



**AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT IN
EXPOSITORY ESSAY MADE BY FIRST YEAR STUDENTS OF
NUSANTARA PGRI KEDIRI UNIVERSITY
IN ACADEMIC YEAR 2014/2015**

THESIS



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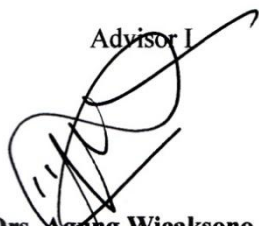
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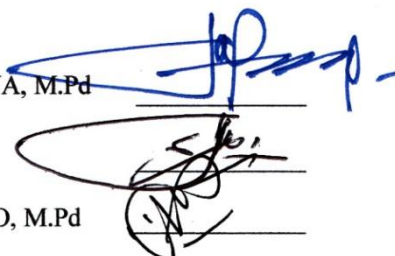
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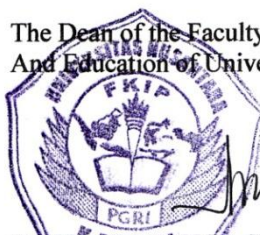
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ABSTRACT

Writing could reveal student's knowledge through text. However, they usually make some error and mistakes. The wrong usage or application could be considered as the indicator that learning is taking place; however, this kind of condition shouldn't be allowed to happen continuously. Teacher must acknowledge where the students make the most error to give the appropriate treatment.

The aims of this research were (1) to find out the types of errors and, (2) to find out the most errors made by first students in using subject-verb agreement. In doing this research, the researcher uses content analysis which explains the data in qualitative and quantitative. He uses quantitative method and simple formula to find out the most error the students make.

The findings showed that (1) students made four kinds of errors based on the surface taxonomy: addition, omission, misinformation, and misordering; and (2) students made the most error in Simple present the grammatical error, and in omission from the perspective of surface taxonomy. Acknowledging the appropriate theories of giving feedback to students would be useful to help them to get through their problems.

Key words: Error Analysis, Essay, Subject-Verb Agreement, and Present Tense.

I. INTRODUCTION

Writing is an activity in which the writer may do many activities at once. According to Geoffrey Broughton, Cristopher Brumfit, Roger Flavell, Peter Hill & Anita Pincas (1980:116) stated that any writers are engaged in an activity which is usually at the same time both private-compose by solitary, and public-it is intended for audience which is sometimes extremely to define. It is true that students do writing individually before their writing will be posted to public.

Therefore they have to know what the public want in order to make them interest with their writing work.

The next, a good writing is usually involved a long process. As Jeremy Harmer (2004:8) in *How to Teach Writing* points out "... while writing's final product is not clearly instant and the writer still has a chance to plan and modify it." He continued that the process may include process of planning, continued by drafting, then checking the ideas-called editing and

the last is final draft. The process of writing is not always linear, but rather recursive. This means that students often do re-plan, re-draft, and re-edit.

In addition, writing is about constructing a meaningful ideas using written work to the readers. Talking about ideas in writing, it can not be separated with the use of grammar. Sasan Baleghizadeh and Yahya Gordani (2012:162) explained that no matter how well a person have brilliant ideas of writing will be useless if the writer, in this case is the students, lack of maintaining the clarity and avoiding ambiguity due to of grammar. They continued the ideas of the writers would be unclear if they language was opaque. Supporting that, many experts believed the importance of the grammar also played a role in achieving learners' educational and professional goals (Baleghzadeh & Yahya, 2012:162). Therefore, being aware of the importance of grammar gives many advantages to the writers.

Meanwhile, Broughton, Brumfit et al. (1980:116) also point out that some problems to be considered in written English, they are: Mechanical problems with the script of English; Problems of accuracy of English grammar and lexis; Problems of relating the style of writing to the demands of a particular situation;

Problems of developing ease and comfort in expressing what needs to be said.

Another difficulty is dealing with sentence structures. Students have to be able to make a sentence that is grammatically correct and appropriate. After that, they must be able to organize it into same ideas or sequential. The way of writers build an organized sentence in paragraph is usually called coherent (Charles and Jill, 2008:117).

Learners' mother language is quite different with English. In an Indonesian sentence, the verbs do not change even their subject is singular or plural, even it happens in the present, past or in the future. In contrast, English verbs always depend on the subject and the time when an action happen (tense). As stated by L. Rozakies (2003:32) that by seeing the form of a verb, the reader may find out: 1. Tense (when the action takes place: past, present, or future), 2. Person (who experiences the action), 3. Number (how many subjects act or receive the action), 4. Mood (the attitude expressed toward the action), 5. Voice (whether the subject acts or is acted upon: the active or passive voice). Based on the discussion above, verbs in English sentence are influenced by subject and time (tense). Therefore, the subject-verb agreement is chosen to be the main focus in this research.

II. RESEARCH METHOD

The researcher used content analysis which focused on analyzing content, material, text both structured and unstructured. He used quantitative method and simple formula to find out the most error the students made. There were two variables in this research. The independent variable in this research is the students' knowledge in subject-verb agreement. While the essays written by the first year students' of UNP Kediri is considered as dependent variable.

The researcher conducted his research in Nusantara PGRI University Kediri and took the first year students of English Department in Nusantara PGRI University Kediri in academic year 2014/2015 as the population of this research. He then chose class B as the represent of the population by using simple random sampling method which sees all the members in the same way so there is a chance for each to be selected.

To gain the data, the researcher set a test of writing an expository essay. He used reading record to record all errors the students made in writing the essay. He analyzed the data using the procedures as suggested by Ellis and Barkhuizen (2005:57):

1. Collection of a sample of learner language,

2. Identification of errors,
3. Description of errors,
4. Explanation of errors.

Then the gained data would be served in percentages by tabulating it using the following formula to reveal the frequency of errors:

$$\frac{\text{frequency of each type of error items}}{\text{total frequency of all error items}} \times 100\%$$

III. RESEARCH FINDINGS AND CONCLUSIONS

After all of the tests had been corrected and the relevant data had been selected based on the purpose of the research, it was found that there were 265 errors. The researcher identified the errors based on the surface taxonomy; addition, omission, misinformation and misordering – and descriptive taxonomy; subject-verb agreement which are noun and pronoun, simple present and antecedent. In identifying the errors, the researcher also made a simple code in order to make it easier for researcher to put the errors into the categories.

a. Noun and Pronoun

- 1) Errors of Addition:

- Next steps are exploiting Natural Resources very well.

The example showed that the students have acknowledged that one of many ways to make noun becomes plural is by adding

the suffix or ending -s. The students added ending -s to words step. It means that they were in plural forms. However, both of the examples only mentioned one step; such as exploiting natural resources very well, therefore a singular noun should be written in those sentences.

2) Errors of Omission:

- ..., there are many grammar book wich can you learn.

The example above showed a plural sentence. However, the noun was in singular form. It was lack of ending -s.

3) Errors of Misinformation:

- Every people want to speak English well.

The sentence showed that the student couldn't use appropriate indefinite pronouns. The indefinite pronoun of *every* should agree with singular form, so *people* can be replaced with *person*.

b. Simple Present

1) Errors of Addition:

- If we are do it, maybe we can keep it clean as we know that...

The students seemed to have trouble in choosing appropriate verb. They added auxiliary even though verb had been applied.

2) Errors of Omission:

- The clean environment make our life healthy also.

Students often omit some items that should be existed. These can be as a result of being unaware whether singular or plural subject they used in their sentences. Researcher found that students often missed auxiliary, lack of verb, addition of -s.

3) Errors of Misinformation:

- ..., so that create the environment be clean.

From the example it showed that they still felt confuse to put and combine the words grammatically. Then, the researcher comes to his conclusion that some students have acknowledged the tenses, however, they still confuse what tense and verb they should use.

4) Errors of Misordering:

- This step usually is respected by some in habitant.

The researcher found that students often committed to do errors of misordering in the verb. Students may understand the rule of grammar but they lack of arranging the words into correct order.

c. Antecedent

1) Errors of Addition:

- Actually, to keep our our environment clean is simple.

2) Errors of Omission:

- Every body can participate together to clean Environment.

3) Errors of Misinformation:

- Sometimes if we can't to keep our environment clean that will make any disease in your body...

The following table shows the numbers of errors students made:

The number of each error and total error

No	Grammatical Error	Surface Taxonomy				Total errors of grammar
		Addition	Omission	Misinform.	Misordering	
1	Noun and Pronoun	8	26	9	3	46
2	Simple present	32	87	36	5	160
3	Antecedent	10	21	28	0	59
	Total errors of surface taxonomy	50	134	73	8	265

The data above shows that students tend to commit 46 errors in noun and pronoun, about 160 errors in simple present, and 59 errors in the usage of antecedent from the total 265 errors. Meanwhile, the researcher also found that there were 50 errors students made in addition, 134 errors in omission, 73 errors in misinformation and 8 errors in misordering.

The data, then, is calculated into the percentage:

No	Grammatical Error	Surface Taxonomy			
		Addition	Omission	Misinform.	Misordering
1	Noun and Pronoun	3.02%	9.81%	3.40%	1.13%
2	Simple present	12.08%	32.83%	13.58%	1.89%
3	Antecedent	3.77%	7.92%	10.57%	0%

The most frequent error from the perspective of the grammatical error was in present tense. Some students had acknowledged that the rules of simple

present tense is using to be form; is, am, are – verb base or attaching ending –s/-es to its verb. The presence of verb in every sentence is important as it has been stated by De Capua (2008:121) that the verb as the heart of a sentence. However, students often have problem in this area. They often omitted item in verb that should be applied in well structure sentences, for example, “The bad smell cause air pollution”. This sentence is grammatically incorrect because it misses the ending –s. This kind of error can be assumed that some were not aware the rules well; when they should use verb base, add ending –s or –es, they can not differentiate its subject whether it is singular that requires singular form of verb or plural. Another assumption is Indonesian rarely attaches or changes the form of verb whether it is showing an activity in the past, present, or in the future. Therefore they did the same way without adding or changing the verb. This error is followed by the error in antecedent and noun and pronoun.

The error of omission got the highest frequent from the point of surface taxonomy followed by error of misinformation, addition and misordering. This error is characterized by deleting items that should be applied in a well structure of sentences. Ellis and Barkhuizen (2005:61) defined error of

omission as deleting some part or form that should be appear in a well formed sentence, i.e. omission of copula be in the sentence My brothers very handsome. Students often omits plural form, pronoun, verb, ending –s or –es, and antecedent.

Moreover, Ellis and Barkhuizen (2005:61) established four principal of errors of how learners commit to do errors. The first is called omission which the learners delete some part or form that should appear in a well formed utterance or sentence. In contrary with omission, addition, the second kind of errors, is errors in which the learners add unnecessary part of form that should be appear in a well formed utterance or sentence. The next is called misinformation. This kind of error is characterized by using the wrong form of the morpheme of structure, for example do they be happy, or using me as both subject and object pronoun. The last error is misordering which is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance or in sentence as in ‘He fights all the time his brother’ that should be ‘He fights his brother all the time’. The researcher’s finding is in line with the previous experts’ theory that students in Nusantara PGRI University Kediri, Indonesia, also tend to commit those four kinds of errors.

Another previous research showed different findings from what the researcher found. Barzegar (2013:322) , who conducted a research of Persian students in the Simin Institute in Ramsar, Iran – classified process of error into four; omission, addition, substitution, and permutation. Besides analyzing and evaluating the errors based on process of errors, he also analyzed the errors based on its linguistic taxonomy; orthographic, phonological, lexico-semantic, and syntactico-morphological errors – and sources of errors; interlingual, intralingual and developmental, and transfer of training. He found that the majority of errors made by the students involved syntactic morphological errors in the Descriptive errors, substation in the Process of errors, and Intralingual errors in the Source of errors. Meanwhile, based on the finding, the researcher found that students in Nusantara PGRI University Kediri, Indonesia, made the highest frequent of errors in omission in the surface taxonomy or process of errors which represent 50.56% of the total errors. It is followed by the errors of misinformation, addition, and misordering.

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