denoting a fixed quantity)	71	10.30%
7.	Misformation of a linking verb	34	4.93%
8.	Misformation of using <i>there + be</i>	27	3.92%
9.	Misformation of inverted verb	70	10.17%
10.	Misformation of some irregularities	47	6.82%
	Total	508	73.73%

From the table above, it can be seen that there are 10 types of misformation errors on the classification of subject-verb agreement. The number of misformation errors is 508 errors or 73.73% of the total errors. The highest number of misformation errors is misformation of singular subject joined by *or*, *either...or*, or *neither...nor*, that is 96 errors or 13.93% of the total errors. The lowest number of misformation errors is misformation of relative pronoun (*who*, *which*, *that*) used as a subject which has 8 errors or 1.16% of the total errors. The following table is the sequence of frequency of misformation errors.

Table 8: The Rank of Misformation Errors

No	Types of Misformation Errors	Number of Error	Frequency of Error
1.	Misformation of singular subject joined by <i>or</i> , <i>either...or</i> , or <i>neither...nor</i>	96	13.93%
2.	Misformation of collective nouns (and phrases denoting a fixed quantity)	71	10.30%
3.	Misformation of inverted verb	70	10.17%
4.	Misformation of a sentence used words such as <i>each</i> , <i>either</i> , <i>neither</i> , <i>one</i> , <i>everybody</i> , and <i>anyone</i> as a subject	68	9.87%

5.	Misformation of singular and plural subject	49	7.11%
6.	Misformation of some irregularities	47	6.82%
7.	Misformation of subject joined by <i>and</i>	38	5.52%
8.	Misformation of a linking verb	34	4.93%
9.	Misformation of using <i>there + be</i>	27	3.92%
10.	Misformation of relative pronoun (<i>who, which, that</i>) used as a subject	8	1.16%
Total		508	73.73%

The distribution of error in misordering errors and also percentage can be described at the table below:

Table 9: The Frequency of Misordering Errors

No	Misordering Errors	Number of Error	Frequency of Error
1.	Misordering of be	4	0.58%
Total		4	0.58%

Based on the table above, misordering of be has the number of errors 4 errors or 0.58% of the total errors.

The frequency and percentage of the errors based the classification of subject-verb agreement can be seen at the table below:

Table 10: The Frequency of Errors Based on the Classification of Subject-Verb Agreement

No	Classification of Subject-Verb Agreement	Number of Error	Frequency of Error
1.	Singular and plural subject	106	15.38%
2.	Subject joined by <i>and</i>	91	13.21%
3.	Singular subject joined by <i>or</i> , <i>either...or</i> , or <i>neither...nor</i>	97	14.08%
4.	Relative pronoun (<i>who</i> , <i>which</i> , <i>that</i>) used as a subject	12	1.74%
5.	A sentence used words such as <i>each</i> , <i>either</i> , <i>neither</i> , <i>one</i> , <i>everybody</i> , and <i>anyone</i> as a subject	81	11.76%
6.	Collective nouns (and phrases denoting a fixed quantity)	83	12.05%
7.	A linking verb	33	4.79%
8.	Using <i>there + be</i>	28	4.06%

9.	Inverted verb	83	12.05%
10.	Some irregularities	75	10.98%
	Total	689	100%

The table above indicates that the singular and plural subject has the highest number of errors. The number of errors is 106 errors or 15.38% of the total number of errors. The lowest number of errors is relative pronoun (*who, which, that*) used as a subject, that is 12 errors or 1.74 percent of the total number of errors. The following table is the sequence of frequency of subject-verb agreement.

Table 11: The Rank of Errors Based on the Classification of Subject-Verb Agreement

No	Classification of Subject-Verb Agreement	Number of Error	Frequency of Error
1.	Singular and plural subject	106	15.38%
2.	Singular subject joined by <i>or</i> , <i>either...or</i> , or <i>neither...nor</i>	97	14.08%
3.	Subject joined by <i>and</i>	91	13.21%
4.	Inverted verb	83	12.05%
5.	Collective nouns (and phrases denoting a fixed quantity)	83	12.05%
6.	A sentence used words such as <i>each</i> , <i>either</i> , <i>neither</i> , <i>one</i> , <i>everybody</i> , and	81	11.76%

	<i>anyone</i> as a subject		
7.	Some irregularities	75	10.98%
8.	A linking verb	33	4.79%
9.	Using <i>there + be</i>	28	4.06%
10.	Relative pronoun (<i>who, which, that</i>) uses as a subject	12	1.74%
	Total	689	100%

After presenting the frequency of errors, the writer found 689 errors out of 1170 possible errors. The frequency of errors is:

$$\begin{aligned}
 &= \frac{\text{total of error}}{\text{total items}} \times 100 \% \\
 &= \frac{689}{1170} \times 100 \% \\
 &= 58.89\%
 \end{aligned}$$

On the other hand, the writer found 481 correct answers. Thus, the student's ability is:

$$\begin{aligned}
 &= \frac{\text{the total of correct answer}}{\text{total of items}} \times 100 \% \\
 &= \frac{481}{1170} \times 100 \% \\
 &= 41.11\%
 \end{aligned}$$

It means that the percentage of the correct answer is 41.11%. According to Arikunto, it is classified as **poor**.

D. Analyzing the Errors Based on the Source of Errors

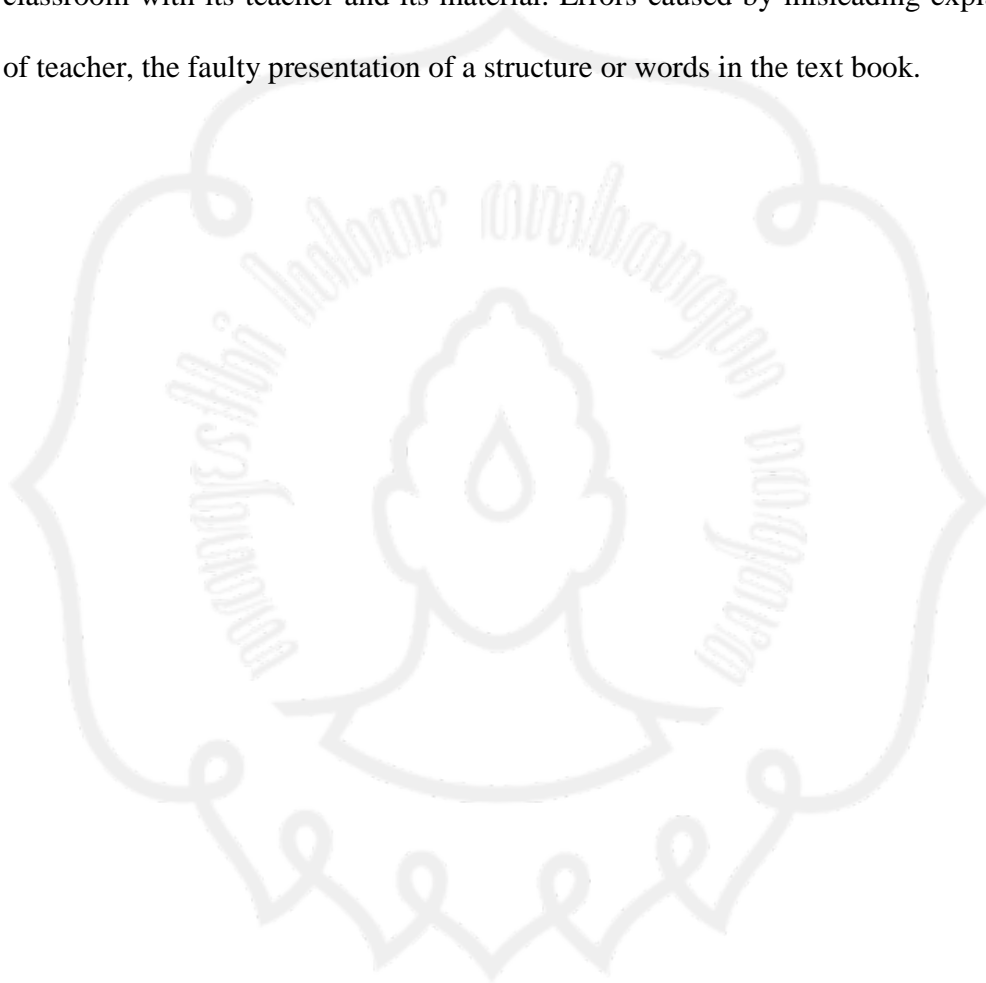
Based on the source of errors, the writer divided the source of errors into interlingual error, intralingual error and context of learning. The students' errors that occur in using subject-verb agreement can be caused by those sources of errors. Here, the writer presents some examples of the items showing the area where the students make errors and why the problems appeared.

The errors which appeared in the test is singular and plural subject, for instance the item number 27. The ability tested in this item is in using singular and plural subject which must agree in number, it means that a singular subject requires a singular verb whereas a plural subject requires a plural verb. The students tended to be influenced by their language rules. For example: *The green leaves **changes** to yellow, red and brown*, such kind of error occurs because, in Indonesia, there is no change of verbs to conform to either a singular or a plural subject.

The students' errors that belong to intralingual are in misformation of collective nouns, for instance the item number Item number 1 *All of the pies **was** gone*. In fact, the student did not use the form that was required. He/she even used past participle instead of using present participle. The well-form of that example is

All of the pies are gone. These errors belong to intralingual because of the lack of students' knowledge.

The students' errors belong to context of learning are referring to the classroom with its teacher and its material. Errors caused by misleading explanation of teacher, the faulty presentation of a structure or words in the text book.



CHAPTER V

CONCLUSION, IMPLICATION, SUGGESTION

A. Conclusion

From the result of the study, it can be concluded that there are a number of errors made by the second grade students of SMP Negeri 10 Surakarta in using subject-verb agreement. The total errors made by the students are 689 errors or 58.89% out of possible errors (1170), the correct answer are 481 errors or 41.11 percent. It means that the percentage of the correct answer is classified as *poor*. The types of errors made by the students are omission, addition, misformation, and misordering error. For the four types of errors, misformation errors have the highest number of errors. It is happens because the students do not know the system of language or the lack of students' knowledge so they make errors. The other causes are interlingual and context of learning. The students tended to be influenced by their language rules, because in Indonesia there is no change of verbs to conform to either a singular or a plural subject. The last one it can be caused by misleading explanation from the teacher, the faulty presentation of a structure or words in textbook. Errors made by the students indicates that students have more difficulties in using verb which should agree with its subject in English sentences.

B. Implication

Based on the result of the study, it can be considered that the ability of the students is just *poor* and the students still encountered some difficulties in making the verb agrees with its subject or difficulties in the rule of subject-verb agreement. The errors which are made by the students will be helpful for the students and the teacher to be more aware of this case. It helps the students to know their weaknesses and difficulties in determining how the verb should agree with its subject in English sentence, therefore the students will learn more, particularly in using subject-verb agreement. From the explanation of number of errors made by the students, it can be seen the effectiveness of teacher's teaching material and teaching technique. By knowing this, teacher can also plan and determine an effort in teaching process, so it will be more useful to minimize the same errors.

C. Suggestion

After obtaining the result of the study, the writer finds that there are still some errors made by the students in subject-verb agreement. Therefore, the writer wants to give suggestion as follows:

1. To the English teacher

After knowing the area which the students often make the errors, the teacher should give more attention to it. The teacher should be able to give an appropriate way of teaching subject-verb agreement and explain to the students

how to identify whether a subject is plural or singular and how to make a verb agree with its subject in order that the students understand English subject-verb agreement, so that the errors can be minimized or reduced.

2. To the students

Recognizing that the students still have a fair ability in using subject-verb agreement, the writer suggests that the students should improve the rule of subject-verb agreement in English sentence. The students should pay attention to this matter. They should learn English harder, especially on the area when the students feel it difficult in subject-verb agreement. It is also important for them to know their errors because by knowing them, they will not make the same errors.

3. To the other researcher

The result of this study shows that the students still have difficulties and make many errors in applying subject-verb agreement. The difficulties and errors should be solved. The writer suggests the other researchers to find what sources possibly lead the students to make errors and also to find an appropriate solution that can be used to minimize or reduce the students' errors.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Pendidikan*. Jakarta: Bumi Aksara.
- Azar, Betty Schramper. 1989. *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
- Bima, Bachtiar and Cicik Kurniawati. 2005. *Let's Talk*. Bandung: Pakar Raya.
- Brown. H. Douglas. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- Corder, S. Pit. 1973. *Introducing Applied Linguistic*. Australia: Penguin Books Australia Ltd.
- Dulay. H. Burt, M & Stephen Krashen. 1982. *Language Two*. Oxford: Oxford University Press.
- Ellis, Rod. 1994. *Understanding Second Language Acquisition*. New York: Oxford University Press.
- Ellis, Rod. 1997. *Second Language Acquisition*. New York: Oxford University Press.
- Furchan, Arief. 1982. *Pengantar Penelitian dalam Pendidikan*. Surabaya: Usaha Nasional.
- Frankael, Jack R, and Norman E. Wallen., 2000. *How to Design and Evaluate Research in Education*. USA: McGraw-Hill Companies, Inc.
- Hadi, Sutrisno. 1983. *Methodology research*. Yogyakarta: UGM Press.
- Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. New Jersey: Prentice Hall.
- Hodges, John C and Marry E. Whitten. *Harbrace College Handbook*. USA: Harcourt Javanovinc, Inc.

- Hurford, James R. 1995. *Grammar a Student's Guide*. Cambridge: Cambridge University Press.
- Matthews, P.H. 1981. *Syntax*. Cambridge. Cambridge University Press.
- Maurer, Jay. 2000. *Focus on Grammar: An Advance Course for Reference and Practice*. New York: Addison Wesley Longman, Inc.
- Moh Nazir. 1988. *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Nawawi, Hadari dan Mimi Martini. 1996. *Penelitian Terapan*. Yogyakarta: Gajahmada University Press.
- Norrish, John. 1999. *Language Learner and Their Errors*. UK: Prentice Hall International Ltd.
- Nuttal, Christin. 1982. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.
- Syakur, Muhammad. 1999. *Language Testing and Evaluation*. Surakarta: Universitas Sebelas Maret.
- Radford, Andrew. 1998. *Syntax*. Cambridge: Cambridge University Press.
- Richard, Jack. 1985. *Error Analysis: Perspectives on Second Language Acquisition*. London and New York: Longman.
- Richard, Jack. 1997. *Error Analysis: Perspectives on Second Language Acquisition*. London and New York: Longman.
- Sumanto. 1995. *Metodologi Penelitian Sosial dan Pendidikan*. Yogyakarta: Andi Offset.
- Walpole, E. Ronald. 1995. *Pengantar Statistika Edisi ke3*. Jakarta: PT. Gramesia Pustaka Utama.
- Wiersma, William. 2000. *Research Method in Education*. USA: Allyn&Bacon.
- _____. 2007. *Structure and Written Expression (TOEFL Preparation)*. Surakarta: Sebelas Maret University Language Centre.

